University Catalog

March 2016
# Table of Contents

## UNIVERSITY INFORMATION
- A Message from the Founder and University President .................................................. 1
- Mission of the University .................................................................................................... 2
- Institutional Learning Outcomes ......................................................................................... 3
- Accreditation and Affiliation ............................................................................................... 3
- Administration and Faculty Corporate Administration ......................................................... 4
- Governing Board ................................................................................................................. 4
- Deans ................................................................................................................................. 4

## FACULTY
- Doctorate in Strategic Security .......................................................................................... 7
- Intelligence Management ..................................................................................................... 7
- Terrorism and Counterterrorism Studies ............................................................................ 8
- Strategic Security and Protection Management ................................................................ 8
- General Education ............................................................................................................. 9
- Language .......................................................................................................................... 9
- Academic Calendar ........................................................................................................... 10
- School Location ................................................................................................................. 10
- Media Inquiries ................................................................................................................ 10

## ADMISSIONS
- Philosophy and Process ..................................................................................................... 11
- Application Process ............................................................................................................ 11
- Academic Credit ............................................................................................................... 12
- Award of Credit ................................................................................................................ 12

## PROGRAM ADMISSION REQUIREMENTS
- Bachelor's Degree Program Admission Requirements ....................................................... 19
- Master's Degree Program Admission Requirements ......................................................... 19
- Doctoral Program Admissions Requirements ................................................................... 20
- Certificate Program Requirements .................................................................................... 20
- International Students ....................................................................................................... 21
- Student Authentication ....................................................................................................... 22

## SERVICES FOR STUDENTS
- Virtual Student Center (VSC) ............................................................................................ 22
- Strategies for Online Success (SOS) Course ....................................................................... 23
- Master's Seminar for Success ............................................................................................ 23
- Mentoring .......................................................................................................................... 23
- Academic Mentors ............................................................................................................ 23
- Peer Mentors ...................................................................................................................... 23
- Professional Mentors ......................................................................................................... 23
- Student Services Team ....................................................................................................... 24
- Admissions Advisors .......................................................................................................... 24
- Enrollment Advisors .......................................................................................................... 24
- Student Advisors ................................................................................................................ 24
- Registrar ............................................................................................................................ 24
- Student Counselor ............................................................................................................. 24
- Library Resources ............................................................................................................. 24
- Learning Assistance .......................................................................................................... 25
- Writing Workshop ............................................................................................................. 25
- Student Training Course .................................................................................................... 25
- Academic Advisement ....................................................................................................... 25
- Career Center ..................................................................................................................... 25
- Clubs and Organizations .................................................................................................. 25
- Student Veterans Association ............................................................................................ 25
- Order of the Sword and Shield (OSS) .............................................................................. 26
- Honor Society – Delta Epsilon Tau Kappa of California Chapter ...................................... 26
- Statement of Participation ............................................................................................... 26
- English as a Second Language Instruction ...................................................................... 26
- Instructional Facilities ....................................................................................................... 26
- Student Housing ............................................................................................................... 27
- Visa Services ..................................................................................................................... 27
- Bookstore .......................................................................................................................... 27
- Job Placement Assistance ............................................................................................... 27
Psychology ........................................................................................................... 123
Science .................................................................................................................... 124
Security .................................................................................................................... 124
Sociology .................................................................................................................. 127
Speech ....................................................................................................................... 128
Terrorism and Counterterrorism ............................................................................. 128
Course Changes ....................................................................................................... 132
Catalog Changes ....................................................................................................... 132
UNIVERSITY INFORMATION

A Message from the Founder and University President

Henley-Putnam University was founded after ten years of arduous planning and research, and before the tragic events of September 11th, 2001, to contribute to the professional development of military, government, law enforcement and national security professionals. In the post-9/11 era, security and protection concerns have risen to unprecedented levels. The military, corporations and governments have increased focus on physical security and intelligence gathering on a local, state and national level in order to secure and protect personnel, data and facilities from terrorist attacks, workplace violence and other security threats. This trend has greatly increased the demand for intelligence, counterterrorism, and protection personnel in both the public and private sectors. Further, it has never been more important that those professionals have the very best training available.

The founders of Henley-Putnam University possess extensive backgrounds in strategic security including the intelligence, counterterrorism and protection communities and anticipated the need for improved professional training in the field of strategic security. To this end, we educate and train with a focus on deterrence and prevention while continuing to incorporate the teaching of practical tradecraft. Henley-Putnam has built a comprehensive, strategic security curriculum, supported by over 100 adjunct faculty members (many with Top Secret security clearance) with extensive experience within the security industry. Faculty members have served in senior positions in the CIA, U.S. Secret Service, N.S.A., U.S. Navy Seals, Federal Bureau of Investigation, Defense Intelligence Agency, British Intelligence, U.S. Army Delta Force, as well as all branches of the U.S. Armed Services. Our experts who have studied terrorism and worked in various capacities in the strategic security field can give you hands-on, real life experiences to help you reach a confident level of capability.

The University is designed to contribute to the establishment of higher education standards in the areas of strategic security, intelligence and counter-terrorism. The ultimate purpose of our online Bachelor’s, Master’s, Doctoral degrees and certificates is to enhance the knowledge and skills of professionals whose primary mission is the protection of human life. Henley-Putnam University programs are offered to foster effective habits of study and the discipline of conceptual and practical work to help prepare those choosing to protect others and the nations of the World. It is evident that the need for such training and education grows ever more rapidly during these tumultuous times, especially with numerous shifts in geopolitics.

All of our instructors are available to assist you with your coursework. Our mentors can discuss your particular aspirations or goals from their unique background and experience. Together, we offer you a tremendous network that will be yours to utilize for your entire career. Our hope is that you will want to become a part of this team, to not only be successful in what you do in this field, but to help others become successful as well. So welcome to Henley-Putnam University – we’re here for you today and in the future.

Nirmalya Bhowmick
University Founder

James P. Killin
Chief Executive Officer
Mission of the University

Our university’s mission is to serve professionals in the strategic security industry, especially within the law enforcement, military and the intelligence communities, by increasing their opportunities for advancement in the fields of intelligence management, counterterrorism studies, and strategic security and protection management. Our focus is on delivering user friendly, high quality, online programs with an emphasis on furthering knowledge in deterrence and prevention.

Vision

Henley-Putnam University will be widely recognized for academic excellence, evidenced by student and faculty achievement, leadership development, commitment to national security, and global understanding.

Purpose

Henley-Putnam University aspires to be the leader in providing instruction in the fields of intelligence management, counterterrorism studies, and strategic security and protection management. Our focus is on teaching “proactive” versus “reactive” methods. That is to say, we attempt to further the knowledge of prevention and deterrence over the instruction of reaction and response concepts as taught at many other institutions.

We offer three distinct programs within the Bachelor’s and Master’s degrees and one Doctoral degree in order to meet the future challenges of this strategic security industry. Our Bachelor’s programs introduce the student to the concepts and increases the student’s knowledge in intelligence, counterterrorism and protection. Our programs emphasize professionalism, proactive strategies, a thorough understanding of the dynamics of the program area and a high-level development of skills in intelligence, counterterrorism and protection.

Core Values

The core values that will sustain Henley-Putnam today and in the future are a critical component of our culture and success.

Henley-Putnam University values integrity and ethical behavior in all matters.

Henley-Putnam University values improvement, continuously assessing undergraduate and graduate programs to meet global needs and professional expectations.

Henley-Putnam University values high quality online education and instruction in the learning and teaching process.

Henley-Putnam University encourages growth and development of all learners and those who facilitate these processes.

Henley-Putnam University values diversity, is dedicated to equality, and is committed to serving a diverse population including residents of the USA and the world.

Henley-Putnam University values helping individuals reach their full academic potential.

Henley-Putnam University values a collegial and interactive process in planning and decision making, promoting civility, understanding, and mutual concern.

Henley-Putnam University values both tradition and innovation.

Henley-Putnam University provides a professional and supportive work environment where
our employees enjoy freedom of conscience and the right to refuse to engage in actions that violate ethical principles, professional standards, or provisions of law.

Henley-Putnam University values administrative and technological quality performed efficiently and effectively.

Henley-Putnam University values cost effective growth and return on investment.

**Institutional Learning Outcomes**
The Programs offered at Henley-Putnam University are specifically focused in the area of strategic security.

The successful graduate of Henley-Putnam University will demonstrate the following attributes:

- Evidence of the ability to employ technological and research proficiency, integrating applicable skills of information literacy.
- Employment of conceptual skills to identify potential risks and assess options for preventive, alternative or deterrent actions.
- Demonstrated competency in strategic engagement of issues within the security industry.
- Evidence of Strategic Management leadership competencies effective in promoting professional security, counter-terrorism, intelligence, national protection and global understanding.
- Acquisition of skill sets that support effective communication, critical thinking, and analysis within the strategic security environment.

**Accreditation and Affiliation**
Henley-Putnam University is accredited by the Distance Education Accrediting Commission, 1101 17th Street N.W., Suite 808, Washington, DC 20036, phone 202-234-5100, website http://www.detc.org/. The Accrediting Commission of the Distance Education and Training Council is listed by the U.S. Department of Education as a nationally recognized accrediting agency, and is a recognized member of the Council for Higher Education Accreditation (CHEA).

"Henley-Putnam University has been recognized as a Candidate for Accreditation by WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510.748.9001. This status is a preliminary affiliation with the Commission awarded for a maximum period of five years. Candidacy is an indication that the institution is progressing toward Accreditation. Candidacy is not Accreditation and does not ensure eventual Accreditation."

The University is approved to train veterans and other eligible persons. For information or resolution of specific payment problems, veterans should call the Department of Veterans Affairs at 800-827-1000.

The University is affiliated with the Defense Activity for Non-Traditional Education Support (DANTES), Henley-Putnam University also maintains the following affiliations:
- Member of the American Association of Collegiate Registrars and Admissions Officers (AACRAO).
- A current member of Servicemembers Opportunity Colleges (SOC) Consortium.
- Member of the Council of College and Military Educators (CCME).

**State Approval**
Henley-Putnam University has been awarded full institutional approval to operate as a private degree granting institution by the California Bureau for Private Postsecondary Education. Full institutional approval is the highest status awarded by the State of California. Such approval
indicates compliance with minimum state standards and does not imply any endorsement or recommendation by the state or by the Bureau.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833. Or you may call (916) 431-6959 or (888) 370-7589. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to California residents prior to signing an enrollment agreement.

Administration and Faculty Corporate Administration
James P. Killin, University President
Dr. Amy DiMaio, Chief Academic Officer
Nancy Reggio, Director of Admissions
Ray Asad, Director of Finance
Dr. Janice Kempster, Assistant Provost of Academic Affairs

Governing Board
Michael Stakias, President Liberty Partners
William A. Landman, Chief Investment Officer CMS Companies
Tim Foster, Chief Executive Officer Concorde Career Colleges
Karen P. Tandy, Senior Vice President of Public Affairs Motorola Inc.
Michael J. Hillyard, D.P.A, Higher Education Consultant
Walter Huffman, Dean Emeritus of Texas Tech School of Law
Peter Bennett, Chairman of Liberty Partners

Deans
General Education – Janice Kempster, Ph.D., Colorado State University, Education & Human Resource Studies
Terrorism and Counterterrorism Studies – Diane Maye, Ph.D., George Mason University, Political Science
Strategic Security and Protection Management – Diane Maye, Ph.D., George Mason University, Political Science
Intelligence Management – Barbara Burke, Ph.D., Capella University, Public Safety (Emergency Management)
Doctorate in Strategic Security – Scott Snair, Ph.D., Seton Hall University, Higher Education Leadership Management & Policy

Program Advisory Boards
The role of the Program Advisory Board is to provide feedback and advice in regard to the strategic direction, content and quality of the program against the background of actual developments and trends in the related program field, including the associated job requirements for graduates from homeland security programs, national security programs, or strategic security programs. The boards act as a group of strategic consultants within the Henley-Putnam University review process and are committed to the success of the Programs and value the unique education Henley-Putnam University provides above and beyond other homeland security programs or national security programs.

Doctorate, Strategic Security
The current Doctorate Advisory Board was accepted and appointed in September 2011. Current membership includes the following members:

Bassam Almesfer
Specialist in Middle East Studies and Area/Cultural Intelligence
Colonel Norvell B. DeAtkine  
Middle East Studies Specialist

Eric Furey  
Program Manager – A-T Solutions, Inc.  
Defense Threat Reduction Agency on DoD Red Team

Dr. Geoffrey Jensen  
John C. Biggs ’30 Cincinnati Chair in Military History  
Virginia Military Institute

Maj. Melvyn Kloor, US Army (Retired)  
Cultural Anthropologist - Extensive experience in Latin America  
Career Military Intelligence Officer

Robert Krott  
Author & Specialist  
Counterinsurgency & Africa Area Studies

Paul Lehto  
US Army Lieutenant Colonel  
Doctoral Candidate, Strategic Securities

**Strategic Security and Protection Management**
Current membership includes the following members:

Robert Krott  
Author & Specialist  
Counterinsurgency & Africa Area Studies

Bassam Almesfer  
Specialist in Middle East Studies and Area/Cultural Intelligence

Marc Glasser, MS, CPP, CEM, CORE  
Managing Director, Resilience Management LLC

Edward J. Castillo  
SSPM Faculty  
Expert in Protection Operations

Joseph S. DiNoto  
Doctorate Student, Henley-Putnam University

Scot Walker, SSPM, ILO, TLO, Student Representative  
Law Enforcement Special Agent, Department of Homeland Security/Coast Guard Investigative Service

**Intelligence Management**
The current Intelligence Management Advisory Board was accepted and appointed November 2014. The Intelligence Management Advisory Board includes the following members:

Heather Griffith James, BS  
Manager, Innovations Applications
Expertise in scientific and technology innovations with emphasis in technologies and exploitation of different ground, air, and space sensors

Colonel Herbert Kemp, Ph.D., US Air Force (Retired)
Faculty Representative
Founder & President One ALPHA Corp
Expertise in intelligence management and consulting in the national security domain

Lieutenant Colonel Eric N. Miller, US Army (Retired)
Expertise in special operations and intelligence with emphasis in crisis action planning, counterterrorism, counter-piracy, information operations, border security, and exercise planning.

Colonel William Spracher, Ph.D., US Army (Retired)
National Intelligence University - Faculty College of Strategic Intelligence,
Board of Directors - National Military Intelligence Association

Brigadier General William J. Walker, MSSI, MSCJ, MAIA – DC ARNG
Former Deputy Assistant Administrator – Drug Enforcement Administration (DEA)
Deputy Director - National Intelligence Coordination Center

J. Declan Flynn, Student Representative
Henley-Putnam University
Creative Director – Wilson Media
Expertise in creative multimedia advertising

**Terrorism and Counterterrorism**
The TCT Advisory Board was accepted and appointed in July 2014.
Its current members include:

Brigadier General Russell Howard, MA, MPA, US Army (Retired)
Monterey Institute of International Studies

Sa’ad Ghaffoori (Iraqi Army)
Independent consultant on counterterrorism, intelligence, and counterinsurgency

Lieutenant Colonel Ryan Kappedal,
Ph.D. Air Force Institute of Technology

Lieutenant Colonel Eric Larson, MA
United States Air Force

Major Troy Mitchell, MS - Student Adviser United States Marines

Thomas Parker, MA, LLM
United Nations

Brent Talbot, Ph.D.
United States Air Force Academy
FACULTY

Doctrate in Strategic Security

Cox, Dan, Ph.D.
Curts, Raymond, Ph.D.
Greaves, Denise, Ph.D.
Guggenberger, Bruce, Ph.D.
Kemp, Herb, Ph.D.
Klein, Steven, J.D., Ph.D.
Lucas, Susan, Ph.D.
Martinez, Eduardo, J.D.
Mouras, Tamara, Ph.D.
Nalbandov, Robert, Ph.D.
Phillips, Richard, Ph.D.
Wenger, Anthony, Ph.D.
Nimon, Harry, Ph.D.
Nolan, Frank, J.D.
Shaw, Jeffrey, Ph.D.
Yasin, Abeer, Ph.D.

University of Nebraska-Lincoln
Indiana State University
Stanford University
Indiana State University
Capella University
University of North Carolina
University of Alabama
Mississippi College School of Law
United States Army War College
Capella University
Central European University
University of Maryland Eastern Shore
Johns Hopkins University
Colorado Technical University
University of Phoenix
University of San Diego School of Law
Naval Post Graduate School
Salve Regina University
University of New Orleans

Political Science
Information Technology
Classics
Education Technology
Organization and Management
Anthropology & Philosophy
Instructional Leadership
Law
Strategic Studies
Public Safety Leadership
Political Science
Organizational Leadership
Educational Technology
Management
Business Administration
Law
Homeland Security
Humanities
Engineering & Applied Sciences

Intelligence Management

Abhayaratne, Praveen, M.A.
Adams, Barclay, M.S.
Baker, Bonnie, M.A.
Bowser, Gary, M.P.S.
Burke, Barbara, Ph.D.
Corbin, Alexander, M.A.
Geimano, William, MA
Greaves, Denise, Ph.D.
Grier, Sean, Ph.D. (ABD)
Husemann, Richard, M.S.
Griffith, Lora, M.S.
Johnson, Matthew, M.A.
Kemp, Herbert, Ph.D.
Mardis, Rynele, Ph.D.
Marshall, Edward, M.B.A.
Martinez, Remso, M.S.
McGuyer, William, M.S.
Nimon, Harry, Ph.D.
Nobles, Calvin, Ph.D.
Pfister, Betsy, M.S.

Monterey Institute of Int’l Studies
American Military University
Duke University
Massachusetts Institute of Technology
Capella University
U.S. Army War College
American Military University
American Military University
Stanford University
Nova Southeastern University
University of Cincinnati
Liberty Theological Seminary
Air Force Institute of Technology
University of Washington
Catholic University
University of St. Michael’s College
Capella University
Capella University
NYU Stern School of Finance
Webster University
National Defense Intelligence College
Joint Military Intelligence College
University of Phoenix
Northcentral University
Air University
Northcentral University
Embry Riddle University
American Military University

Int’l Policy Studies
Terrorism Studies
International Relations
Aeronautic & Astronautics
Public Safety Emergency Mgmt
Strategic Studies
Strategic Intelligence
Homeland Security
Classics
Criminal Justice
Church Ministries
Nuclear Engineering
Political Science
International Affairs
Theology & Jewish Studies
Organization & Management
Public Safety
Quant Finance
Finance
Strategic Intelligence
Strategic Intelligence
Business Administration
Business Administration
Military Operations
Management & Engineering Tech
Aeronautical Science
Strategic Intelligence
<table>
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**Terrorism and Counterterrorism Studies**

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**Strategic Security and Protection Management**

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Haag, David, M.S.  
Jimenez, David, M.A.  
Kiehl, Kraig, D.B.A.  
Martinez, Eduardo, J.D.  
Mouras, Tamara, Ph.D.  
Nimon, Harry, Ph.D.  
Schneider, Gregory, M.S.  
Smith, James, M.S.  
Sokol, Kyle, Ph.D. (ABD)  
Wenger, Anthony, Ph.D.  
Wetzel, James, M.S.

University of Nevada, Las Vegas  
Indiana State University  
U.S. Army War College  
Webster University  
Northcentral University  
Mississippi College School of Law  
U.S. Army War College  
Capella University  
University of Phoenix  
Columbia Southern University  
John Jay College of Criminal Justice  
Webster University  
Capella University  
Florida Metropolitan University  
Colorado Technical University  
Central Michigan University

Crisis & Emergency Mgmt  
Education Technology  
Strategic Studies  
Human Resource Management  
Homeland Security  
Law  
Strategic Studies  
Public Safety Leadership  
Business Administration  
Criminal Justice  
Protection Management  
Business Org’n Security Mgmt  
Criminal Justice  
Criminal Justice  
Management  
Administration

**General Education**

Carman, Courtney, Ph.D.  
Eisenfeld, Beth, M.S.  
Gielstra, Dianna, Ph.D.  
Joella, Ethan, Ph.D.  
Lucas, Susan, Ph.D.  
Marshall, Edward, M.S.  
Munteanu, Radu, Ph.D.  
Parker, Jessica, M.A.  
Paul Sanjay, M.A.  
Ryan, Patricia, M.A.  
Thomas-Browne, Carmen, Ph.D.  
Thompson, Valerie, M.A.  
Truitt, Benjamin, M.A.  
Wyatt, Brianna, M.A.  
Yasin, Abeer, Ph.D.

Alliant International University  
University of Michigan  
Texas A & M University  
University of Southern Mississippi  
University of Alabama  
University at Buffalo, New York  
Webster University  
University of California San Diego  
American Military University  
New Mexico State University  
Ball State University  
Robert Morris University  
Chatham University  
University of Missouri  
University of Colorado  
University of Oklahoma  
University of New Orleans

Forensic Psychology  
Urban Planning  
Geography  
Int’l Affairs & Political Science  
Instructional Leadership  
Mathematics  
Finance  
Economics  
Strategic Intelligence  
Sociology  
Anthropology  
Instructional Management  
Mathematics  
Art History  
Humanities  
Museum Studies  
Engineering & Applied Sciences

**Language**

Abedalla, Razak, D.Sc.  
Bachelder, Francoise, Ph.D.  
Botelho, Anarita, M.A.  
Francis, Yelena, Ph.D.  
Knowles, Claire, M.A.  
Maye, Diane, Ph.D.  
Nichols, Karen, Ph.D.  
Pulido, Diana, Ph.D.  
Queenan, Tatiana, M.E.  
Ramsey, Goldie, M.S.  
Randall-Clausen, Anthony, M.S.  
Sanders, Roderick, D.Ed.  
Sinha, Shashwata, M.A.

Robert Morris University  
Purdue University  
San Diego State  
Arizona State  
Institute of Russian Literature  
St. Petersburg State University  
University of Memphis  
George Mason University  
University of North Carolina  
University of New Orleans  
University of Illinois at Urbana  
University of Washington  
Strayer University  
University of Phoenix  
American Military University  
Argosy University  
Ohio State University  
Delhi University

Info. Sys. & Communications -Arabic  
Curriculum of Instruction  
French  
French Literature  
Russian Philosophy  
Russian Philosophy  
Romance Languages-Spanish  
Political Science  
Romance Languages  
Romance Languages  
Spanish, SLATE  
Romance Languages & Literature  
Adult Education & Development  
Admin. of Justice & Security  
Strategic Intelligence  
Organizational Leadership  
TESOL  
English
Office Hours

Henley-Putnam University offices are open from 7:00 AM to 5:00 PM PST Monday through Friday. Faculty are available through the e-classroom and email throughout the student’s enrollment. In some courses, specific office hours are posted. Faculty are required to respond to students within 24 hours.

Henley-Putnam University observes the following holidays during the year:

- New Year’s Day
- Martin Luther King, Jr. Day
- President’s Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- The Day after Thanksgiving
- Christmas Eve Day
- Christmas Day

If one of the above holidays falls on Saturday, it normally is observed on the preceding Friday. If one falls on Sunday, it normally is observed on the following Monday.

Academic Calendar

Enrollment is continuous with new classes starting on the first day of each month. New students in the doctoral program typically start quarterly. Classes are ten weeks in duration.

School Location

Henley-Putnam University
2107 N. First St., Ste. 210
San Jose, CA 95131

Gen. Phone: 408-453-9900
Gen. Fax: 408-453-9700
Website: http://www.henley-putnam.edu

Media Inquiries

All media inquiries regarding Henley-Putnam and its operations must be referred to the University President. Only the President is authorized to make or approve public statements pertaining to the University or its operations. No students, unless specifically designated by the University President, are authorized to make such statements.
ADMISSIONS

Philosophy and Process
Admission to the University is based on evidence of a student's ability to benefit from the educational program and overall potential to render significant contributions to the strategic security profession. Any or all of the following are considered: student's academic record in other institutions, whether the institution is an online accredited university or a traditional school, background check, verbal and written communication skills as demonstrated with the admissions team, professional experience, motivation and educational objectives.

The Admissions Advisors will discuss the program requirements of the online bachelor’s degree programs, online master’s degree programs, and online doctoral and certificate programs. In addition, they will discuss the academic preparation needed to be successful, and refer students to our enrollment experts who advise on tuition benefits.

The Admissions department receives and processes all applications and evaluates them for completeness. The Chair of the Enrollment Committee formally holds the authority to admit or deny any candidate’s application. Applicants will be notified in writing or via email of the status of their application.

Students may be admitted on a provisional basis pending receipt of an official college transcript, but in no case may they continue in the institution's program beyond one enrollment period (a maximum of four courses, 18 quarter credits) without an official transcript documenting admissions requirements.

Henley-Putnam allows students to enter the University on a provisional status in order to take up to two courses on a course-by-course basis at the undergraduate level without enrolling in a formal certificate or degree program. Provisional status is available for those who wish to take only a limited number of courses for personal or professional development, specifically language courses or introductory courses in strategic security. Completion of the course(s) decided upon at the time of enrollment is considered completion of the intended matriculation goals. Because of the unique nature of Henley-Putnam courses, many of which provide instruction on subjects not available at other universities, students often have an interest in studying one or two particular topics. Henley-Putnam's foreign language program also connects well with students in provisional status, offering an opportunity to enhance language skills on an ad hoc basis.

Students in provisional status are not eligible for University scholarships and discounts. GI Bill funds cannot be applied to individual courses taken apart from or outside a degree or certificate program. Provisional status admission still requires the completion of a background check and/or letter of good standing from a military or government employer.

Application Process
All students must submit a completed application. The Admissions Advisors will supply the application materials for signature. Admissions decisions are made by the Enrollment Committee. The Committee evaluates an applicant based on multiple criteria upon the receipt of the following:

- Completed application.
- Any applicable transfer credit, life experience or challenge exam credits. For evaluation procedures, contact the Admissions Department.
- Foreign transcripts, not in English, must be submitted together with certified English translations. For Foreign Transcript evaluation procedures, contact the Admissions Department.
- Background check and/or Letter of Good Standing.
- The Doctorate program has additional admission criteria.
**Academic Credit**

A credit hour is a unit of measure that gives value to the level of instruction, academic rigor and time requirements for each course. These units are equivalent to the commonly accepted and traditionally defined units of academic measurement in accredited institutions. Henley-Putnam University uses quarter units to measure course credit. All courses are 4.5 quarter credit units unless otherwise specified. Academic credit bearing distance learning courses are normally measured by the learning outcomes normally achieved through 30 hours of student work which includes 10 hours of academic engagement and 20 hours of preparation (one quarter hour credit). Therefore, students may expect to spend a minimum of 135 hours of student work time per course. Student work includes direct or indirect faculty instruction. Academic engagement may include submitting assignments, taking exams, interactive tutorials, computer-assisted instruction, participation in assigned study groups, contributing to academic online discussions, initiating contact with a faculty member to ask a question about the academic subject studied in the course and laboratory work.

Preparation is typically homework such as reading, study time and time spent completing assignments and projects.

**Award of Credit**

Henley-Putnam University offers a variety of ways to earn credit for previous academic, military, training, or professional experience. The goal of Henley-Putnam University is to prepare students to be successful in the field of strategic security.

The University must ensure that students progress through the learning process of our degree programs in a way that allows them to receive the core skills, subject-matter knowledge, and specific expertise needed to excel. Henley-Putnam awards three types of credit: credit for admissions, transfer credit from other academic institutions applied to one's Henley-Putnam degree (program credit), and experiential learning credit.

The University recognizes and affirms the fact that extensive service in the strategic security field, professional work in foreign cultures and languages, and training experiences geared towards serious, often existential tasks, are fundamental to many of our students' qualifications and motivations for strategic security careers and academic study.

When transfer credit and associate's degrees from other academic institutions are evaluated, ACE military credit, CLEP or other advanced placement tests, as well as experiential credit, the University always seeks to achieve these two goals: promote the student's academic and future success in strategic security, and support the strategic security learning the student has already undertaken. The evaluation of credit involves comparability of the nature, content, quality, and level of transfer credit, and the appropriateness of the credit earned to programs offered at Henley-Putnam University.

*Self-evaluation: What Credit Have I Earned?*

A critical part of successfully applying for academic credit – in any form – is first to assemble all documents and information that might be relevant to your academic credit application. Here is a short list of items that you should gather to help make an accurate assessment:

- Any transcripts or other evidence of academic study at other universities or colleges;
- Any documentation of military service, training, or other military experience;
- Any documentation of strategic security related training or service, including law enforcement, Federal or state government work or corporate security work.

**I. Credit for Admission**

All degree-seeking applicants must submit official college records as part of the admissions process. Previous academic work will be evaluated for possible credits to be applied to meet the admissions requirements of the Bachelor of Science degree programs at the University. Allowable credits are
formally identified and documented. The official credit evaluation is recorded and then filed with the student's academic file. An official transcript from each institution must be received before credit can be accepted and recorded. Course descriptions may also need to be provided if Admissions does not have the relevant catalog from the sending institution. The University will maintain a written record of the previous education and training of all students; that record will clearly indicate that credit has been granted. The student and other agencies such as the VA will be notified accordingly, if applicable. Students can request a copy of the evaluation.

**Credit for Purposes of Admission versus Applicability of Credit for Program Credit**

Henley-Putnam University considers award of credit for purposes of admission to satisfy prerequisite coursework and/or admission requirements for the program of study. Pre-requisite coursework of admission requirements, satisfied by coursework completed at another institution, is not recognized on the Henley-Putnam transcript of earned academic credit. The University transcript of record includes only transfer credit awarded toward completion of an academic program.

**Bachelor's Degree Credit for Admission**

**Students Admitted with an Associate's Degree**

The University will review all Associate's Degree work to ensure it adequately prepares the student for study at Henley-Putnam University. If the University finds the student is missing a course that would be fundamental to a student succeeding in the upper-level courses, the University will advise the student how best to remedy the situation.

**Students Admitted without an Associate's Degree**

The University will evaluate all academic credit. A student may be admitted after earning 22.5 transferable quarter units (15 semester units) and may be required to complete additional lower division coursework before proceeding with the upper division major.

Henley-Putnam University may award credit based on American Council on Education (ACE) or National College Credit Recommendation in Service (National CCRS) credit recommendations for military training and other occupational experience as it applies to the degree program and may award at admission or as transfer credit depending on the coursework.

**II. Credit for Transfer**

College and University courses completed elsewhere may be considered for transfer credits as electives even though the courses are not offered at the University. All transcripts received become University property and will not be copied or released to other institutions. Transcripts received from applicants who do not enroll within two years of their application date or who send transcripts but do not subsequently enroll, will thereafter be destroyed unless the applicant maintains communication with this institution that indicates the applicant's continuing plan to enroll.

**Transfer Process after Matriculation**

Once a student has matriculated at the University, all further transfer credits must have prior approval of the Provost.

**Basis for Institutional Transfer Credit**

Transfer credits (if earned within the United States) may be accepted from institutions accredited by agencies recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation.

Applicants who have studied outside of the United States at government recognized institutions or institutions listed in the International Handbook of Universities are requested to submit an evaluation of postsecondary education from a credential evaluation agency as part of the application process. A syllabus or course description in English covering each course being considered for transfer credit should be submitted with the transcript to Admissions. For Foreign Transcript evaluation procedures including credential evaluation agency recommendations, contact the
Admissions Department.

Transcripts and syllabi documentation are evaluated for a minimum GPA 2.0/4.0 grade equivalency for the bachelor’s degree programs and 3.0/4.0 for the master's and doctoral degree programs and subject matter content to determine if transfer credits are accepted. For Certificate programs, transcripts and syllabi documentation are evaluated for a minimum GPA 2.0/4.0 grade equivalency for programs with 300-400 level courses and 3.0/4.0 grade equivalency for programs with 500-600 level courses.

The following components constitute critical elements in determining appropriate credit by transfer:

**Comparability and Applicability**
Coursework considered for transfer must be comparable to the nature, content, quality, and level of credit to the program and/or courses for which the student is seeking recognition. To establish this comparability, review is made of catalogs, course syllabi, and other applicable materials, and/or decisions made by experienced faculty and staff.

**Credit Hour Conversion**
The conversion of semester to quarter hours is based on a two to three ratio. To convert semester credit hours to quarter credit hours, multiply semester hours by 1.5 (ie., 15/10 = 3/2 = 1.5). The following chart shows the maximum number of credits which may be awarded for work completed at schools on a semester calendar. Individual awards are determined by evaluating course content, level of the material and whether or not the course applies to the program.

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>x 1.5</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>x 1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>2</td>
<td>x 1.5</td>
<td>3.0</td>
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<td>3</td>
<td>x 1.5</td>
<td>4.5</td>
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<td>4</td>
<td>x 1.5</td>
<td>6.0</td>
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<tr>
<td>5</td>
<td>x 1.5</td>
<td>7.5</td>
</tr>
</tbody>
</table>

**Accreditation Source**
Acceptance of transfer credit applicable to the degree and program subject of study will not rest exclusively on the source of credit. If submitted coursework does not satisfy requirements for award of credit, the student will be advised of the reason.

**Credit from Foreign Institutions**
Henley-Putnam University will consider transfer credit toward a degree program of study from a foreign institution of higher education, if the expectations of the Transfer Policy are addressed, and an external evaluation provides:
1) Validation of the education; 
2) Transcript translation into English, if necessary; and 
3) Confirmation of the program level of study.

Extra-Institutional and Experiential Learning
Transfer credit, within limits as established by degree level, is available as established through American Council on Education (ACE) or National College Credit Recommendations (National CCRS), and DANTES, for military credit, and recognized as extra-institutional credit.

Experiential learning credit applicable to the degree and program of study, must qualify through the application of CAEL principles (see section three for further information).

Evaluation Process
During the transfer credit evaluation process, academic work from other colleges and universities is compared to the University’s courses within the appropriate degree program, and transfer credits are awarded on the basis of similar curriculum and if necessary, comparison of syllabi.

Transfer Credit at the Undergraduate Upper Division Level
A Bachelor of Science student may transfer a maximum of 50% of their upper-level coursework from another academic institution for University credit once the transferred coursework has been evaluated and validated.

Transfer Credit at the Master's Level and Doctoral Level
A maximum of 20% of the credits required for the master's degree may be given through transfer credit from courses relevant to the degree.

A maximum of 15% of the credits required for the doctoral degree may be given through transfer credit from courses relevant to the degree.

Certificate Programs Transfer Credit
A maximum of 50% of the credits required for certificate programs may be given through previously earned college credit from courses relevant to the program and ACE or Experiential Learning credits. If the student later decides to use their completed BS-level certificate towards a Bachelor’s degree at Henley- Putnam, any credit or testing applied to the certificate will also count towards those limits as they apply to a Bachelor's degree.

III. Award Credits for Experiential Learning
As part of our commitment to our students, the University believes experiential credit, especially experiential credit for strategic security-related training and activities, is a vital part of affirming our students’ knowledge of this complex field and assisting them in creating a degree program that offers them the highest-quality academic experience. With this in mind, Henley-Putnam grants credit for experiential learning in areas related to the curriculum.

Procedure
Credit for prior experiential learning may be granted only if:
1. The prior learning is equivalent to a college or university level of learning.
2. The learning experience demonstrates balance between theory and practice.
3. The credit awarded for the prior learning experience directly relates to the student’s degree program and is applied in satisfaction of some of the degree requirements.

Experiential Learning Credit Limits
Certificate Programs
Experiential or equivalent learning credit may not exceed 50% of the total credits required. For no student may the credit for experiential or equivalent learning (including challenge and transfer credits) exceed one-half of the credits required.

**Bachelor's Degree Program**
Experiential or equivalent learning credit may not exceed 20% of the total credits required for a degree. The credits may be for lower or upper level courses. For no student may the credit for experiential or equivalent learning (including challenge exams and transfer credits) exceed one-fourth of the credits required for the degree.

**Master's and Doctoral Degree Programs**
No credit for experiential learning may be awarded toward the master's or doctorate programs. Experiential Learning must be evaluated by faculty or a Dean qualified in that specific subject area who shall ascertain to what college or university level learning the student's prior experience is equivalent; and, if the experience is equivalent to the credits earned for the course they teach. The faculty evaluating the prior learning shall complete the *Experiential Learning Evaluation Form* indicating all of the following:

- The documents in the student record on which the faculty member relied in determining the nature of the student’s prior experience.

- The basis for determining (A) to what college or university level the experience is equivalent and (B) the proper number of credits to be awarded toward the degree for that experience.

The Student Review Committee will be responsible for review of faculty determinations regarding the award of credit for prior experiential learning and assure that the faculty written evaluations and awards of credit comply with institutional policies and that they are consistent.

**Experiential learning is evaluated by the following steps:**

1. If a request for experiential learning comes in, it is forwarded to the Registrar who will send out the application, a sample portfolio, and instructions for completing a portfolio, as well as the course outcomes for those courses the student is considering requesting credit.
2. The student submits an assessment portfolio to the Registrar.
3. The portfolio is reviewed by the Registrar to assure it meets University standards, includes all appropriate documentation and that the fee has been paid.
4. Transcripts of previous work are carefully evaluated to assure credit for experiential learning has not been granted from other universities or through National CCRS.
5. The Registrar will scan and send the appropriate parts of the portfolio along with the Experiential Learning Evaluation Form to the instructor or instructors who teach the course(s) in which credit is being sought.
6. Once all the forms have been returned, the Registrar will set up a Student Review Committee meeting led by a Dean to make a final recommendation.
7. The Student Review Committee will review the portfolio and make a final determination on the credits awarded.
8. The Student Review Committee’s final decision is documented and the entire packet is sent to the Provost of Academics for approval.
9. Credit is awarded or not and the student is informed in writing of the Committee’s decision.
10. If the student finds the outcome unsatisfactory, he or she may petition the Provost of Academics in writing to appeal the results. Each step is detailed below.

**The Assessment Portfolio**
The student seeking experiential credit must submit an assessment portfolio providing
documentation of learning that has resulted from his or her life experience. This portfolio must include a cover letter stating the courses for which the student wishes to obtain life experience credit. In addition, the portfolio must contain a resume or CV, with supporting documents such as letters of recommendation, proofs of employment, references, syllabi or outlines of material covered in training plus proof of completion of that training, articles published or any other written documentation that can inform the reviewing subject matter experts as to what the student has learned. (See separately, “Instructions for Students: How to Prepare an Experiential Credit Application Portfolio”) The student will be charged a non-refundable fee of $250. Students are informed on the application that the entire process can take 6-8 weeks and that it should be started early on in their program so they know what courses to enroll in.

Instructor Assignment and Review
The Registrar will review the portfolio to assure that instructions were followed and appropriate documentation is provided and fees have been paid. Transcripts will also be reviewed to assure that experiential learning credit has not been received from other institutions. The portfolio will be copied and sent to the instructor responsible for teaching the course in which credit is being sought. If the student is requesting credit for multiple courses, the portfolio will be copied and separated into sections for each course. These sections will be sent to the different instructors for each course. The instructors will be asked to review the portfolio and complete the Experiential Learning Evaluation Form and return it to the Registrar as soon as possible, but no later than four weeks.

Student Review Committee
The Student Review Committee, led by the appropriate Dean, will examine the recommendations of the instructor(s) and the student’s assessment portfolio to evaluate whether sufficient learning has taken place to merit the awarding of credits. The portfolio will be evaluated according to the following criteria:

- Is the documentation provided by the student reliable?
- Is the learning documented in the portfolio equivalent to college or university level learning?
- Based on the course or courses selected, does the learning documented by the assessment portfolio satisfy all the course objectives as stated in the current course syllabus?
- Did the instructor (subject matter expert) adequately document their assessment of the portfolio?

The findings of the Committee will be documented and sent to the Provost of Academics for final approval. Once approved, the student will be informed of the Committee’s decision by mail.

Awarding of Credit
The Review Committee will submit their recommendation to the Provost of Academics for final approval. Once approved, the Registrar will be instructed to add the awarded credits to the student’s University transcript. Credit will be shown on the transcript as transfer credit and will not be issued a grade. Transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning.

Appeal Process
If the student is not satisfied with the decision of the Committee, he or she can appeal. Requests for appeal must be submitted in writing to the office of the Provost of Academics within thirty days of being informed of the Committee’s decision. The Provost of Academics or designate will review the student’s assessment portfolio with the committee within thirty days of receiving the appeals request. Provost of Academics will reply to the student in writing regarding its decision. The decision of the appeal is final.
IV. Other Credit Policies

Challenge Examinations
The University accepts the recommendations of the American Council on Education College Credit Recommendation Service as listed in The Guide to Educational Credit by Examination. These include Advanced Placement Examinations, College Level Examination Program General Examinations (CLEP), and DANTES Subject Standardized Tests.

In some cases, students with experience in a particular area may have the option of challenging a particular course by taking a written and verbal exam. Students must have completed one quarter of course work to be eligible for challenge exams. For students in certificate programs, the credit given for Challenge Exams may not exceed 25% of the credits required. For students in the bachelor’s and master’s degree programs the credit given for Challenge Exams may not exceed 25% of the credits required for a degree.

For no student may the credit for experiential or equivalent learning (including challenge exams and transfer credits) exceed one-fourth of the credits required for the degree.

No challenge exams are available for the Doctoral Program. Contact the Registrar for more information.

Admission to Individual Courses Only
Because of the unique nature of Henley-Putnam courses, many of which provide instruction on subjects not available at other universities, students often have an interest in studying one or two particular topics. To meet this need, Henley-Putnam allows students to enter the University on a provisional status taking up to four courses on a course-by-course basis at the undergraduate level without enrolling in a formal certificate or degree program. This provisional status is available for those who wish to take courses for personal or professional development, specifically language courses or introductory courses in strategic security (SEC 105 and SEC 205). Completion of the course(s) decided upon at the time of enrollment is considered completion of the intended matriculation goals.

Students in provisional status are not eligible for University scholarships and discounts. Military tuition assistance and GI Bill funds cannot be applied to individual courses taken apart from or outside of a degree or certificate program. Provisional status admission still requires the completion of a background check and/or letter of good standing from a military or government employer.

V. Transferability of Credits

NOTICE REGARDING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Henley-Putnam University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or credits you earn in any Henley-Putnam University Degree Program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Henley-Putnam University to determine if your credits or degree will transfer.

Program work taken at the University represents an emerging field of study and is not
automatically transferable to another institution. No representation is made whatsoever concerning the transferability of the University's credits to any other institution. Acceptance of credits is controlled by the receiving institution.

PROGRAM ADMISSION REQUIREMENTS

Bachelor’s Degree Program Admission Requirements
Qualified Bachelor's Degree applicants will have completed high school or its equivalent and have an Associate of Arts or Associate of Science Degree. If an applicant has not successfully completed a college-level course in written communication, they must take this course prior to taking upper division English courses at Henley-Putnam. Additional prerequisite courses may be required depending on the program of study.

Applications from those without an Associate's degree will be considered when the applicant has completed a minimum of 15 semester units of transferable college-level credit with a GPA of 2.0/4.0 or above from institutions accredited by agencies recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation.

See previous section on Award of Credit.

Students must have a foundation in general education curricula prior to enrolling in 300 and 400 level courses; therefore, students must complete or transfer the equivalent of 30 semester credits including the following General Education Courses before taking upper division course work in their major:

- ENG 105 Introduction to Academic Writing
- ENG 125 English Composition or SPCH 105 Principles of Speech Communication
- Math 115 Problem Solving
- PHIL 105 Introduction to Ethics
- SOC 105 Introduction to Sociology

The Enrollment Committee evaluates an applicant for the bachelor's degree programs on multiple criteria upon the receipt of the following:

- Completed application.
- If an associate degree is not earned, course work with a minimum grade point of 2.0 will be accepted for evaluation.
- Any applicable transfer credit, life experience or challenge exam credits. For evaluation procedures, contact the Admissions Department.
- Foreign transcripts, not in English, must be submitted together with certified English translations. For Foreign Transcript evaluation procedures, contact the Admissions Department.
- Background check and/or Letter of Good Standing (active military or law enforcement only).

Additional materials may be requested.

Master's Degree Program Admission Requirements
Master's degree applicants must have a bachelor's degree from an institution accredited by an agency recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation. The Enrollment Committee evaluates an applicant for the Master's Degree Programs on multiple criteria upon the receipt of the following:
- Completed application.
- Documentation of a Bachelor's degree.
- Any applicable transfer credit or challenge exam credits. For evaluation procedures, contact the Admissions Department.
- Foreign transcripts, not in English, must be submitted together with certified English translations. For Foreign Transcript evaluation procedures, contact the Admissions Department.
- Background check and/or Letter of Good Standing (active military or law enforcement only).

Additional materials may be requested.

**Doctoral Program Admissions Requirements**

Applicants to this program must have a master's degree or a bachelor's degree and the equivalent of 30 graduate-level semester hours in Strategic Security or a related field from an appropriately accredited University. Students enrolled in a Henley-Putnam University master's degree program may apply to the DSS program after successful completion of 36 quarter units of their master's course work. Students who elect to enter the DSS program after completing 36 quarter units in the Henley-Putnam Master's degree program may return after completing the DSS degree and complete the master's FRP courses to earn a Master's Degree.

The Enrollment Committee evaluates an applicant for the Doctoral Program on multiple criteria upon the receipt of the following:

- Completed application.
- Background check and/or Letter of Good Standing (active military or law enforcement only).
- Documentation of 5 years' experience in a security-related field.
- Official transcripts documenting completion of a master's degree or a bachelor's degree and 30 graduate-level semester hours in Strategic Security or related filed.
- Participation in a verbal interview with the Dean of the DSS program (or a designee).

Additional materials may be requested.

Once the Enrollment Committee approves a student based upon the above criteria, the student will begin the doctoral program on a conditional status by taking the first two entry-level courses: SEC 700 and TCT 700. Upon successful completion of these two courses the student will be admitted as a formal DSS Candidate. The University uses the final exams for these two courses as a qualifying assessment for the program. Students who do not pass these courses may not continue in the program. See the DSS program description for additional information on exams.

**Certificate Program Requirements**

The University offers credit bearing certificate programs described below. Qualified applicants will have completed high school or its equivalent and be at least 18 years old. The University requires an official high school transcript or official transcript from highest degree prior to starting classes. The Admissions Advisor will order the transcript on your behalf.
Certificate in Security Management
Entry Level Certificates in Intelligence Analysis and Counterterrorism
Entry Level Certificate in Executive Protection
Certificate in Physical Security and Risk Assessment
Certificate in Security Management
Certificate in Intelligence Collection and Analysis

These certificates also require students to have successfully passed, with a C or better, a college level course in written communication. This course must be from an institution accredited by an agency recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation.

Mid-Level Certificates
Intelligence Analysis, Counterterrorism, and Executive Protection
Certificate in Advanced Physical Security and Risk Assessment
Advanced Certificate in Security Management
Advanced Certificate in Intelligence Collection and Analysis
Certificate in Homeland Security
Certificate in Cybersecurity

Mid-Level Certificates applicants are required to complete the Entry Level Certificate Program or bachelor's degree from an institution accredited by an agency recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation.

Senior Level Certificates
Intelligence Analysis, Counterterrorism, and Executive Protection
Certificate in Strategic Security Management

Senior Level Certificates applicants will have successfully completed our Entry Level and Mid-Level Certificate programs or have a bachelor's degree from an institution accredited by an agency recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation. If the applicant has not taken at least the Mid-Level Certificate, they must demonstrate at least one year of related experience in a specific area of relevant security and intelligence studies, among related disciplines.

Certificate in Strategic Intelligence and Certificate in Intelligence and Terrorism Profiling

These two certificates are more exclusive and can only be taken by individuals who have demonstrated sufficient experience and understanding in these fields against the following criteria:

1. A Master’s Degree and at least one year of associated experience
2. A Bachelor’s Degree and at least two years of associated experience
3. An AA, or AAS Degree and at least three years of associated experience
4. No degree and at least five years of associated experience

International Students

Applicants who have studied outside of the United States at government recognized institutions or institutions listed in the International Handbook of Universities are requested to submit an evaluation of post-secondary education from a credential evaluation agency as part of the application process. The evaluation is to determine US equivalency of the degree earned and/or the courses completed. Foreign transcripts, not in English, must be submitted together with certified English translations. Students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must take the Test of English as a Foreign Language (TOEFL). There are two formats for the TOEFL test. Most test takers take the TOEFL Internet-Based test (iBT). Test centers that do not have Internet access offer the Paper-based
Test (PBT). Henley-Putnam requires the following TOEFL scores for Admission:

**Undergraduate:**
A minimum score of 650 on the PBT or 70 for the iBT.

**Masters/Doctoral:**
A minimum score of 650 on the PBT or 79 for the iBT.

Further, all international students must be sponsored by or submit references from their local governments.

The University will waive the TOEFL requirement for students who meet any of the following criteria:

a. The medium of instruction at school or at the Undergraduate level was English.

b. The cumulative GPA in all English courses is 3.0 or better at the Undergraduate level.

c. The score in the English section on standardized tests such as GRE, GMAT is in the 50th percentile.

d. An overall Band Score of 7.0 on the Academic format of the International English Language Test (IELTS).

**Student Authentication**

Henley-Putnam University complies with Federal Student Authentication Regulations requiring online institutions to implement processes that establish that the student who registers in an online course is the same student participating in, completing, and receiving academic credit for the course. At Henley-Putnam University, students must log into a secure portal to access the Learning Management System (Moodlerooms) by entering unique user ID and password. Without these identifiers, students are unable to access online courses and student support resources. The University’s policies regarding academic integrity and acceptable use of IT services include penalties for unauthorized use of another individual’s name and password and for engaging in academic dishonesty. Additionally, the University intersperses proctored experiences and proctored course assignments across each degree program to further ensure student identity. Due to the unique nature of course content, Henley-Putnam University also requires applicants to undergo a background check and/or screening process prior to acceptance.

**SERVICES FOR STUDENTS**

**Virtual Student Center (VSC)**

The University centralizes student services in the Virtual Student Center (VSC) and tailors the resources there to our student demographics, student needs, and student interests. Students and faculty may access the Virtual Student Center by clicking the link in Moodle or by using this [VSC link](#).

The Virtual Student Center’s home page contains links to dedicated specific areas of support, including Frequently Asked Questions (FAQ), Student Forms, University Catalog, Policies and Procedures, Need Assistance?, and the University Bookstore. The Academics pages in the VSC house information and links to Academic Mentors, Peer Mentors, Grammarly, and student Training and Development opportunities. The [Support](#) pages in the VSC introduce and link students to our Student Services Team, Student Success Strategies, Student Success Resources, and Graduate Student Resources. The [Advancement](#) pages in the VSC provide information about and links to the Journal of Strategic Security, University-sponsored Webinars, Professional Mentoring, H-PU Video Lectures, Career Center, and the Job Board. The [Community pages](#) in the VSC presents students with opportunities to get involved in groups and societies related to their studies: Delta Tau Epsilon Honor Society, Order of the Sword Honor Society, and the SVA (Student Veterans Association). The [Achievements](#) pages give recognition to University
students and faculty by posting Academic Honors, Publications, and instances of H-PU in the News. Finally, the FAQ Page (which can be navigated by clicking the links on the top of the FAQ page) answers questions regarding Academics, Student Support Services, Technology, Finance, Courses and Enrollment, and Proctoring.

**Strategies for Online Success (SOS) Course**

The University’s Strategies for Online Success (SOS) course in Moodle provides students with development and training in achieving online academic success. The course is housed in Moodle under Student Academic Resources, and it is listed as SOS 100A. The SOS course is a valuable resource for all students to encourage them to communicate with one another, as well as their faculty and deans, and to increase academic success. SOS includes information about the following: goals, learning outcomes, strategies for student success, time management, student support team, resources in Moodle, library orientation, plagiarism, student forms, Grammarly, professional development for students, involvement in the H-PU community, academic writing refresher, academic support, model APA paper, research skills, study skills, college-level reading skills, and student discussion forums.

**Master’s Seminar for Success**

The Master’s Seminar for Success is a resource designed to facilitate Master’s student success; it is housed in Moodle under Student Academic Resources. The Seminar provides an overview of the essential skills and resources students need to be successful in the H-PU master’s programs. Students will review and practice graduate level research and writing skills and APA compliance. Additionally, students will gain familiarity with the Applied Capstone Project process so they are prepared to complete it as they advance in their programs of study.

**Mentoring**

Henley-Putnam University offers mentoring to promote student success by offering three types of mentoring options, depending on student needs and goals. All three types of mentors may be requested in the Virtual Student Center by clicking on the links Academic Mentors, Peer Mentors, or Professional Mentors.

**Academic Mentors**

Academic Mentors are current faculty members at the University who specialize in writing, researching, and working with students. Academic Mentors work one-on-one with students on strengthening writing, researching, studying, APA formatting, and other skills related to academic success at the University. Academic Mentors will connect with students via phone, online, or e-mail, according to student preference.

**Peer Mentors**

Peer Mentors are current doctoral or Master’s students at the University who specialize in subject matter expertise, writing, researching, developing study skills, managing time, and maintaining work-life balance. Peer Mentors understand the experience of being a student at the University and the guidance they provide reflects that knowledge. Peer Mentors work one-on-one with students and will connect with students via phone, online, or e-mail, according to student preference.

**Professional Mentors**

Professional mentors allow students the opportunity to seek guidance and advice from veteran professionals in their fields. This service is included in the cost of the course and is predicated on the important need of offering students a factual insight into their chosen field of endeavor. All Henley-Putnam mentors assist students on a volunteer basis. Additionally, this mentoring program will provide potential career contacts and help to establish vital networks. Mentors come
from the University faculty and from outside experts in professional fields such as federal and local law enforcement, the intelligence community, the military establishment and the corporate security arena. Mentors are matched with every student matriculating through Henley-Putnam University. The use of a mentor is optional for all degree students. Students interested in working with a mentor can complete a mentoring questionnaire and submit it with a request for a mentor. Mentoring questionnaires may be downloaded at:

http://www.henley-putnam.edu/Portals/0/docs/mentor/MentorForm.pdf

Associate program deans review the results and begin a dialogue with the student. Based on the dialogue, the associate program dean selects a mentor for the student and begins the mentoring process as requested.

**Student Services Team**

**Admissions Advisors**

In addition to leading and facilitating the admissions process, Admissions Advisors inform students about new programs, talk to students' friends and colleagues as part of the student referral program, and give students information on upcoming webinars and industry news.

**Enrollment Advisors**

Enrollment Advisors assist students with course enrollments, leaves of absence (LOAs), student time-off personal (STOP) breaks, tuition questions, and statement of tuition paid requests.

**Student Advisors**

Student Advisors recommend academic resources for students, connect students with Academic and Peer Mentors when needed, and assist with strategies to promote student success.

**Registrar**

The University Registrar assists students by handling transcript requests, graduation application forms, date of graduation requests, CGPA or academic standing, transfer credit, experiential credit, course substitutions, and degree plans.

**Student Counselor**

The Student Counselor provides assistance with student situations related to the Americans with Disability Act (ADA), Post-Traumatic Stress Disorder (PTSD), Traumatic Brain Injury (TBI), and other personal issues that may impact student success. Contact with the Student Counselor will remain confidential and will be initiated by the student from within Moodle or from the Virtual Student Center (VSC).

**Library Resources**

The Henley-Putnam online library is located in the eClassroom and features a centralized online library page from which students have access to all the eresources and services of the library including the licensed databases and a library of single title eBooks. The databases contain thousands of peer-reviewed academic journals, newspapers, trade publications, eBooks, encyclopedias, data, audio and video clips and magazines chosen to support research in the programs at Henley-Putnam. A list of annotated weblinks to open source or grey literature is also maintained. New resources and tools are added regularly. Click on the Virtual Library link for more information. Once in the library students can view an Orientation, download a quick-start guide, research tip guides or a customized Subject Research Guide for individual
programs or topic. Students may email for reference assistance at any time, 7 days a week to thevirtuallibrarian@henley-putnam.edu. Reference assistance is provided by email within minutes, or hours, but never more than 24 hours. Assistance may include attachments, short custom demonstration videos, search strategies, screen captures, articles and trusted weblinks. Library services are only provided to enrolled students.

Learning Assistance
Degree students who experience difficulty during their coursework may be provided additional learning assistance. Students interested in tutoring assistance, should first contact their instructor. The instructor will work with students on an as needed basis. Students who require additional learning assistance can be assigned a Program Assistant for individual tutoring. In addition, students on Academic Warning or Academic Probation may be assigned specific assistance.

Writing Workshop
The Writing Workshop contains resources, guides, handouts, links, and videos specifically geared toward improving writing. Each module addresses one of the following aspects of writing: Foundations of Writing: Sentences and Paragraphs, Writing Process: Essays, Reports, Papers, Grammar and Mechanics, Research: Methods and APA Style, and Graduate Level Writing Resources. The Writing Workshop is housed inside the eClassroom and is accessible 24/7 to all students. It is completely free, and provides detailed support for students on a variety of research and writing topics that will help them excel academically.

Student Training Course
The Student Training Course is a sample course offering new students the opportunity to test out general course functionality before their courses begin. Students will be able to become familiar with the University online learning environment and try out uploading assignments, posting to a forum, taking an online quiz and opening different types of resources. This course also provides up-to-date training materials.

Academic Advisement
Each entering student will review program requirements with Admissions personnel as a component of the initial enrollment process. Academic Advisement is provided throughout the course of the students’ enrollment.

Career Center
The Career Center offers resources to empower our students and alumni with the tools necessary to turn their academic experience into meaningful career choices and opportunities. This service is provided to assist our students and graduates with career-related information that will help them take responsibility for their own career success. The Career Center is housed in the Virtual Student Center and is accessible 24/7 to all students, alumni, and faculty. It is completely free, and provides detailed support for students on career exploration, enrichment, development, and decisions.

Clubs and Organizations
Henley-Putnam University encourages our students to actively engage in co-curricular clubs and organizations that promote success in obtaining your college degree.

Student Veterans Association
The mission of the Henley-Putnam Chapter of the Student Veterans Association is to provide a safe environment for the many different student veterans’ organizations to meet virtually and address the challenges of military service and transition from military service and an active engagement in the college experience. By promoting camaraderie and connecting members to
resources, this organization helps all Henley-Putnam University veterans complete their educational goals and college degrees.

Order of the Sword and Shield (OSS)
The Order of the Sword and Shield is an academic and professional honor society solely for homeland security, intelligence, emergency management, and all protective security disciplines: “The mission of OSS shall be to promote critical thinking, high scholarship and professional development; to further enhance the ethical standards of the protective security professions; and to cultivate a high order of personal living.”

In this age when the complexities of a rapidly changing security environment demand a requisite advancement in analytic, communication, and strategic leadership skills, organizations like the OSS are critical. The Order offers the opportunity to connect with fellow honor students and experienced Senior Leadership who not only understand these skills but have demonstrated them. Developing networks, fostering a current understanding of the job market, and having opportunities to show one’s own expertise (visibility) are a few of the benefits of membership. Henley Putnam University is committed to fostering student participation in the OSS and welcomes your involvement.

Honor Society – Delta Epsilon Tau Kappa of California Chapter
Delta, Δ, is the fourth letter of the Greek alphabet, and is symbolized by a triangle. This International Honor Society unites three groups: students, institutions and the Distance Education and Training Council. Epsilon, Ε, the fifth letter of the Greek alphabet stands for education and distinction. The “Ε” in Epsilon begins the Latin word educo or educatum and means to lead forth, to encourage aesthetic, mental, physical and moral development through instruction for business and the duties of life. Tau, Τ, the nineteenth letter of the Greek alphabet means to instill good character. Tau brings recognition and praise for those who have worked with perseverance and successfully in their field of study. The Torch of Knowledge represents the shining light of continuous and lifelong learning. Delta Epsilon Tau is officially sponsored by the Distance Education and Training Council (DETC) Washington, DC

As an international honor society, the Delta Epsilon Tau was established to recognize the achievements of individuals who worked diligently to acquire new knowledge and skills from an accredited distance learning institution. The Henley-Putnam University Chapter of the Delta Epsilon Tau Honor Society (DET) was established to recognize the extraordinary high academic achievements and leadership of Henley-Putnam Students nearing completion of their degree program. Eligible students must have 16- quarter units or less to fulfill for degree completion and a minimum of a 3.5 GPA to be invited to join DET. Applications are e-mailed to qualified students.

Statement of Participation
Students must begin active participation in their course(s) during the first week of module one. Students must continue to participate as required for each module. “Participation” means each student will complete all requirements, scheduled assignments, and discussion forums by stated due dates. Failure to participate in the first week and to maintain progress may result in failure of the course or may necessitate a student withdrawal. If a student anticipates any significant lapse in participation, s/he must contact the instructor before that lapse begins to discuss possible outcomes.

English as a Second Language Instruction
This institution does not provide ESL instruction.

Instructional Facilities
All work is performed online. The University has a physical site in San Jose, CA, which provides
offices for administrative personnel. These are administrative offices; no classes are taught on site.

**Student Housing**
Henley-Putnam is an online University and therefore has no housing requirements. The University has no responsibility to find or assist students in finding housing.

**Visa Services**
Henley-Putnam University is an online educational institution and therefore, no visa services are provided.

**Bookstore**
Students may order their textbooks from the University online bookstore. The bookstore is accessible online from the University home page or at (http://ecampus.com/henleyputnam). Students are free to purchase textbooks at any bookstore they choose.

**Job Placement Assistance**
No placement services are offered by the University. However, the Student Services Department does provide career information as well as career mentoring.

**ACADEMIC PROGRAMS**

**General Education**
The General Education requirements will provide students with the ability to apply essential skills such as comprehension, critical thinking, active learning, writing and ethics, under the conditions unique to working in the Strategic Security profession.

**Student Learning Outcomes**
The lower division General Education requirements were designed to assure Henley-Putnam students have the knowledge and skills necessary to not only succeed in our Bachelor's degree programs but also to be well rounded in their abilities. These courses should provide students with the ability to:

- Employ applied technological skill and information literacy
- Demonstrate comprehension and practical application of subject matter by analyzing, thinking critically, quantitative reasoning and problem solving
- Comprehend and apply general education knowledge and skill sets into the subject matter areas
- Apply awareness of global cultures, civilizations, societies, and their political and belief systems to establish a foundation for effective management, leadership, and communication skills
- Communicate clearly and effectively

### Lower Division General Education Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARA 101</td>
<td>Beginning Arabic Part 1</td>
</tr>
<tr>
<td>ARA 102</td>
<td>Beginning Arabic Part 2</td>
</tr>
<tr>
<td>ART 105</td>
<td>Introduction to Art History</td>
</tr>
<tr>
<td>BIO 105</td>
<td>Fundamentals of Biology</td>
</tr>
<tr>
<td>CIS 105</td>
<td>Intro to Computer Science</td>
</tr>
<tr>
<td>CIS 110</td>
<td>Introduction to Computer Programming</td>
</tr>
<tr>
<td>ECN 125</td>
<td>Introduction to Microeconomics</td>
</tr>
</tbody>
</table>
### Upper Division General Education Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>COM 401</td>
<td>Interviewing and Briefing/Debriefing</td>
</tr>
<tr>
<td>ECN 400</td>
<td>Underground Economies</td>
</tr>
<tr>
<td>ENG 330</td>
<td>Writing for the Intelligence Professional (Prerequisite: ENG 105 or equivalent)</td>
</tr>
<tr>
<td>ENG 340</td>
<td>Effective Report Writing (Prerequisite: ENG 105 or equivalent)</td>
</tr>
<tr>
<td>ENG 390</td>
<td>Critical Thinking and Logic (Prerequisite: MATH 115, Critical Thinking course or equivalent)</td>
</tr>
<tr>
<td>HIST 350</td>
<td>Strategy and Tactics</td>
</tr>
<tr>
<td>HIST 375</td>
<td>History of Executive/Dignitary Protection</td>
</tr>
<tr>
<td>HIST 379</td>
<td>History of Intelligence, Part 1</td>
</tr>
<tr>
<td>HIST 380</td>
<td>History of Intelligence, Part 2</td>
</tr>
<tr>
<td>INT 310</td>
<td>Fundamentals of Analysis (Prerequisite: ENG 390, PHIL 400 or equivalent)</td>
</tr>
<tr>
<td>INT 315</td>
<td>Open Source Research</td>
</tr>
<tr>
<td>INT 320</td>
<td>Propaganda and Disinformation</td>
</tr>
<tr>
<td>INT 410</td>
<td>Weapons Systems</td>
</tr>
<tr>
<td>MATH 370</td>
<td>Fundamentals of Data Analysis (Prerequisite: MATH 115 or equivalent)</td>
</tr>
<tr>
<td>PHIL 400</td>
<td>Ethics (Prerequisite PHIL 105 or equivalent)</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Psychology of Violence (Prerequisite PSY 105 or equivalent)</td>
</tr>
<tr>
<td>PSY 420</td>
<td>Psychology of Fear (Prerequisite PSY 105 or equivalent)</td>
</tr>
<tr>
<td>SOC 385</td>
<td>Etiquette &amp; Rapport (Prerequisite SOC 105 or equivalent)</td>
</tr>
<tr>
<td>SPCH 450</td>
<td>Communication Theory</td>
</tr>
<tr>
<td>TCT 410</td>
<td>Lone Wolf Terrorism</td>
</tr>
<tr>
<td>TCT 430</td>
<td>Ethno/Nationalist Terrorism</td>
</tr>
<tr>
<td>TCT 435</td>
<td>Terrorists Support Networks</td>
</tr>
<tr>
<td>TCT 440</td>
<td>Islamism and Terrorism</td>
</tr>
</tbody>
</table>
Bachelor’s Degree Program

Admission Requirements

Qualified Bachelor’s Degree applicants will have completed high school or its equivalent and have an Associate of Arts or Associate of Science Degree. If an applicant has not successfully completed a college level course in written communication, they must take this course prior to taking upper division English courses at Henley-Putnam. Additional prerequisite courses may be required depending on the program of study.

Applications from those without an Associate’s degree will be considered when the applicant has completed a minimum of 15 semester units of transferable college level credit with a GPA of 2.0/4.0 or above from institutions accredited by agencies recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation. Students must have a foundation in general education curricula prior to enrolling in 300 and 400 level courses; therefore, students must complete or transfer the equivalent of 30 semester credits including the following General Education Courses before taking upper division course work in their major:

- ENG 105 Introduction to Academic Writing
- ENG 125 English Composition or SPCH 105 Principles of Speech Communication
- MATH 115 Problem Solving
- PHIL 105 Introduction to Ethics
- SOC 105 Introduction to Sociology

Program Learning Outcomes - PLOs

Graduates of all of the Bachelor’s degree programs will be able to:

**BS – Intelligence Management - PLOs**

- IM-PLO B1: Identify, describe and critically evaluate information sources and applicable intelligence technologies
- IM-PLO B2: Appraise contemporary and emergent threats, challenges and issues within a sphere of the security industry such as business, law enforcement, homeland security, national security or regional studies.
- IM-PLO B3: Analyze intelligence issues or challenges
- IM-PLO B4: Demonstrate the ability to work collaboratively in diverse groups and to identify and apply professional ethics to the intelligence field.
- IM-PLO B5: Develop general professional written and oral reports and presentations that are relevant to security industry decision-makers.

**BS – Strategic Security and Protection Management - PLOs**

- SSPM-PLO B1: Recognize various information sources in strategic security and their relationship to security operations.
- SSPM-PLO B3: Appraise policies, reforms, and ethics through integrating information literacy competencies.
- SSPM-PLO B4: Synthesize strategic leadership competencies through understandings of cases in the current security environment.
- SSPM-PLO B5: Demonstrate the ability to communicate effectively in a variety of mediums to key stakeholders.
BS – Terrorism and Counterterrorism Studies – PLOs

- TCT-PLO B1: Formulate, conduct, and present basic research skills in the field of terrorism and counterterrorism.
- TCT-PLO B2: Analyze and evaluate sources, assets, events, and systems for potential risks in order to assess and refine contingency planning to include appropriate consequence management in the field of counterterrorism.
- TCT-PLO B3: Integrate the general workings and issues of the counterterrorism profession through intellectual inquiry and critical thinking.
- TCT-PLO B4: Demonstrate the ability to lead and manage across settings unique to the counterterrorism field in an ethical and professional manner.
- TCT-PLO B5: Express ideas and concepts clearly through oral and written communication that informs, enlightens, and persuades those they serve in the counterterrorism field.

Graduation Requirements

Prior to graduation, the student must have successfully completed with a CGPA of 2.0, the equivalent of 45 semester credits in general education to include the following units.

General Education Requirements

- Written and/or Oral Communication, 6 semester credits
- Critical Thinking, 3 semester credits
- Physical Science, Life Science, 3 semester credits
- Math, 3 semester credits
- Arts & Humanities, 3 semester credits
- History/Social Science, 9 semester credits

Note: Some of the lower division courses are prerequisites to upper division courses in the Bachelor’s degree programs. Students must also have:

- A minimum of 180 quarter units (or the equivalent)
- A minimum of 90 quarter units (20 courses) in their program of study
- A minimum CGPA 2.0/4.0 scale in courses completed from this University
- Payment of all financial obligations to the school

Bachelor’s Degree Program Length

Students taking three courses at a time are considered to be full time. Part time study is two courses. The average completion rate is six years. Students may take up to nine years to complete the program. Students who take longer than nine years may be required to go through the enrollment process and complete another background check.

Maximum Full Time Student Load

Students enrolled in the bachelor’s degree programs may not take more than 18 units per ten-week period without prior approval from the Provost of Academics.

Degree Awarded

At the completion of all of the degree requirements as evidenced by the Student Services Department issuing a request for degree, and by Enrollment Advisors issuing a release stating that the student has met any financial obligations to the University, a Bachelor of Science degree will be awarded to the student.
Bachelor of Science, Intelligence Management

Program Description
The Bachelor’s Degree in Intelligence Management is earned by satisfactory completion of an online program equivalent to two years of full time upper division study. The program introduces the student to the basic concepts of intelligence gathering and analysis. The student will begin to understand how intelligence manifests itself in many ways, requiring an astute and open mind to determine how to analyze and understand what and where intelligence can be found as well as how it can be used. This program also provides a basis for the student’s study at more advanced levels. All courses are four and a half quarter units unless otherwise noted.

Required Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>INT 300</td>
<td>Fundamentals of Intelligence</td>
</tr>
<tr>
<td>INT 390</td>
<td>Covert Action</td>
</tr>
<tr>
<td>INT 476</td>
<td>Intelligence Collection</td>
</tr>
<tr>
<td>INT 315</td>
<td>Open Source Research</td>
</tr>
<tr>
<td>INT 400</td>
<td>Counterintelligence</td>
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General Education Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 390</td>
<td>Critical Thinking and Logic (Prerequisite: MATH 115 or equivalent)</td>
</tr>
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<td>ENG 330</td>
<td>Writing for the Intelligence Professional (Prerequisite: ENG 105 or equivalent)</td>
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<td>INT 310</td>
<td>Fundamentals of Analysis (Prerequisite: ENG 390, PHIL 400 or equivalent)</td>
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<td>HIST 379</td>
<td>History of Intelligence, Part 1</td>
</tr>
<tr>
<td>HIST 380</td>
<td>History of Intelligence, Part 2</td>
</tr>
<tr>
<td>PHIL 400</td>
<td>Ethics of Security and Counterterrorism (Prerequisite: PHIL 105 or equivalent)</td>
</tr>
</tbody>
</table>

Elective Courses/Choose any Three Areas of Emphasis

Area of Emphasis: Extremist and Terrorist Groups

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>TCT 410</td>
<td>Lone Wolf Terrorism</td>
</tr>
<tr>
<td>TCT 430</td>
<td>Ethno/Nationalist Terrorism</td>
</tr>
<tr>
<td>TCT 440</td>
<td>Islamism and Terrorism</td>
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</table>

Area of Emphasis: Counterterrorism

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>INT 400</td>
<td>Counterintelligence</td>
</tr>
<tr>
<td>COM 401</td>
<td>Interviewing and Briefing/Debriefing</td>
</tr>
<tr>
<td>TCT 435</td>
<td>Terrorist Support Networks</td>
</tr>
</tbody>
</table>

Area of Emphasis: Terrorist Operations

<table>
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<tr>
<th>Course</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ECN 400</td>
<td>Underground Economies</td>
</tr>
<tr>
<td>INT 320</td>
<td>Propaganda and Disinformation</td>
</tr>
<tr>
<td>HIST 350</td>
<td>Strategy and Tactics</td>
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</table>

Area of Emphasis: Terrorism and Society

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>TCT 306</td>
<td>Media and Terrorism</td>
</tr>
<tr>
<td>MGT 405</td>
<td>Consequence Management</td>
</tr>
<tr>
<td>PSY 420</td>
<td>Psychology of Fear (Prerequisite PSY 105 or equivalent)</td>
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</table>

Area of Emphasis: Cyber/Information Security

<table>
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<tr>
<th>Course</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>INT 460</td>
<td>Clandestine and Secure Communications</td>
</tr>
<tr>
<td>SPCH 450</td>
<td>Communication Theory</td>
</tr>
</tbody>
</table>
Area of Emphasis: Collection Management
INT 320  Propaganda and Disinformation
COM 401  Interviewing and Briefing/Debriefing
INT 477  Collection Management

Area of Emphasis: Counterintelligence
INT 360  World Intelligence Agencies
TCT 435  Terrorist Support Networks
INT 445  Operational Security

Area of Emphasis: Counterterrorism Strategies
TCT 431  Counterterrorism
HIST 350  Strategy and Tactics
HIST 430  Religious Extremism

Area of Emphasis: Intel Operations
INT 440  Technical Surveillance
INT 460  Clandestine and Secure Communications
SEC 452  Infiltration Techniques

Area of Emphasis: Analysis
INT 410  Weapons Systems
ECN 400  Underground Economies
MATH 370  Fundamentals of Data Analysis (Prerequisite: MATH 115 or equivalent)

Area of Emphasis: Protective Intelligence
INT 310  Fundamentals of Analysis (Prerequisite: ENG 390, PHIL 400 or equivalent)
INT 315  Open Source Research
INT 476  Intelligence Collection

Area of Emphasis: Threat Assessment
MGT 375  Workplace Violence, Workplace Security
COM 401  Interviewing and Briefing/Debriefing
PSY 310  Psychology of Violence (Prerequisite PSY 105 or equivalent)

Area of Emphasis: Corporate Security
INT 440  Technical Surveillance
MGT 360  Information Security
MGT 380  Conflict Resolution

Area of Emphasis: Advanced Operations
PRO 430  Travel & Hospitals
PRO 432  Principal’s Office & Residence
PRO 433  Off-site Visits

Area of Emphasis: Protection Operations
SEC 486  Bomb Threat Management
SEC 326  Foundations of Vehicular Security
Total Required Units 90 quarter units

Upon completion of a full evaluation of all previous courses and credits, students will receive a customized degree plan detailing the specific courses they will need to take.

**Bachelor of Science, Terrorism and Counterterrorism Studies**

Program Description
The Bachelor's Degree in Terrorism and Counterterrorism Studies is earned by satisfactory completion of an online program equivalent to two years of full time upper division study. The program introduces the student to the basic concepts of terrorism and counterterrorism. Instructors emphasize the importance of understanding extremist, terrorists groups and their operations. This degree also provides training in counterterrorism research, analysis, and operations, focusing on analytical rigor, contingency planning, and proactive security measures. All courses are four and a half quarter units unless otherwise noted.

**Required Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>TCT 396</td>
<td>Terrorist Techniques</td>
</tr>
<tr>
<td>TCT 431</td>
<td>Counterterrorism</td>
</tr>
<tr>
<td>PRO 398</td>
<td>Fundamentals of Threat Assessment</td>
</tr>
<tr>
<td>INT 300</td>
<td>Fundamentals of Intelligence</td>
</tr>
<tr>
<td>INT 415</td>
<td>Chemical, Biological, Radiological and Nuclear Weapons</td>
</tr>
</tbody>
</table>

General Education Required Courses
- ENG 340 Effective Report Writing (*Prerequisite: ENG 105 or equivalent*)
- INT 315 Open Source Research
- TCT 390 Foundations of Terrorism
- HIST 430 Religious Extremism
- PHIL 400 Ethics (*Prerequisite: PHIL 105 or equivalent*)
- PSY 310 Psychology of Violence (*Prerequisite: PSY 105 or equivalent*)

**Elective Courses**

**Choose any Three Areas of Emphasis**

**Area of Emphasis: Extremist and Terrorist Groups**
- TCT 410 Lone Wolf Terrorism
- TCT 430 Ethno/Nationalist Terrorism
- TCT 440 Islamism and Terrorism

**Area of Emphasis: Counterterrorism**
- INT 400 Counterintelligence
- COM 401 Interviewing and Briefing/Debriefing
- TCT 435 Terrorist Support Networks

**Area of Emphasis: Terrorist Operations**
- ECN 400 Underground Economies
- INT 320 Propaganda and Disinformation
- HIST 350 Strategy and Tactics
Area of Emphasis: Terrorism and Society
TCT 306 Media and Terrorism
MGT 405 Consequence Management
PSY 420 Psychology of Fear (Prerequisite PSY 105 or equivalent)

Area of Emphasis: Cyber/Information Security
INT 460 Clandestine and Secure Communications
SPCH 450 Communication Theory
MGT 360 Information Security

Area of Emphasis: Collection Management
INT 320 Propaganda and Disinformation
COM 401 Interviewing and Briefing/Debriefing
INT 477 Collection Management

Area of Emphasis: Counterintelligence
INT 360 World Intelligence Agencies
TCT 435 Terrorist Support Networks
INT 445 Operational Security

Area of Emphasis: Counterterrorism Strategies
TCT 431 Counterterrorism
HIST 350 Strategy and Tactics
HIST 430 Religious Extremism

Area of Emphasis: Intel Operations
INT 440 Technical Surveillance
INT 460 Clandestine and Secure Communications
SEC 452 Infiltration Techniques

Area of Emphasis: Analysis
INT 410 Weapons Systems
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MATH 370 Fundamentals of Data Analysis (Prerequisite: MATH 115 or equivalent)

Area of Emphasis: Protective Intelligence
INT 310 Fundamentals of Analysis (Prerequisite: ENG 390, PHIL 400 or equivalent)
INT 315 Open Source Research
INT 476 Intelligence Collection

Area of Emphasis: Threat Assessment
MGT 375 Workplace Violence, Workplace Security
COM 401 Interviewing and Briefing/Debriefing
PSY 310 Psychology of Violence (Prerequisite PSY 105 or equivalent)

Area of Emphasis: Corporate Security
INT 440 Technical Surveillance
MGT 360 Information Security
MGT 380 Conflict Resolution
Area of Emphasis: Advanced Operations
PRO 430  Travel & Hospitals
PRO 432  Principal’s Office & Residence
PRO 433  Off-site Visits

Area of Emphasis: Protection Operations
SEC 486  Bomb Threat Management
SEC 326  Foundations of Vehicular Security
PRO 422  Building Security

Total Required Units  90 quarter units

Upon completion of a full evaluation of all previous courses and credits, students will receive a customized degree plan detailing the specific courses they will need to take.

**Bachelor of Science, Strategic Security and Protection Management**

Program Description
The Bachelor’s Degree in Strategic Security and Protection Management is earned by satisfactory completion of an online program equivalent to two years of full time upper division study. The program increases the student’s knowledge of operations in the security industry and in providing protective services to clients, their property and/or their information. This program also provides a foundation for the student’s study at more advanced levels in this field. All courses are four and a half quarter units unless otherwise noted.

### Required Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>SEC 320</td>
<td>Foundations of Security</td>
</tr>
<tr>
<td>PRO 494</td>
<td>Essentials of Executive Protection</td>
</tr>
<tr>
<td>MGT 344</td>
<td>Protective Security Law</td>
</tr>
<tr>
<td>PRO 466</td>
<td>Advance Work</td>
</tr>
<tr>
<td>SEC 366</td>
<td>Managing the Security Organization</td>
</tr>
<tr>
<td>INT 415</td>
<td>Chemical, Biological, Radiological and Nuclear Weapons</td>
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General Education Required Courses

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<td>HIST 375</td>
<td>History of Executive/Dignitary Protection</td>
</tr>
<tr>
<td>TCT 390</td>
<td>Foundations of Terrorism</td>
</tr>
<tr>
<td>SOC 385</td>
<td>Etiquette &amp; Rapport (Prerequisite SOC 105 or equivalent)</td>
</tr>
<tr>
<td>PHIL 400</td>
<td>Ethics (Prerequisite: PHIL 105 or equivalent)</td>
</tr>
</tbody>
</table>

### Elective Courses/Choose any Three Areas of Emphasis

Area of Emphasis: Extremist and Terrorist Groups
TCT 410  Lone Wolf Terrorism
TCT 430  Ethno/Nationalist Terrorism
TCT 440  Islamism and Terrorism

Area of Emphasis: Counterterrorism
INT 400  Counterintelligence
COM 401  Interviewing and Briefing/Debriefing
TCT 435 Terrorist Support Networks

Area of Emphasis: Terrorist Operations
ECN 400 Underground Economies
INT 320 Propaganda and Disinformation
HIST 350 Strategy and Tactics

Area of Emphasis: Terrorism and Society
TCT 306 Media and Terrorism
MGT 405 Consequence Management
PSY 420 Psychology of Fear *(Prerequisite PSY 105 or equivalent)*

Area of Emphasis: Cyber/Information Security
INT 460 Clandestine and Secure Communications
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Area of Emphasis: Protective Intelligence
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Area of Emphasis: Threat Assessment
MGT 375 Workplace Violence, Workplace Security
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PSY 310 Psychology of Violence *(Prerequisite PSY 105 or equivalent)*
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Area of Emphasis: Advanced Operations
PRO 430    Travel & Hospitals
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PRO 433    Off-site Visits

Area of Emphasis: Protection Operations
SEC 486    Bomb Threat Management
SEC 326    Foundations of Vehicular Security
PRO 422    Building Security

Total Required Units 90 quarter units

Upon completion of a full evaluation of all previous courses and credits, students will receive a customized degree plan detailing the specific courses they will need to take.

Master’s Degree Program Admission Requirements
Master’s degree applicants must have a bachelor’s degree from an institution accredited by an agency recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation.

The Enrollment Committee evaluates an applicant for the Master’s Degree Programs on multiple criteria upon the receipt of the following:

- Completed application.
- Documentation of a Bachelor’s degree.
- Background check and/or Letter of Good Standing (active military or law enforcement only).

Additional materials may be requested.

Program Learning Outcomes - PLOs
Graduates of the three Master’s degree programs will be able to:

MS – Intelligence Management – PLOs
- IM-PLO M1: Evaluate and manage various information sources and their relevance to the security industry and translate that information into actionable outcomes.
- IM-PLO M2: Evaluate contemporary and emergent threats, challenges and issues within the sphere of the security industry and synthesize information with technical expertise and creative application of conceptual skills
- IM-PLO M3: Evaluate intelligence issues or challenges using advanced qualitative, quantitative and mixed methods analysis skills
- IM-PLO M4: Demonstrate strategic leadership competencies and the ability to explain application of intelligence strategies and operations to the security industry
IM-PLO M5: Appraise and apply policies, reforms, and ethics through integrating information literacy competencies.

**MS – Strategic Security and Protection Management – PLOs**

- **SSPM -PLO M1:** Evaluate, prioritize, and manage various information sources in strategic security in order to develop courses of action.
- **SSPM -PLO M2:** Perform sophisticated threat analysis through demonstrated technical approaches and through application of conceptual skills.
- **SSPM -PLO M3:** Appraise and apply policies, reforms, and ethics through integrating information literacy competencies.
- **SSPM -PLO M4:** Synthesize strategic leadership competencies through understandings of complex cases in the current security environment.
- **SSPM -PLO M5:** Demonstrate the ability to communicate effectively in a variety of mediums to key stakeholders

**MS – Terrorism and Counterterrorism Studies – PLOs**

- **TCT-PLO M1:** Evaluate and manage various information sources and their relevance to countering terrorism as well as strategic security and translate that information into actionable outcomes.
- **TCT-PLO M2:** Perform sophisticated analysis and evaluations of possible terrorist threats through demonstrated technical expertise and application of conceptual counterterrorism skills
- **TCT-PLO M3:** Appraise and apply issues of security, national policy, business, reform, and ethics, integrating information from the counterterrorism, intelligence and security literature.
- **TCT-PLO M4:** Synthesize strategic leadership competencies specific to terrorism and counterterrorism, as well as strategic security.
- **TCT-PLO M5:** Operate and communicate effectively in all mediums, with the ability to work with stakeholders at the highest levels in the counterterrorism field.

**Graduation Requirements**

A minimum of 63 quarter units (14 courses) in University courses. Completion of all work products and assignments. A minimum CGPA 3.0/4.0 scale completed from the University. Payment of all financial obligations to the school. The student has a choice whether to complete an Applied Capstone Project or a Master’s Thesis.

**Applied Capstone Project (ACP)**

Master’s students will complete a culminating analytical research project in which the learning of the entire program is integrated and focused on the application of that knowledge toward an authentic issue or question generated from the student’s professional or personal interests. The ACP will offer a practical solution to a strategic security management challenge or issue, a policy problem, or an applied academic research question of contemporary importance and relevance to the work or career goals of each student. Student will demonstrate in-depth critical thinking, analysis, and effective writing.

**Master’s Thesis**

A thesis, at the Master’s level, demonstrates mastery in and makes a contribution to an area or field of study. A thesis identifies a worthwhile problem or question and attempts to solve it or answer it. A thesis involves applied research. Research in the strategic security profession is multi-dimensional, theoretically grounded on an amalgamation of the social sciences (i.e. religion, sociology, psychology, criminology, etc.) and also reflects aspects of behavioral, clinical and the
traditional “hard” sciences. As an applied profession, Security is constantly affected by new advances in related topical areas, such as military science, strategy and history; political science; legal aspects related to specific jurisdictions and applications; international law; intelligence; terrorism & counterterrorism; geography; science & technology; cyber security & information systems management; as well as current events and the ever-changing political climate. Relevant literature consists of new research findings and those applications drawn from existing bodies of knowledge. The professional Security faculty is made up of subject matter experts who have an appreciation for the interdependent nature of the professional discipline; as evidenced by the diversity of the courses, topics and instructors’ expertise, all of which fall under the umbrella of Strategic Security. A typical Master's thesis will range from 50-100 pages (usually around 60-80).

**Master’s Degree Program Length**

Students taking two courses at a time are considered to be full time. Part time study is one course. However, due to the intensive nature of the thesis preparation, students enrolled in one FRP course (4.5 units) would be considered full time. The average full time completion rate is four and one-half years. Students may take up to seven years to complete the program. Students who take longer than seven years may be required to go through the enrollment process and complete another background check.

**Maximum Full Time Student Load**

Students enrolled in the master's degree programs may not take more than nine units per ten-week period without prior approval from Provost of Academics.

**Degree Awarded**

At the completion of all of the degree requirements as evidenced by the Student Advisor issuing a request for degree, and by the Enrollment Advisor issuing a release stating that the student has met any financial obligations to the University, a Master of Science Degree will be awarded to the student.

**Master of Science, Intelligence Management**

**Program Description**

The Master's Degree in Intelligence Management is earned by satisfactory completion of an online program equivalent to a year and a half of full time post-graduate study. This program emphasizes professionalism, proactive strategies, and a thorough understanding of the dynamics of the broad field of intelligence. It provides for high-level development of skills in intelligence analysis, counterintelligence, collection management, and intelligence operations. All courses are four and a half quarter units unless otherwise noted.

All students must register for at least one required course per term, following the sequence of the first four courses; students may register for an elective at any time. Students with limited subject matter experience are strongly encouraged to enroll in INT 595 and INT 596 as their two electives.

**Required Courses**

*Students must take at least one of the first four require course per term, but may also take an elective at any time.*

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>INT 511</td>
<td>Advanced Analytical Methods</td>
</tr>
<tr>
<td>SEC 522</td>
<td>Advanced Surveillance and Countersurveillance</td>
</tr>
<tr>
<td>INT 535</td>
<td>Cover</td>
</tr>
<tr>
<td>INT 551</td>
<td>Double Agents, Denial, and Deception</td>
</tr>
<tr>
<td>RES 695</td>
<td>Research</td>
</tr>
<tr>
<td>FRP 697</td>
<td>Writing for Publication</td>
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</table>
### Elective Courses (Choose Two)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>INT 595</td>
<td>Advanced Intelligence Operations</td>
</tr>
<tr>
<td>INT 596</td>
<td>Advanced Intelligence Practicum</td>
</tr>
<tr>
<td>MGT 551</td>
<td>Intelligence Team Management</td>
</tr>
<tr>
<td>SOC 571</td>
<td>Secret Societies</td>
</tr>
<tr>
<td>INT 550</td>
<td>Advanced Open Source Intelligence</td>
</tr>
<tr>
<td>INT 553</td>
<td>Recruitment Cycle</td>
</tr>
</tbody>
</table>

### Elective Courses/Choose any Two Areas of Emphasis

**Emphasis: Applied Counterterrorism**
- SEC 505  Advanced Strategies/Crisis Preparedness
- TCT 595  Advanced Counter-terrorism Operations
- TCT 596  Origins, Evolutions, and Trends in Terrorism

**Emphasis: Security Research Studies**
- INT 550  Advanced Open Source Intelligence
- TCT 600  Advanced Domestic Terrorism
- PSY 576  Analyzing the Terrorist Mind

**Emphasis: Leadership for Security Professionals**
- Sec 505  Advanced Strategies/Crisis Preparedness
- INT 580  Leadership Analysis
- MGT 551  Intelligence Team Management

**Area of Emphasis: Collection Management**
- INT 570  All Source Intelligence
- INT 575  Intelligence Policy and Reform
- INT 521  Advanced Intelligence Collection

**Area of Emphasis: Counterintelligence**
- TCT 517  WMD Terrorism
- INT 552  Counterespionage
- INT 502  Vetting

**Area of Emphasis: Counterterrorism**
- INT 525  Advanced Counterterrorism Analysis
- SOC 570  Cults and Charismatic Leaders
- TCT 620  Advanced Domestic Terrorism

**Area of Emphasis: Intelligence Operations**
- INT 680  Operational Concepts and Planning (Targeting)
- INT 609  Case Studies in Covert Operations
- INT 560  Strategic Intelligence

**Area of Emphasis: Advanced Operations**
- PRO 540  Topics in Advance Work
- INT 595  Advanced Intelligence Operations
- PRO 679  Kidnapping Strategies
Area of Emphasis: Analysis
INT 580  Leadership Analysis
INT 581  Political Analysis
INT 584  Area Studies Analysis

Area of Emphasis: Extremist Organizations
SOC 571  Secret Societies
SOC 570  Cults and Charismatic Leaders
HIST 508  Extremist Organizations

Area of Emphasis: Counterterrorism Strategies
INT 551  Double Agents, Denial and Deception
INT 535  Cover
SOC 510  Terrorism Group Dynamics

Area of Emphasis: Terrorist Operations
PSY 576  Analyzing the Terrorist Mind
INT 609  Case Studies in Covert Operations
INT 552  Counterespionage

Area of Emphasis: Terrorism and Society
TCT 637  Terrorism and Society
PRO 679  Kidnapping Strategies
TCT 590  Influence Warfare

Area of Emphasis: Cyber/Information Security
MGT 605  Advanced Consequence Management and Incident Command System
SEC 665  Computer Intrusion Defense
INT 617  Cyberterrorism, Cyberwarfare, Cybercrime

Area of Emphasis: Protective Intelligence
INT 521  Advanced Intelligence Collection
SEC 522  Advanced Surveillance and Countersurveillance
SEC 537  Crisis Negotiation

Area of Emphasis: Threat Assessment
PRO 520  Stalking and Workplace Violence
PRO 690  Advanced Threat Assessment
SEC 621  Background Investigations

Area of Emphasis: Protection Operations
PRO 535  Advanced Vehicular Security
PRO 521  Advanced Building and Perimeter Security
PRO 660  Explosives and Arson Security

Area of Emphasis: Corporate Security
SEC 530  Evidence & Crime Scene Management
INT 617  Cyberterrorism, Cyberwarfare, Cybercrime
SEC 611  White Collar Crime

Courses are 4.5 quarter units each
Required courses: 27 quarter units
Elective courses: 9 quarter units
Areas of Emphasis: 27 quarter units
Total Required Units: 63 quarter units

Upon completion of a full evaluation of all previous courses and credits, students will receive a customized degree plan detailing the specific courses they will need to take.

**Master of Science, Terrorism and Counterterrorism Studies**

Program Description
The Master's Degree in Terrorism and Counterterrorism is earned by satisfactory completion of an online program equivalent to a year and a half of full time post-graduate study. Instructors emphasize professionalism, proactive strategies, and a thorough understanding of terrorist dynamics. It also provides for the advanced knowledge of how to deal effectively with terrorism to adequately protect life and property. All courses are four and a half quarter units unless otherwise noted.

All students must register for at least one required course per term, following the sequence of the first four courses; students may register for an elective at any time. Students with limited subject matter experience are strongly encouraged to enroll in TCT 595 and TCT 596 as their two electives.

**Required Courses**
*Students must take at least one of the first four require course per term, but may also take an elective at any time.*

<table>
<thead>
<tr>
<th>Number</th>
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<tbody>
<tr>
<td>TCT 517</td>
<td>WMD Terrorism</td>
</tr>
<tr>
<td>SEC 522</td>
<td>Advanced Surveillance and Counterterrorism</td>
</tr>
<tr>
<td>INT 525</td>
<td>Advanced Counterterrorism Analysis</td>
</tr>
<tr>
<td>TCT 600</td>
<td>Advanced Counterterrorism</td>
</tr>
<tr>
<td>RES 695</td>
<td>Research</td>
</tr>
<tr>
<td>FRP 697</td>
<td>Writing for Publication Techniques</td>
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</tbody>
</table>

**Elective Courses (Choose Two)**

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<tr>
<td>TCT 595</td>
<td>Advanced Counterterrorism Operations</td>
</tr>
<tr>
<td>TCT 596</td>
<td>Origins, Evolutions, and Trends in Terrorism</td>
</tr>
<tr>
<td>TCT 620</td>
<td>Advanced Domestic Terrorism</td>
</tr>
<tr>
<td>SOC 640</td>
<td>Advanced Islamism and Terrorism</td>
</tr>
<tr>
<td>INT 584</td>
<td>Area Studies Analysis</td>
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**Elective Courses/Choose any Two Areas of Emphasis**

**Emphasis: Applied Counterterrorism**

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<td>SEC 505</td>
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<td>Advanced Counter-terrorism Operations</td>
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**Emphasis: Security Research Studies**

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<tr>
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<td>TCT 600</td>
<td>Advanced Domestic Terrorism</td>
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</table>
PSY 576    Analyzing the Terrorist Mind

Emphasis:  Leadership for Security Professionals
Sec 505    Advanced Strategies/Crisis Preparedness
INT 580    Leadership Analysis
MGT 551    Intelligence Team Management

Area of Emphasis: Collection Management
INT 570    All Source Intelligence
INT 575    Intelligence Policy and Reform
INT 521    Advanced Intelligence Collection

Area of Emphasis: Counterintelligence
TCT 517    WMD Terrorism
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Area of Emphasis: Counterterrorism
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Area of Emphasis: Analysis
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Area of Emphasis: Counterterrorism Strategies
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Area of Emphasis: Protection Operations
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PRO 660  Explosives and Arson Security

Area of Emphasis: Corporate Security
SEC 530  Evidence & Crime Scene Management
INT 617  Cyberterrorism, Cyberwarfare, Cybercrime
SEC 611  White Collar Crime

Courses are 4.5 quarter units each

**Required courses:** 27 quarter units
**Elective courses:** 9 quarter units
**Areas of Emphasis:** 27 quarter units
**Total Required Units:** 63 quarter units

Upon completion of a full evaluation of all previous courses and credits, students will receive a customized degree plan detailing the specific courses they will need to take.

**Master of Science, Strategic Security and Protection Management**

**Program Description**
The Master’s Degree in Strategic Security and Protection Management is earned by satisfactory completion of an online program equivalent to a year and a half of full time post-graduate study. This program emphasizes professionalism, proactive strategies, and the benefits of lifetime learning, safety and preparedness. It unites proven successful management practices with proven methods for meeting a wide variety of security and protective services to individuals and businesses. All courses are four and a half quarter units unless otherwise noted.
All students must register for at least one required course per term, following the sequence of the first four courses; students may register for an elective at any time. Students with limited subject matter experience are strongly encouraged to enroll in PRO 595 and PRO 596 as their two electives.

**Required Courses**

*Students must take at least one of the first four require course per term, but may also take an elective at any time.*

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<td>PRO 596</td>
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<tr>
<td>SOC 510</td>
<td>Terrorists Group Dynamics</td>
</tr>
<tr>
<td>MGT 605</td>
<td>Advanced Consequence Management and Incident Command System</td>
</tr>
<tr>
<td>INT 550</td>
<td>Advanced Open Source Intelligence</td>
</tr>
</tbody>
</table>

**Elective Courses/Choose any Two Areas of Emphasis**

**Emphasis: Applied Counterterrorism**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 505</td>
<td>Advanced Strategies/Crisis Preparedness</td>
</tr>
<tr>
<td>TCT 595</td>
<td>Advanced Counter-terrorism Operations</td>
</tr>
<tr>
<td>TCT 596</td>
<td>Origins, Evolutions, and Trends in Terrorism</td>
</tr>
</tbody>
</table>

**Emphasis: Security Research Studies**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT 550</td>
<td>Advanced Open Source Intelligence</td>
</tr>
<tr>
<td>TCT 600</td>
<td>Advanced Domestic Terrorism</td>
</tr>
<tr>
<td>PSY 576</td>
<td>Analyzing the Terrorist Mind</td>
</tr>
</tbody>
</table>

**Emphasis: Leadership for Security Professionals**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 505</td>
<td>Advanced Strategies/Crisis Preparedness</td>
</tr>
<tr>
<td>INT 580</td>
<td>Leadership Analysis</td>
</tr>
<tr>
<td>MGT 551</td>
<td>Intelligence Team Management</td>
</tr>
</tbody>
</table>

**Area of Emphasis: Collection Management**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>INT 570</td>
<td>All Source Intelligence</td>
</tr>
<tr>
<td>INT 575</td>
<td>Intelligence Policy and Reform</td>
</tr>
<tr>
<td>INT 521</td>
<td>Advanced Intelligence Collection</td>
</tr>
</tbody>
</table>

**Area of Emphasis: Counterintelligence**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>TCT 517</td>
<td>WMD Terrorism</td>
</tr>
<tr>
<td>INT 552</td>
<td>Counterespionage</td>
</tr>
<tr>
<td>INT 502</td>
<td>Vetting</td>
</tr>
</tbody>
</table>
Area of Emphasis: Counterterrorism
INT 525 Advanced Counterterrorism Analysis
SOC 570 Cults and Charismatic Leaders
TCT 620 Advanced Domestic Terrorism

Area of Emphasis: Intelligence Operations
INT 680 Operational Concepts and Planning (Targeting)
INT 609 Case Studies in Covert Operations
INT 560 Strategic Intelligence

Area of Emphasis: Advanced Operations
PRO 540 Topics in Advance Work
INT 595 Advanced Intelligence Operations
PRO 679 Kidnapping Strategies

Area of Emphasis: Analysis
INT 580 Leadership Analysis
INT 581 Political Analysis
INT 584 Area Studies Analysis

Area of Emphasis: Extremist Organizations
SOC 571 Secret Societies
SOC 570 Cults and Charismatic Leaders
HIST 508 Extremist Organizations

Area of Emphasis: Counterterrorism Strategies
INT 551 Double Agents, Denial and Deception
INT 535 Cover
SOC 510 Terrorism Group Dynamics

Area of Emphasis: Terrorist Operations
PSY 576 Analyzing the Terrorist Mind
INT 609 Case Studies in Covert Operations
INT 552 Counterespionage

Area of Emphasis: Terrorism and Society
TCT 637 Terrorism and Society
PRO 679 Kidnapping Strategies
TCT 590 Influence Warfare

Area of Emphasis: Cyber/Information Security
MGT 605 Advanced Consequence Management and Incident Command System
SEC 665 Computer Intrusion Defense
INT 617 Cyberterrorism, Cyberwarfare, Cybercrime

Area of Emphasis: Protective Intelligence
INT 521 Advanced Intelligence Collection
SEC 522 Advanced Surveillance and Countersurveillance
SEC 537 Crisis Negotiation
Area of Emphasis: Threat Assessment
PRO 520 Stalking and Workplace Violence
PRO 690 Advanced Threat Assessment
SEC 621 Background Investigations

Area of Emphasis: Protection Operations
PRO 535 Advanced Vehicular Security
PRO 521 Advanced Building and Perimeter Security
PRO 660 Explosives and Arson Security

Area of Emphasis: Corporate Security
SEC 530 Evidence & Crime Scene Management
INT 617 Cyberterrorism, Cyberwarfare, Cybercrime
SEC 611 White Collar Crime

Courses are 4.5 quarter units each

**Required courses:** 27 quarter units
**Elective courses:** 9 quarter units
**Areas of Emphasis:** 27 quarter units

**Total Required Units:** 63 quarter units

Upon completion of a full evaluation of all previous courses and credits, students will receive a customized degree plan detailing the specific courses they will need to take.

---

**Doctoral Degree Program**

**Admission Requirements**

Applicants to this program must have a master’s degree or a bachelor’s degree and the equivalent of 30 graduate-level semester hours in Strategic Security or a related field from an appropriately accredited University. Students enrolled in a Henley-Putnam University master’s degree program may apply to the DSS program after successful completion of 36 quarter units of their master’s course work.

The Enrollment Committee evaluates an applicant for the Doctoral Program on multiple criteria upon receipt of the following:

- Completed application.
- Background check and/or Letter of Good Standing (active military or law enforcement only).
- Documentation of 5 years’ experience in a security-related field.
- Official transcripts documenting completion of a master's degree or a bachelor's degree and 30 graduate-level semester hours in Strategic Security or related field.
- Participation in a verbal interview with the Dean of the DSS program (or a designee).
- Completion of a timed writing assessment.

*Additional materials may be requested.*

**Graduation Requirements**

- A minimum of 90 quarter units (16 courses) in doctoral level University courses.
- Completion of all work products and assignments, including a written dissertation and oral defense.
• Successful completion of formal evaluations by a doctoral committee.
• Passing score on a comprehensive examination to be completed prior to beginning the dissertation
• A minimum CGPA 3.0/4.0 scale completed from the University.
• Payment of all financial obligations to the school.

**Doctoral Degree Program Length**
Students taking two courses at a time are considered to be full time. Part time study is one course. However, due to the intensive nature of the dissertation preparation and defense, students enrolled in the Directed Dissertation Research course will be considered full time at a progression of 4.5 units per quarter. The average completion rate is five years. This includes one year for the dissertation. The maximum time frame for the doctoral degree cannot exceed 10 years and cannot be completed in less than two years.

**Maximum Full Time Student Load**
Students enrolled in the doctoral degree program may not take more than 9 quarter units per ten-week period without prior approval from the Dean of Doctoral Program. Students taking two courses at a time are considered full time.

**Degree Awarded**
At the completion of all of the degree requirements as evidenced by the Dean of the Doctoral Program issuing a request for degree, and by Enrollment Advisors issuing a release stating that the student has met any financial obligations to the University, a Doctorate of Strategic Security Degree will be awarded to the student.

**Graduate Assistantship Program**
H-PU offers a limited number of Graduate Assistantships (GA) to qualified DSS students. The primary GA role at H-PU is currently the Teaching Assistant (TA) position. The TA will be assigned to a BS course and will work with the course instructor (faculty mentor) to facilitate discussion forums, collaborate on the evaluation of student writing, and learn the pedagogy of how to successfully engage learners and facilitate learning in the online setting. The TA will receive a small stipend for his or her work in this role.

Successful TA’s are guaranteed one shared teaching and learning experience with an experienced H-PU faculty member. Dependent on satisfactory evaluations, a TA’s assignment might be extended to a total of four teaching quarters. (Note: TA assignments do not lead to faculty positions at H-PU.)

Selection: Program Deans will evaluate candidates based on defined qualifications and will respond to applicants with a notice of acceptance or non-acceptance. Selection is determined by a number of factors including:

• Qualifications of the applicant
• Availability of an appropriate BS course/cooperating faculty member
• Course enrollment/institutional need
• Position availability

Evaluation: The cooperating faculty member will complete a mid-term and final evaluation of the Teaching Assistant’s performance based on the job description. A satisfactory evaluation is required for the Teaching Assistant to assume another course placement, for up to four total quarters.

**Doctorate, Strategic Security**
Program Description
The Doctorate in Strategic Security is for board of Director level leaders and managers (or their
government or military equivalent) who oversee personnel who comprise the strategic security industry. Graduates will be able to coordinate effectively a wide range of strategic security resources and personnel, across multiple agencies if necessary, to produce timely, objective, and accurate intelligence and other security-related products. They will communicate their information to top-level policy and decision makers clearly and coherently. Graduates will also be adept at managing assets and adjusting strategies in dynamic security environments. All courses are four and a half quarter units unless otherwise noted.

**Program Learning Outcomes - PLOs**
Graduates of the Doctorate program will be able to:

- **DSS-PLO1:** Produce quantitative and qualitative research at the theoretical, strategic, operational, and tactical levels.
- **DSS PLO2:** Develop a conceptual framework that incorporates the key variables of the security environment in order to prevent and forestall emerging threats.
- **DSS PLO3:** Assess information, approaches, criticality, viability, systems, resources, and cultures necessary for engaging issues in strategic security.
- **DSS PLO4:** Appraise the character, communications, organizations, influences, and technologies associated with strategic management leadership relevant to promoting effective security outcomes.
- **DSS PLO5:** Effectively communicate key concepts and ideas in verbal, non-verbal, and written forms to influence diverse audiences and decision-makers in strategic security.

### Required Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 700</td>
<td>Advanced Strategic Security Analysis and Critique</td>
</tr>
<tr>
<td>TCT 700</td>
<td>Advanced Counterterrorism Research Methods</td>
</tr>
<tr>
<td>SEC 740</td>
<td>Strategic Security Information Literacy</td>
</tr>
<tr>
<td>SEC 760</td>
<td>Applied Research Methodology</td>
</tr>
<tr>
<td>HIST 750</td>
<td>Topics in the History of Strategic Security</td>
</tr>
<tr>
<td>COM 750</td>
<td>Briefings, De-briefings and Presentations</td>
</tr>
<tr>
<td>MGT 800</td>
<td>Advanced Leadership and Management</td>
</tr>
<tr>
<td>LAW 850</td>
<td>Case Studies in Intelligence Regulation and Reform</td>
</tr>
<tr>
<td>INT 700</td>
<td>The Strategic Intelligence Process and Policy</td>
</tr>
<tr>
<td>SEC 750</td>
<td>The Strategic Security Community</td>
</tr>
<tr>
<td>PRO 700</td>
<td>Protection and Operations Management</td>
</tr>
<tr>
<td>COM 780</td>
<td>Advanced Business Communications</td>
</tr>
<tr>
<td>TCT 800</td>
<td>Advanced Research in Terrorism/Counterterrorism</td>
</tr>
<tr>
<td>INT 800</td>
<td>Intelligence Practicum</td>
</tr>
<tr>
<td>PRO 800</td>
<td>Protection Practicum</td>
</tr>
<tr>
<td>FRP 800</td>
<td>Directed Dissertation Research (22.5 quarter units/50 weeks)</td>
</tr>
</tbody>
</table>

**Total Required Units:** 90 quarter units

(Average estimated full time completion rate is 5 years. This includes one year for completion of the dissertation.)
Certificate Program

Admission Requirements – see Admissions Section

Graduation Requirements
Successful completion of all certificate courses.
A minimum CGPA 2.0/4.0 scale in 300 and 400 level courses completed from this University. A minimum CGPA 3.0/4.0 scale in 500 and 600 level courses completed from this University. Payment of all financial obligations to the school.

Program Length 200 and 300 Level Courses
Students taking two courses at a time are considered to be part-time. Anything over two courses is considered full time. The average completion rate is one year. Students have a maximum of two years to complete each certificate program.

Program Length 400 and 500 Level Courses
Students taking two courses at a time are considered to be full-time. The average completion rate is one year. Students have a maximum of two years to complete each certificate program.

Maximum Full Time Student Load
Students enrolled in the certificate programs may take up to 18 quarter units per ten-week period without prior approval of the Provost of Student Services.

Certificate Awarded
At the completion of all of the certificate courses a Certificate of Completion will be awarded to the student. Students may also request a transcript of their work.

Protection Rubric

Entry Level Certificate in Executive Protection

Program Description:
This Entry Level Certificate is designed to give the professional in the executive protection field or the student who is considering getting in the field, a firm understanding of why this career is more than just “body-guarding.” Executive protection in today’s world involves understanding the techniques necessary to prevent an incident, not just how to respond in time of danger. This certificate defines some of the most important issues that anyone in or considering the executive protection profession must consider in order to perform their job more effectively. Finally, this certificate will help facilitate the executive protection professional to better understand the value of advances as well as how to better recognize potential threats in order to implement effective defense measures.

Outcomes:
Upon completion of this certificate, students will be able to:

- Identify essential qualities the security professional, past and present, must possess to better achieve his/her mission.
- Discuss the future of executive/dignitary protection by examining the threat and the relatively inexpensive cost of protection through security contractors.
- Discuss a variety of facts about the means and methods of protecting a person(s).
- Describe various defensive tactics and self defense measures for the protective agent to utilize.
- Recognize the methods used to assess potential threats.
- Illustrate the different complexities associated with advance work.
- Describe the logistical considerations that are included in advance work.
- Discuss and evaluate ethical problem solving.
- Recognize how to apply critical elements of the advance when time is limited.
- Recognize the importance of comprehensive advance work and the role it plays in the overall relationship with the person being protected.

**Required Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 375</td>
<td>History of Executive/Dignitary Protection</td>
</tr>
<tr>
<td>PRO 494</td>
<td>Essentials of Executive Protection</td>
</tr>
<tr>
<td>PRO 466</td>
<td>Advance Work</td>
</tr>
<tr>
<td>PHIL 400</td>
<td>Ethics of Security and Counterterrorism <em>(Prerequisite PHIL 105 or equivalent)</em></td>
</tr>
</tbody>
</table>

**Mid-Level Certificate in Executive Protection**

**Program Description:**
This Mid-Level Certificate is designed to take the professional who already has some experience in the executive protection field to a level of competency expected by clients and employers. Building on the basics from the Entry Level Certificate and/or the student's current level of experience in this field, this certificate further explains the tools necessary to conduct successful protection operations, including intelligence techniques and crisis preparations germane to protection. Finally, it will give the student a better understanding of relationships and behaviors with clients and those around them.

**Outcomes:**
Upon completion of this certificate, students will be able to:

- Describe what is meant by "assessing the threat" and the critical role it plays in protective operations.
- Discuss the key factors involved in developing an ethical relationship with the person being protected.
- Describe the levels of dangerousness presented by protective intelligence subjects after proper assessment and investigation has been completed.
- Explain rules of manners and etiquette, dress, protocol, and conduct for situations ranging from everyday business communications to highly formal occasions.
- Explain conventions of etiquette and protocol for diplomatic events.
- Demonstrate knowledge of protocol and etiquette among US military services.
- Demonstrate the ability to successfully write a sound executable Emergency Management Plan.
- Identify key personnel involved with creating an executable plan.
- Demonstrate how knowing the significance of the protective intelligence subject’s background, behavior, and motivation plays in the appraisal of a subject, in order to conduct a proper protective intelligence investigation and provide an assessment of the subject’s degree of dangerousness towards a client.

**Required Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>PRO 595</td>
<td>Advanced Protection Operations</td>
</tr>
<tr>
<td>PRO 596</td>
<td>Advanced Protection Intelligence</td>
</tr>
<tr>
<td>SEC 522</td>
<td>Advanced Surveillance &amp; Countersurveillance</td>
</tr>
<tr>
<td>SEC 505</td>
<td>Advanced Strategies/Crisis Preparedness</td>
</tr>
</tbody>
</table>
Senior Level Certificate in Executive Protection

Program Description:
This Senior Level Certificate is designed for the executive protection professional who wants to better understand the skills necessary to develop a more complete and thorough protection package for their clients. The student will learn the value as well as the best techniques for developing information about specific areas or countries as well as get a better understanding of terrorism in today's world. Finally, the student will gain an understanding of the complexities and tasks associated with managing the consequences of terrorist incidents and natural disasters to be better prepared for their protection assignments.

Outcomes:
Upon completion of this certificate, students will be able to:

- Develop a broader scope of executive protection responsibilities and be able to describe such responsibilities.
- Discuss weaponless defense tactics.
- Identify and list characteristics of the potentially violent individual.
- Conduct investigative research of open source information for completion of an area study analysis.
- Compare and contrast data to arrive at an accurate assessment of a geographical area’s capacity to affect operational capability.
- Identify and explain the psychology, motivation, and behavioral traits that distinguish a foreign or domestic terrorist group.
- Recognize the various behaviors inherent to Terrorist Groups and describe the ways the associated behaviors affect the workings of a Terrorist Group.
- Describe the advantages of common communication and information management systems.
- Describe the key ideas and principles underlying National Incident Management System (NIMS).

Required Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>PRO 500</td>
<td>Advanced Executive Protection</td>
</tr>
<tr>
<td>INT 584</td>
<td>Area Studies Analysis</td>
</tr>
<tr>
<td>SOC 510</td>
<td>Terrorists Group Dynamics</td>
</tr>
<tr>
<td>MGT 605</td>
<td>Advanced Consequences Management and Incident Command System</td>
</tr>
</tbody>
</table>

Intelligence Rubric

Entry Level Certificate in Intelligence Analysis

Program Description:
This Entry Level Certificate is designed to give the professional in the intelligence analysis field or the student who is considering getting into the field, a more comprehensive understanding of how to employ sound critical thinking when examining and assessing the validity of various arguments and the value of diverse sources of information. Students will learn various techniques for analyzing raw intelligence, evaluating source credibility, distinguishing “signal” from “noise,” and testing hypotheses. Finally, students will learn to apply principles of sound research and evaluation to a wide spectrum of source materials, to identify and describe their strengths and weaknesses, and to interpret the material obtained from them properly, while keeping potentially large amounts of information organized and accessible.

Outcomes:
Upon completion of this certificate, students will be able to:
• Demonstrate a systematic approach to critical thinking and explain its concepts and governing rules with regard to the context in which thinking occurs.
• Distinguish between good and bad arguments.
• Distinguish the differences, and similarities, between intelligence writing and writing in other intellectual professions.
• Describe the various audiences for which intelligence professionals write and orally present, and the special demands and requirements of each.
• Demonstrate a solid understanding of the intelligence analysis process in order to successfully apply it in various intelligence production projects.
• Demonstrate Open Source Intelligence methods via field exercises.
• Demonstrate fluency in navigating Open Source Intelligence resources.
• Discuss the value and importance of Open Source Intelligence as it relates to both Foreign National Intelligence and Domestic Intelligence.

### Required Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>ENG 390</td>
<td>Critical Thinking &amp; Logic</td>
</tr>
<tr>
<td>ENG 330</td>
<td>Writing for the Intelligence Professional (Prerequisite: ENG 105 or equivalent)</td>
</tr>
<tr>
<td>INT 310</td>
<td>Fundamentals of Analysis (Prerequisite: ENG 390, PHIL 105 or equivalent)</td>
</tr>
<tr>
<td>INT 315</td>
<td>Open Source Research</td>
</tr>
</tbody>
</table>

### Mid-Level Certificate in Intelligence Analysis

#### Program Description:

This Mid-Level Certificate is designed for the professional who already has some experience in the intelligence analysis field or the student who has taken the entry level certificate to further learn about the Intelligence Cycle, how intelligence is prepared, and how it is used to inform decision and policy makers. This program will cover matters of intelligence ethics, privacy issues, and changes in the intelligence community in the post-9/11 environment. In this program the student will take the role of terrorist and pick a target for a future terrorist attack and then collect intelligence about that target. And finally, this course will distinguish counter-terrorism (CT) from anti-terrorism (AT)/Force Protection (FP) intelligence, strategic CT intelligence from tactical CT intelligence, and introduce analytical constructs for the field operator and reporter.

#### Outcomes:

- Upon completion of this certificate, students will be able to:
  - Compare and Contrast Intelligence disciplines and illustrate the tradecraft used for each within intelligence operations.
  - Describe and contrast analytical products and their value to policy makers in public and private sectors.
  - Recognize basic methodologies utilized in intelligence analysis, and cite examples of when each model, linking analysis or presentation style would be most appropriate in product development.
  - Explain the basic psychology of Intelligence Analysts, and potential cognitive biases.
  - Use elicitation techniques to gather information.
  - Describe and use All-Source Intelligence analysis.
  - Apply the analytical tools used most often in counterterrorism analysis.
  - Build and manipulate a matrix to show connections and perform link analysis.

### Required Courses

<table>
<thead>
<tr>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>INT 595</td>
<td>Advanced Intelligence Operations</td>
</tr>
<tr>
<td>INT 596</td>
<td>Advanced Intelligence Practicum</td>
</tr>
<tr>
<td>INT 550</td>
<td>Advanced Open Source Intelligence</td>
</tr>
<tr>
<td>INT 525</td>
<td>Advanced Counterterrorism Analysis</td>
</tr>
</tbody>
</table>
Senior Level Certificate in Intelligence Analysis

Program Description:
This Senior Level Certificate is designed for the intelligence analyst professional who wants to better understand the finer points of advanced analysis, including how to present briefings geared to the context of the intelligence customer. The student will learn to codify and unify relevant information into a comprehensive study that will present an accurate and up to date picture of the target region’s cultural, political, economic, social, military, geographic, climate, demographic, hydrographic, and historical data that will support strategic, intelligence, and tactical operations by the end user. Further, this program teaches the craft of analyzing leaders, how to review available biographical information in an effort to discern the leader’s personality traits and skills, and any available information on the leader’s professional record in dealing with a variety of issues. And finally, students will learn how to weigh a variety of factors influencing how a political situation is likely to develop.

Outcomes:
Upon completion of this certificate, students will be able to:

- Apply the analytical tools used to penetrate deception and denial (D&D) operations.
- Analyze propaganda for intelligence content.
- Compare and contrast data to arrive at an accurate assessment of a geographical area’s capacity to affect an area team’s operational capability.
- Define the leadership factors.
- Describe the impact of the leadership factors, principles, and competencies on organizational behavior.
- Use open source intelligence in leadership analysis.
- Define remote profiling and describe its implementation through HUMINT operations.
- Describe the different points of view in political science: rational choice theory, behaviorism, and the new institutionalism.
- Recognize the different analytical paradigms in modern political science.

Required Courses

<table>
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<tr>
<th>Number</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>INT 511</td>
<td>Advanced Analytical Methods</td>
</tr>
<tr>
<td>INT 584</td>
<td>Area Studies Analysis</td>
</tr>
<tr>
<td>INT 580</td>
<td>Leadership Analysis</td>
</tr>
<tr>
<td>INT 581</td>
<td>Political Analysis</td>
</tr>
</tbody>
</table>

Counterterrorism Rubric

Entry Level Certificate in Counterterrorism

Program Description:
This Entry Level Certificate is designed to give the professional in the Counterterrorism field or the student who is considering getting in the field, more comprehensive knowledge of key definitional and conceptual issues to describe terrorists (including the sociological and psychological characteristics of both leaders and members) and identify their methods, including organizational structures, target selection criteria, operational tradecraft, weaponry, etc.. This program examines the strategies, tactics, and techniques used to combat terrorism and will teach students to distinguish conceptually between defensive “anti-terrorism” approaches and offensive “counterterrorism” approaches. They will learn to recognize and describe the securing of financing and weaponry, the criteria used for target selection (symbolic or representative nature, functional importance, and vulnerability), the preliminary surveillance of targets, the role played by the group’s active and passive supporters (front
groups, etc.), the exploitation of the media and post-facto claiming of responsibility, the avoidance of security force dragnets, and how terrorists react to and prosper from the action's fallout. And most importantly, students are given ample hands-on opportunity to learn, develop, and hone practical report-writing skills used throughout the intelligence community.

Outcomes:
Upon completion of this certificate, students will be able to:

- Distinguish the different types of terrorist motivations including left-wing, right-wing, ethno-nationalist, and religious.
- Differentiate terrorism from other forms of violence including political violence, guerilla warfare, insurgency, civil war, unconventional warfare, and crime.
- Describe the historical foundations of terrorism and apply them to modern threats.
- Distinguish between the various methods and philosophies of international counterterrorism.
- Adopt the mindset of a terrorist and engage in an extended revolutionary campaign.
- Demonstrate and hone practical report-writing skills used throughout the intelligence community.
- Identify non-traditional forms of terror (e.g., narco-terror).
- Recognize the political and psychological context in which terrorist techniques take place.
- Distinguish between clandestine and semi-clandestine operations.

Required Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCT 390</td>
<td>Foundations of Terrorism</td>
</tr>
<tr>
<td>TCT 431</td>
<td>Counterterrorism</td>
</tr>
<tr>
<td>TCT 396</td>
<td>Terrorists Techniques</td>
</tr>
<tr>
<td>ENG 330</td>
<td>Writing for the Intelligence Professional (Prerequisite: ENG 105 or equivalent)</td>
</tr>
</tbody>
</table>

Mid-Level Certificate in Counterterrorism

Program Description:
This Mid-Level Certificate is designed for the professional who already has some experience in the Counterterrorism field or the student who has taken the entry level certificate to further understand the strategies and tactics terrorist groups employ to achieve their aims as well as the role of the international community in defining terrorism, controlling the supply of money and weapons and developing and implementing an active international counterterrorism policy. Students will learn about the diversity of identities and motivations credited with sponsoring or conducting terrorism. Students will discuss current issues surrounding reliability of CT information and dissemination thresholds, and analytical implications of alleged detainee abuse and disinformation campaigns by insurgents. And finally, students in this program will acquire the tools necessary to identify and evaluate the variety of structures of terrorist organizations, from strict hierarchy to diffuse networks, as well as the implications of structure and internal dynamics on terrorist actions and capabilities.

Outcomes:
Upon completion of this certificate, students will be able to:

- Define terrorism and its genesis, stages and characteristic features.
- Identify and explain the aims and characteristics of various types of terrorism.
- Distinguish the different types of terrorist motivations including left-wing, right-wing, ethno-nationalist, and religious.
- Assess and explain the threat from specific types of terrorism including state-sponsored, suicide, and CBRN.
- Apply the analytical tools used most often in counter-terrorism analysis.
- Build and manipulate a matrix to show connections and perform link analysis.
• Analyze the workings of a Domestic (United States) Terrorist Group in order to classify and distinguish the different dynamics at work in these types of groups.
• Identify and explain the psychology, motivation, and behavioral traits that distinguish a foreign or domestic terrorist group.

**Required Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>TCT 595</td>
<td>Advanced Counterterrorism Operations</td>
</tr>
<tr>
<td>TCT 596</td>
<td>Origins, Evolutions, and Trends in Terrorism</td>
</tr>
<tr>
<td>INT 525</td>
<td>Advanced Counterterrorism Analysis</td>
</tr>
<tr>
<td>SOC 510</td>
<td>Terrorist Group Dynamics</td>
</tr>
</tbody>
</table>

**Senior Level Certificate in Counterterrorism**

**Program Description:**
This Senior Level Certificate is designed for the intelligence analyst professional who wants to learn to identify known terrorist’s organizations, their perceived structure, goals and degree of operational capacity. It will familiarize the students with critical issues being debated about the WMD terrorist threat and place that threat into broader political and strategic context. The course will also discuss various measures for coping with (preventing or responding to) terrorist attacks using WMD. And finally, students will be able to explain and discuss the history, philosophy, political and theological tenets across the modern Islamist movement, with special focus on those segments who have embraced violence.

**Outcomes:**
Upon completion of this certificate, students will be able to:

• Classify various psychological traits and ideologies into current accepted terrorist classifications illustrating their comprehension of this subject.
• Synthesize a plan of action either locally, statewide or nationally to increase security against a known or perceived terrorist threat.
• Discuss and analyze key concepts and issues integral to the WMD terrorist threat including terrorist capabilities and motivations.
• Assess and discuss new ways to think about and analyze WMD terrorism.
• Evaluate religion’s role in domestic terror.
• Assess emerging Eco-“terrorist” groups that prior to 9/11, were considered the most significant terrorism threats the country faced.
• Identify key philosophical approaches to Islamic modernism and Islamic fundamentalism.
• Explain the reasoning behind fundamentalist’s rejection of western frameworks to philosophy and governance.
• Identify how Radical Islamist movements justify killing civilians to include other Muslims.

**Required Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>TCT 600</td>
<td>Advanced Counterterrorism</td>
</tr>
<tr>
<td>TCT 517</td>
<td>WMD Terrorism</td>
</tr>
<tr>
<td>TCT 620</td>
<td>Advanced Domestic Terrorism</td>
</tr>
<tr>
<td>SOC 640</td>
<td>Advanced Islamism and Terrorism</td>
</tr>
</tbody>
</table>

**Certificate in Security Management**

**Program Description:**
This Certificate is designed to give the professional in the Security field or the student who is considering getting into the field, a more comprehensive knowledge of the security industry in the last half of the 20th century and an understanding of its scope and growth. Students will learn how to develop safe discipline and termination methods, the management of violent and
potentially violent incidents, and the role of security personnel in their efforts to protect employees. Students taking this certificate will be able to identify the dangers and opportunities presented by information warfare. And most importantly, students are given ample hands-on opportunity to learn, develop, and hone practical report-writing skills used throughout the security community.

**Outcomes:**
Upon completion of this certificate, students will be able to:

- Apply the knowledge of the historical development of security to better understand the challenges of today and then be able to show how these historical developments can be utilized to predict the future.
- Discuss the myths and truths about the workplace violence “epidemic.”
- Discuss concepts, principles and standards for designing and implementing secure operating systems and networked systems.
- Demonstrate practical report-writing skills used throughout the security community.
- View security as a discipline and thus show how to distinguish the differences between the roles of law enforcement and private security.
- Identify the concepts and methods of risk mitigation and security resources to then organize and manage a security function.
- Summarize where and how to access additional information about security practices, related trade or professional organizations, service and product providers, education, regulations and certifications.
- Identify and respond to internal, as well as external, threats they may encounter in a specific environment.
- List countermeasures for theft or compromise of information assets, terrorism potentials, as well as threats to executive personnel where consideration is given to executive protection.

**Required Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 320</td>
<td>Foundations of Security</td>
</tr>
<tr>
<td>MGT 375</td>
<td>Workplace Violence, Workplace Security</td>
</tr>
<tr>
<td>MGT 360</td>
<td>Information Security</td>
</tr>
<tr>
<td>ENG 330</td>
<td>Writing for the Intelligence Professional</td>
</tr>
</tbody>
</table>

(Prerequisite: ENG 105 or equivalent)

**Certificate in Intelligence Collection**

**Program Description:**
This Certificate is designed to give the professional in the intelligence collection field or the student who is considering getting in the field, a more comprehensive knowledge of the overt and covert intelligence requirements and reporting, intelligence-specific vocabulary, and the breadth and complexity of the U.S. Intelligence Community today. This certificate provides the student with an overview of surveillance, including the background and history of contemporary surveillance devices, proper procedures for using surveillance devices for intelligence gathering, and basic use of surveillance. Students will learn to apply principles of sound research and evaluation to a wide spectrum of source materials, to identify and describe their strengths and weaknesses, and to interpret the material obtained from them properly, while keeping potentially large amounts of information organized and accessible. And finally, students will learn to explain the differences between interrogation and elicitation and to conduct effective debriefing, cross examination, and related questioning skills.

**Outcomes:**
Upon completion of this certificate, students will be able to:

- Develop an understanding of the role of intelligence analysis, and intelligence products, customers, etc.
• Differentiate positive intelligence collection from counterintelligence and the security of information.
• Examine the effects of surveillance and its importance to the intelligence community.
• Describe basic uses of surveillance.
• Describe and implement surveillance techniques.
• Demonstrate Open Source Intelligence methods via field exercises.
• Discuss the difference between interview and interrogation and a general overview of the process.
• Discuss the principles of the interpretation of verbal and nonverbal behavior.
• Discuss the significance of choosing the right approach, as well as preparation and strategy.

### Required Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>INT 300</td>
<td>Fundamentals of Intelligence</td>
</tr>
<tr>
<td>INT 476</td>
<td>Intelligence Collection</td>
</tr>
<tr>
<td>INT 315</td>
<td>Open Source Research</td>
</tr>
<tr>
<td>COM 401</td>
<td>Interviewing and Briefing/Debriefing</td>
</tr>
</tbody>
</table>

### Certificate in Strategic Intelligence

**Program Description:**
This Certificate is designed for the student who wants to be able to describe and explain the role strategic intelligence plays in United States foreign policy from both a historical and contemporary perspective. In this program, the student will look at several means of collecting and analyzing multi-discipline information, but remain focused on the need and ability to synthesize all of this data, however collected, into objective and cohesive All Source products. Students will learn how to maintain group productivity and cohesion in situations where different people or groups must be able to keep information (or perhaps even their existence) secret from each other (“compartmentalization”). And finally, this program will teach students how to prepare target packages on personnel and inanimate targets for use in military, national, and competitive intelligence sectors, to evaluate target packages to predict future threat activities, and to provide cogent recommendations to decision makers based on target packages.

**Outcomes:**
Upon completion of this certificate, students will be able to:

• Differentiate between strategic, operational, and tactical intelligence.
• Identify the advantages and pitfalls of various predictive analysis techniques.
• Demonstrate knowledge of the challenges which multi-generational analysts who support counter terrorism collection and law enforcement units might pose for their management.
• Prepare target packets for personnel and inanimate targets for use in military, national, and competitive intelligence sectors.
• Assess the legal and cultural challenges to information sharing between these by identifying legal constraints and historical miscues.
• Identify the advantages and pitfalls of various predictive analysis techniques.
• On a micro level, discuss confidently the challenges facing team supervisors within the intelligence community and corporate intelligence units today.
• Compare or contrast the role of Intel manager in the public and private sectors.

### Required Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>INT 560</td>
<td>Strategic Intelligence</td>
</tr>
<tr>
<td>INT 570</td>
<td>All-Source Intelligence</td>
</tr>
<tr>
<td>MGT 551</td>
<td>Intelligence Team Management</td>
</tr>
<tr>
<td>INT 680</td>
<td>Operational Concepts and Planning (Targeting)</td>
</tr>
</tbody>
</table>
Certificate in Intelligence and Terrorism Profiling

Program Description:
This Certificate is designed for the student who wants to be able to describe and explain terrorism and terrorism dynamics in order to provide better counterterrorism techniques and prevention strategies. This certificate will explore and assess various characteristics, some of them mental that may explain this behavior as well as delve into de-humanization factors that affect these individuals. This program will also address behavior and verbal signs the student can learn to assist in predicting dangerousness. Students taking this certificate will be able to explain and discuss the nature of charismatic leadership. Students will acquire the tools necessary to identify and evaluate the variety of structures of terrorist organizations, from strict hierarchy to diffuse networks, as well as the implications of structure and internal dynamics on terrorist actions and capabilities. And finally, this program teaches how vetting is conducted, and how the reliability of a source is established, quantified, reported, and verified.

Outcomes:
Upon completion of this certificate, students will be able to:

- Identify psychological and sociological characteristics of terrorists.
- List the triggering mechanisms that can incite a cultic community to turn to violence.
- List the different personality types of people who join cults and the differing methods used to attract them.
- Analyze the workings of a Domestic (United States) Terrorist Group in order to classify and distinguish the different dynamics at work in these types of groups.
- Recognize the various behaviors inherent to Terrorist Groups and describe the ways the associated behaviors affect the workings of a Terrorist Group.
- Assess the core principles involved in vetting HUMINT sources for exploitation.
- Demonstrate the process needed to conduct a sound vetting plan through consequence and risk management analysis.
- Differentiate between the subjectivity of human bias (the “Art”) and the objectivity of psychology and precedence (the “Science”) of vetting methodologies.

Required Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 576</td>
<td>Analyzing the Terrorist Mind</td>
</tr>
<tr>
<td>SOC 570</td>
<td>Cults and Charismatic Leaders</td>
</tr>
<tr>
<td>SOC 510</td>
<td>Terrorism Group Dynamics</td>
</tr>
<tr>
<td>INT 502</td>
<td>Vetting</td>
</tr>
</tbody>
</table>

Certificate in Physical Security and Risk Assessment

Program Description:
This Certificate is designed to give the professional in the Security field or the student who is considering getting into the corporate, government or law enforcement security field, a comprehensive knowledge of building, perimeter, and workplace security and skills to assess potential threats to these areas. Students taking this certificate will learn how to differentiate between safety and security. Students will develop understandings about how to detect the behavior traits that lead people to commit workplace violence while also developing understandings of how to prevent workplace violence. And finally, students will practice writing the relevant products related to the field.

Outcomes:
Upon completion of this certificate, students will be able to:

- Research, describe and articulate the practice of building security through planning and designing.
Analyze the primary differences between safety and security, including the appropriate level of protection required and utilization of limited resources.

Demonstrate understanding and application of the integration of security, safety, surveillance, intelligence and management (S3IM) in building security.

Research and categorize the dynamics between an aggressor and a victim’s personalities

Examine the role of security as it pertains to protecting individuals

Write and revise written products related to the fields of study.

Assess any common behavioral traits that might exist in individuals who commit or attempt to commit acts of homicide as a means of revenge.

Identify and synthesize specific policies and procedures that can help the employer prevent acts of revenge in the workplace.

Required Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>PRO 422</td>
<td>Building Security</td>
</tr>
<tr>
<td>PRO 398</td>
<td>Fundamentals of Threat Assessment</td>
</tr>
<tr>
<td>MGT 375</td>
<td>Workplace Violence/Workplace Security</td>
</tr>
</tbody>
</table>

Certificate in Advanced Physical Security and Risk Assessment

Program Description:
This Certificate is designed to give the professional in the Security field or the student who is considering getting into the corporate, government or law enforcement security field, advanced skills in the assessment of potential workplace, building, and perimeter threats. Students taking this certificate will learn how to detect the behavior traits associated with workplace violence. And, most importantly, students will learn how develop effective plans for preventing and deterring threats in specific strategic security contexts.

Outcomes:
Upon completion of this certificate, students will be able to:

- Research and define the critical elements of a Threat Assessment Program
- Examine the aspects of the Threat Assessment as they relate to the work places and to schools
- Research and analyze the critical issues involving stalking and workplace violence.
- Articulate the importance of addressing the root causes of stalking and workplace violence in well-written, effective documents and discussions.
- Explain the fundamentals of Industrial Security.
- Demonstrate effective written communication by creating an emergency management plan for a local event that details effective rapid deployment to a man-made WMD event.
- Develop assessments and plans for specific security contexts.

Required Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>PRO 690</td>
<td>Advanced Threat Assessment</td>
</tr>
<tr>
<td>PRO 520</td>
<td>Stalking and Workplace Violence</td>
</tr>
<tr>
<td>PRO 521</td>
<td>Building and Perimeter Security</td>
</tr>
</tbody>
</table>

Certificate in Security Management

Program Description:
This Certificate is designed to give the professional in the Security field or the student who is considering getting into the corporate, government or law enforcement security field, a more comprehensive knowledge of managing the security organization, including how to resolve issues around consequences and conflict. Students will learn how to identify types of conflict and resolve them safely and professionally. Students taking this certificate will be able to
differentiate and understand how federal, state, local, and emergency assets interact so that in the case of a terrorist event, the student can discern the most appropriate and efficient response.

Outcomes:
Upon completion of this certificate, students will be able to:
- Conduct research that allows student to differentiate between the styles of communication typical in management settings.
- Differentiate between the causative factors of conflict and explain them.
- Identify, through independent research and discussion, how the effective use of the Department of Homeland Security can be used in pre-identification of a terrorist event or group.
- Identify, through independent research, the various elements of state, federal, and local emergency management systems to be used in the prevention of a terrorist attack.
- Outline how local, state, or emergency assets interact.
- Demonstrate effective written communication by creating an emergency management plan for a local event that details effective rapid deployment to a man-made WMD event.
- Explain how documents on the information age were so influential on security practices and apply that information to security settings.
- Examine workplace violence from a leadership perspective.

Required Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>MGT 380</td>
<td>Conflict Resolution</td>
</tr>
<tr>
<td>MGT 405</td>
<td>Consequence Management</td>
</tr>
<tr>
<td>SEC 366</td>
<td>Managing the Security Organization</td>
</tr>
</tbody>
</table>

Advanced Certificate in Security Management

Program Description:
This Certificate is designed to give the professional in the Security field or the student who is considering getting into the corporate, government or law enforcement security field, advanced knowledge of crisis preparedness/consequence management and the national systems that support the nation's ability to respond to crisis. Students will learn the functions and goals of national response systems as they apply the functions to natural and man-made disasters. Additionally, students taking this certificate will learn the principles of crime scene management.

Outcomes:
Upon completion of this certificate, students will be able to:
- Demonstrate the ability to successfully write a sound executable Emergency Management Plan
- Demonstrate understanding and application of National Incident Management System (NIMS) and the Incident Command System (ICS).
- Describe the goals of the National Response Framework (NRF).
- Demonstrate understanding and application of ICS, NIMS, NRF concepts by applying to natural and man-made disasters.
- Research and utilize concepts in physical evidence examinations and crime scene processing.
- Demonstrate principles related to crime scene searches, scene photography, scene sketches and note taking.
- Define Crisis Preparedness

Required Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>MGT 605</td>
<td>Adv. Consequence Mgmt. &amp; Incident Command System</td>
</tr>
<tr>
<td>SEC 530</td>
<td>Evidence and Crime Scene Management</td>
</tr>
<tr>
<td>SEC 505</td>
<td>Advanced Strategies &amp; Crisis Preparedness</td>
</tr>
</tbody>
</table>
Certificate in Strategic Security Management

Program Description:
This Certificate is designed to give the professional in the Security field or the student who is considering getting into the corporate, government or law enforcement security field, a comprehensive understanding of the leadership and management of the security organization. Students will learn the nuances of strategic level leadership positions along with best practices in leadership and management. Students taking this certificate will practice the literacy skills needed in leadership positions. And, equally important, students will learn how to evaluate and write intelligence briefings and how to create effective intelligence-related presentations.

Outcomes:
Upon completion of this certificate, students will be able to:
- Read and evaluate finished intelligence briefings for their formative characteristics and summative value.
- Understand the characteristics of effective presentations with respect to intelligence related material; evaluate oral presentations for effectiveness.
- Distinguish among the fundamental research domains of knowledge (critical thinking, open-minded inquiry, conceptual thinking, and inferences vs. assumptions) and how they apply to the field of strategic security.
- Compare strategies and pitfalls for evaluating the reliability, credibility, and validity of information.
- Analyze and assess strategic level leadership positions and current organizational and systemic programs within the national security structure
- Evaluate organizational theory methodologies and systems to analyze the national security structure
- Interpret a "common leadership vision" and demonstrate effective communication within the context of strategic security leadership to stakeholders at all levels

Required Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 750</td>
<td>Briefings, De-briefings &amp; Presentations</td>
</tr>
<tr>
<td>SEC 740</td>
<td>Strategic Security Information Literacy</td>
</tr>
<tr>
<td>MGT 800</td>
<td>Advanced Leadership and Management</td>
</tr>
</tbody>
</table>

Certificate in Intelligence Collection and Analysis

Program Description:
This Certificate is designed to give the professional in the intelligence collection field or the student who is considering getting into the corporate, government or law enforcement security field, a fundamental knowledge of the processes for intelligence collection and of the information used for intelligence analysis. This certificate provides the student with an opportunity to practice intelligence collection skills while navigating various collection resources, including Open Source resources. Students will learn to refine their collection and analysis skills and apply them to real-world events. And, most importantly, students will demonstrate their ability to refine information into an intelligence product.

Outcomes:
- Upon completion of this certificate, students will be able to:
- Identify the sources of the information used for intelligence analysis and evaluate the credibility and reliability of a source of information.
- Describe the factors that define business intelligence, competitive intelligence, criminal intelligence, military intelligence, and national intelligence.
- Define and discuss the intelligence cycle and the intelligence analysis process.
- Demonstrate the ability to refine information into an intelligence product.
• Define Open Source Intelligence as it relates to the Intelligence Cycle and National Intelligence Requirements.
• Demonstrate Open Source Intelligence methods via field exercises.
• Demonstrate fluency in navigating Open Source Intelligence resources.
• Assess which intelligence capabilities should be used in order to support specific mission sets in support to business, law enforcement, and military requirements.
• Evaluate where and how strategic security will evolve.
• Relate real-world collection requirements and events that professionals could be involved in collecting against, while at the same time understanding the legal constraints.
• Develop reports and presentations that demonstrate an ability to differentiate between the intelligence disciplines and their capabilities

**Required Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>INT 310</td>
<td>Fundamentals of Analysis</td>
</tr>
<tr>
<td>INT 315</td>
<td>Open Source Research</td>
</tr>
<tr>
<td>INT 476</td>
<td>Intelligence Collection</td>
</tr>
</tbody>
</table>

**Advanced Certificate in Intelligence Collection and Analysis**

**Program Description:**
This Certificate is designed to give the professional in the intelligence collection field or the student who is considering getting into the corporate, government or law enforcement security field, advanced knowledge of the processes for intelligence collection including how to distinguish between credible and not credible intelligence sources. This certificate provides the student with an opportunity to refine higher order analysis skills of available information. Students will also learn to critically reflect on intelligence issues and challenges to make effective recommendations for improvements in the field.

**Outcomes:**
Upon completion of this certificate, students will be able to:

• Evaluate various information sources to identify various analytical methods and distinguish between valid and flawed products.
• Evaluate contemporary and emergent threats by performing future analysis
• Identify issues of bias, propaganda, or flawed analytical methods that lead to analysis failures and formulate written recommendations to avoid such practices
• Evaluate intelligence issues or challenges using open sources to apply all source intelligence analysis.
• Identify issues with current security practices and make effective written recommendations for improvements.
• Assess the potential performance of new collection assets against classes of intelligence problems
• Create performance criteria for collection assets that conform to issues of policy, reform and ethics.

**Required Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>INT 511</td>
<td>Advanced Analysis Methods</td>
</tr>
<tr>
<td>INT 550</td>
<td>Advanced Open Source Intelligence</td>
</tr>
<tr>
<td>INT 521</td>
<td>Advanced Intelligence Collection</td>
</tr>
</tbody>
</table>

**Certificate in Homeland Security**

**Program Description:**
This Certificate is designed to give the professional in the Security field or the student who is
considering getting into the corporate, government or law enforcement security field, knowledge of crisis preparedness and consequence management in the context of Homeland Security. Students taking this certificate will learn the functions and goals of national response systems, and they will apply what they learn to actual events, including the use of weapons of mass destruction. And, most importantly, students will practice writing the relevant reports expected in such contexts.

**Outcomes:**
Upon completion of this certificate, students will be able to:

- Define Crisis Preparedness
- Demonstrate the ability to successfully write a sound executable Emergency Management Plan
- Demonstrate understanding and application of National Incident Management System (NIMS) and the Incident Command System (ICS).
- Describe the goals of the National Response Framework (NRF).
- Demonstrate understanding and application of ICS, NIMS, NRF concepts by applying to natural and man-made disasters.
- Discuss and analyze key concepts and issues integral to the WMD terrorist threat including terrorist capabilities and motivations.
- Prepare well-written reports for higher levels about WMD terrorism.

**Required Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>SEC 505</td>
<td>Advanced Strategies/Crisis Preparedness</td>
</tr>
<tr>
<td>MGT 605</td>
<td>Adv. Consequence Mgmt. &amp; Incident Command System</td>
</tr>
<tr>
<td>TCT 517</td>
<td>WMD Terrorism</td>
</tr>
</tbody>
</table>

**Certificate in Cybersecurity**

**Program Description:**
This Certificate is designed for the student who wants to be able to describe and understand cyberterrorism, cyberwarfare, and cybercrime. In this program, the student will identify the behaviors and motivations of cyber criminals while developing understandings about how to protect computer systems from the criminals. Students will learn the fundamentals of cyber law and the issues around those laws. And finally, this program will teach students how the Internet is used as both a weapon and a resource.

**Outcomes:**
Upon completion of this certificate, students will be able to:

- Demonstrate the ability to employ various information sources and technology to research how the Internet can be used as a weapon.
- Identify and discuss theories and threats that computers and the Internet provide to terrorists and criminals.
- Discuss the PDD-63 and describe the government’s role in combating cyberterrorism
- Discuss concepts, principles and standards for designing and implementing secure operating systems and networked systems
- Discuss legal and ethical issues in computer security
- Explain applications and systems security, including topics such as malicious code, buffer overflows, encryption at application level etc.
- Define Cybercrime
- Identify social and economic impacts of cybercrime
- Identify different behaviors for computer abusers, attackers, and criminals
- Discuss core components of cyber laws and their issues
Required Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT 617</td>
<td>Cyberterrorism, Cyberwarfare, Cybercrime</td>
</tr>
<tr>
<td>MGT 360</td>
<td>Information Security</td>
</tr>
<tr>
<td>SEC 665</td>
<td>Computer Intrusion Defense</td>
</tr>
</tbody>
</table>

Language Certificates

Certificate in Arabic, Dari, Farsi, French, Hindi, Mandarin Chinese, Portuguese, Russian, or Spanish

Program Description:

Language Certificates (in Arabic, Dari, Farsi, French, Hindi, Mandarin Chinese, Portuguese, Russian, or Spanish) are designed to provide knowledge of oral and written communication skills in the language to broaden students’ understanding of the culture and study of regions in which the language is spoken. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields.

Outcomes:

Upon completion of this certificate, students will be able to:

- Employ applied technological skill and information literacy skills to apply knowledge of current events, cultural issues, and history of the country in which the language is spoken.
- Demonstrate ability to think critically and problem-solve in comprehending main ideas and some details of straightforward, well-organized texts; uncomplicated stories about current, past, and future events; some details in announcements; and main ideas and basic facts from short reports on radio or television.
- Apply knowledge of the language in comprehending and responding to information about straightforward, well-organized, and factual short news reports, biographical information, descriptions, simple technical material, and familiar people, places and events.
- Apply awareness of the cultures and societies associated with the regions in which the language is spoken.
- Communicate to converse about familiar topics, interview an employee, arrange for job-related services (salary, qualifications, hours, specific duties), give and take simple phone messages, leave voicemail, report facts from television, radio, or newspaper, discuss a trip, and converse about an everyday past or upcoming event.

Required Courses: Arabic Certificate

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>ARA 101</td>
<td>Beginning Arabic, Part I</td>
</tr>
<tr>
<td>ARA 102</td>
<td>Beginning Arabic, Part II</td>
</tr>
<tr>
<td>ARA 201</td>
<td>Intermediate Arabic, Part I</td>
</tr>
<tr>
<td>ARA 202</td>
<td>Intermediate Arabic, Part II</td>
</tr>
</tbody>
</table>

Required Courses: Dari Certificate

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>DARI 101</td>
<td>Beginning Dari, Part I</td>
</tr>
<tr>
<td>DARI 102</td>
<td>Beginning Dari, Part II</td>
</tr>
<tr>
<td>DARI 201</td>
<td>Intermediate Dari, Part I</td>
</tr>
<tr>
<td>DARI 202</td>
<td>Intermediate Dari, Part II</td>
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</table>

Required Courses: Mandarin Chinese Certificate

<table>
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<tr>
<th>Number</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>CHIN 101</td>
<td>Beginning Chinese, Part I</td>
</tr>
<tr>
<td>Number</td>
<td>Course Name</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>CHIN 102</td>
<td>Beginning Chinese, Part II</td>
</tr>
<tr>
<td>CHIN 201</td>
<td>Intermediate Chinese, Part I</td>
</tr>
<tr>
<td>CHIN 202</td>
<td>Intermediate Chinese, Part II</td>
</tr>
</tbody>
</table>

**Required Courses: Farsi Certificate**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRSI 101</td>
<td>Beginning Farsi, Part I</td>
</tr>
<tr>
<td>FRSI 102</td>
<td>Beginning Farsi, Part II</td>
</tr>
<tr>
<td>FRSI 201</td>
<td>Intermediate Farsi, Part I</td>
</tr>
<tr>
<td>FRSI 202</td>
<td>Intermediate Farsi, Part II</td>
</tr>
</tbody>
</table>

**Required Courses: French Certificate**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 101</td>
<td>Beginning French, Part I</td>
</tr>
<tr>
<td>FREN 102</td>
<td>Beginning French, Part II</td>
</tr>
<tr>
<td>FREN 201</td>
<td>Intermediate French, Part I</td>
</tr>
<tr>
<td>FREN 202</td>
<td>Intermediate French, Part II</td>
</tr>
</tbody>
</table>

**Required Courses: Hindi Certificate**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIND 101</td>
<td>Beginning Hindi, Part I</td>
</tr>
<tr>
<td>HIND 102</td>
<td>Beginning Hindi, Part II</td>
</tr>
<tr>
<td>HIND 201</td>
<td>Intermediate Hindi, Part I</td>
</tr>
<tr>
<td>HIND 202</td>
<td>Intermediate Hindi, Part II</td>
</tr>
</tbody>
</table>

**Required Courses: Portuguese Certificate**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PORT 101</td>
<td>Beginning Portuguese, Part I</td>
</tr>
<tr>
<td>PORT 102</td>
<td>Beginning Portuguese, Part II</td>
</tr>
<tr>
<td>PORT 201</td>
<td>Intermediate Portuguese, Part I</td>
</tr>
<tr>
<td>PORT 202</td>
<td>Intermediate Portuguese, Part II</td>
</tr>
</tbody>
</table>

**Required Courses: Russian Certificate**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS 101</td>
<td>Beginning Russian, Part I</td>
</tr>
<tr>
<td>RUSS 102</td>
<td>Beginning Russian, Part II</td>
</tr>
<tr>
<td>RUSS 201</td>
<td>Intermediate Russian, Part I</td>
</tr>
<tr>
<td>RUSS 202</td>
<td>Intermediate Russian, Part II</td>
</tr>
</tbody>
</table>

**Required Courses: Spanish Certificate**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 101</td>
<td>Beginning Spanish, Part I</td>
</tr>
<tr>
<td>SPAN 102</td>
<td>Beginning Spanish, Part II</td>
</tr>
<tr>
<td>SPAN 201</td>
<td>Intermediate Spanish, Part I</td>
</tr>
<tr>
<td>SPAN 202</td>
<td>Intermediate Spanish, Part II</td>
</tr>
</tbody>
</table>
TUITION, FEES AND REFUND POLICY

Tuition and Fees (U.S. Dollars)
Henley-Putnam University publishes the following tuition and fee schedule. All tuition and fees are subject to change without notice. All fees and tuition are to be paid in accordance with an approved University payment plan.

Certificate Programs

Certificate in Physical Security and Risk Assessment
Certificate in Security Management
Certificate in Intelligence Collection and Analysis

Total Quarter Units = 13.5 (3 courses)
Total Program Tuition = $3,753.00

Certificate in Security Management*
Certificate in Intelligence Collection

Total Quarter Units = 18 (4 courses)
Total Program Tuition = $5,500.00

Entry Level Certificate in Executive Protection*
Entry Level Certificate in Intelligence Analysis*
Entry Level Certificate in Counterterrorism

Total Quarter Units = 18 (4 courses)
Total Program Tuition = $5,500.00

Mid-Level Certificate in Executive Protection
Mid-Level Certificate in Intelligence Analysis
Mid-Level Certificate in Counterterrorism

Total Quarter Units = 18 (4 courses)
Total Program Tuition = $6,900.00

Senior Level Certificate in Executive Protection
Senior Level Certificate in Intelligence Analysis
Senior Level Certificate in Counterterrorism

Total Quarter Units = 18 (4 courses)
Total Program Tuition = $6,900.00

Certificate in Advanced Physical Security and Risk Assessment
Certificate in Advanced Security Management
Certificate in Advanced Intelligence Collection and Analysis
Certificate in Homeland Security

Total Quarter Units = 13.5 (3 courses)
Total Program Tuition = $4,941.00
Certificate in Cybersecurity

Total Quarter Units = 13.5 (3 courses)
Total Program Tuition = $4,545.00

Certificate in Strategic Intelligence
Certificate in Intelligence and Terrorism Profiling

Total Quarter Units = 18 (4 courses)
Total Program Tuition = $6,900.00

Certificate in Strategic Security Management

Total Quarter Units = 13.5 (3 courses)
Total Program Tuition = $5,319.00

*Require lower division prerequisite course

Language Certificates
Certificate in Arabic, Dari, Farsi, French, Hindi, Mandarin Chinese, Portuguese, Russian, or Spanish

Total Quarter Units = 18 (4 courses)
Total Program Tuition = $3,024.00

Lower and Upper Degree Programs

Bachelor of Science, Intelligence Management
Bachelor of Science, Terrorism and Counterterrorism Studies
Bachelor of Science, Strategic Security and Protection Management

Lower Division Courses

Students who do not have the required General Education and/or lower division units may
take these courses with Henley-Putnam University or transfer them in from another
appropriately accredited University. The number of lower division courses taken with Henley-
Putnam University varies based on previous education for each student. The cost of these
courses is in addition to the Total Program Charges listed for the Bachelor’s degree programs.

Total Quarter Units= 4.5 quarter units per course
Price Per Unit= $ 168.00
Books & Equipment (average per course*) $ 136.00

Upper Division Courses

Total Quarter Units= 90 (20 courses)
Price Per Unit= $ 278.00
Program Charges Total Program Tuition= $25,020.00
Books & Equipment * $ 1,926.00
TOTAL PROGRAM CHARGES = $26,946.00

The total estimated costs for the bachelor’s degree programs are $27,246 as postage, delivery
and other miscellaneous equipment charges may be incurred by the student (see Additional Program Costs section below for examples).

**Master of Science, Intelligence Management**  
**Master of Science, Terrorism and Counterterrorism Studies**  
**Master of Science, Strategic Security and Protection Management**

<table>
<thead>
<tr>
<th>Total Quarter Units</th>
<th>Price Per Unit</th>
<th>Program Charges Total Program Tuition</th>
<th>Books &amp; Equipment *</th>
<th>TOTAL PROGRAM CHARGES =</th>
</tr>
</thead>
<tbody>
<tr>
<td>63 (14 courses)</td>
<td>$366.00</td>
<td>$23,058.00</td>
<td>$930.00</td>
<td>$23,988.00</td>
</tr>
</tbody>
</table>

The total estimated costs for the master's degree programs are $23,988 as postage, delivery and other miscellaneous equipment charges may be incurred by the student (see Additional Program Costs section below for examples).

**Doctorate of Strategic Security**

<table>
<thead>
<tr>
<th>Total Quarter Units</th>
<th>Price Per Unit</th>
<th>Program Charges Total Program Tuition</th>
<th>Books &amp; Equipment *</th>
<th>TOTAL PROGRAM CHARGES =</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 (20 courses)</td>
<td>$394.00</td>
<td>$35,460.00</td>
<td>$1,750.00</td>
<td>$37,210.00</td>
</tr>
</tbody>
</table>

The total estimated costs for the doctoral degree program is $37,210.00 as postage, delivery and other miscellaneous equipment charges may be incurred by the student (see Additional Program Costs section below for examples).

**Miscellaneous Fees (All Programs)**

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiential Learning Assessment</td>
<td>$250.00</td>
</tr>
<tr>
<td>Transcript Evaluation - Foreign</td>
<td>$150.00</td>
</tr>
<tr>
<td>Transcript Rush Fee</td>
<td>$45.00</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$200.00</td>
</tr>
<tr>
<td>Technology Fee on 1st term of enrollment*</td>
<td>$225.00</td>
</tr>
<tr>
<td>*Annual Technology fee for each subsequent year</td>
<td>$125.00</td>
</tr>
<tr>
<td>Returned Check/credit/debit card Fee</td>
<td>$25.00</td>
</tr>
<tr>
<td>Additional Diploma/Transcripts</td>
<td>$15.00</td>
</tr>
<tr>
<td>Doctoral Thesis Publication Fee**</td>
<td>$500.00</td>
</tr>
<tr>
<td>Challenge Exam Fee</td>
<td>$300.00</td>
</tr>
<tr>
<td>Extended LOA beyond 180 days</td>
<td>$200.00</td>
</tr>
<tr>
<td>Dissertation Binding**</td>
<td>$100.00</td>
</tr>
<tr>
<td>Remote Proctor NOW **</td>
<td>$15.00</td>
</tr>
<tr>
<td>Smartthinking (approx fee per hour)**</td>
<td>$35.00</td>
</tr>
<tr>
<td>Certificate Fee***</td>
<td>$100.00</td>
</tr>
<tr>
<td>DSS Comprehensive Exam Fee</td>
<td>$200.00</td>
</tr>
<tr>
<td>DSS Comprehensive Exam Retake Fee</td>
<td>$120.00</td>
</tr>
</tbody>
</table>

*The cost of textbooks is estimated based on the purchase of required textbooks only. Most courses also have recommended texts, which would change the overall estimated cost for books. Because textbooks for University classes are sold by a third party vendor, students seeking to return textbooks for a refund should consult the return policy provided by the online
bookstore. Selected texts and other course required materials may vary from time to time. The tuition charge does not cover the cost of the books required for each course; the amounts have been estimated above. No textbooks are loaned to students. Shipping charges paid to the third party online bookstore vendor may vary and are nonrefundable.

**Fees are paid directly to the service provider by the student and are subject to change.**

***Fee for degree students wishing to receive a Certificate of Completion for courses completed in the Henley-Putnam Certificate Programs.***

If your tuition is paid in full or in part by a third party, non-participation in class may require that you return your tuition benefit. Please contact your Enrollment Advisor to understand the impact of non-participation.

**Student Loans**

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds. Henley-Putnam University programs are not eligible for federal student financial aid funds at this time.

**Additional Program Costs**

The University’s educational delivery system is online. Each student will be required to have access to a computer, printer and an Internet connection either dial-up or broadband, independent of any equipment provided by the University. Therefore, the student may have an additional cost over and above those shown above.

Each student must have access to an email account and to Microsoft Word. Each student will be given a Henley-Putnam University email account. Microsoft Word Web App is included with this account. The Word Web App has a limited feature set which may not meet every student’s personal preference. In those situations, the student may have an additional cost.

Students are advised that they may occasionally need to pay subscription fees to a third party for access to certain web sites or databases. Students may also be obligated to pay state and or local sales taxes based on applicable state regulations.

**STRF Disclosure**

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by California residents who were attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

Effective January 1, 2015, the Student Tuition Recovery Fund (STRF) assessment rate will be zero ($0) per $1,000. Therefore, all institutions required to collect STRF assessments must stop collecting STRF assessments from students.

A student may be eligible for STRF if they are a California resident, prepaid tuition, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school’s failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school’s failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received
by the school prior to closure in excess of tuition and other cost.

4. There was a decline in the quality of the course of instruction within 30 days before the school closed or, if the decline began earlier than 30 days prior to closure, the period of decline determined by the Bureau.

5. An inability to collect on a judgment against the institution for a violation of the Act.

Students must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies:

- They are a student, who is a California resident and prepays all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
- Their total charges are not paid by any third-party payers such as an employer, government program or other payer unless you have a separate agreement to repay the third party.
- Students are not eligible for protection from the STRF if either of the following applies:
  - They are not a California resident.
  - The total course charges are paid by a third party, such as an employer, government program or other payer, and the student has no separate agreement to repay the third party.

**Refunds of Tuition and Right to Withdraw**

Students wishing to withdraw from a course and request a refund may do so in any manner. Contact Academic Advising to request a withdrawal and receive the appropriate forms, if applicable. Academic Advising may be reached at (408) 453-9900 ext. 9932. Eligible refund requests will be paid within 30 days of the date the refund request was made.

Students who withdraw within seven (7) days of the start date of the course will receive a full refund of course fees (including applicable taxes) paid to University. Students requesting withdrawal during subsequent weeks from their start date are entitled to the amounts listed in the chart below for a 10-week course. Refundable Tuition Due to Student based on the start date of class:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Time Period After Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>For anytime between 1 day and 7 days after start date.</td>
</tr>
<tr>
<td>80%</td>
<td>For anytime between 8 days and 14 days after start date.</td>
</tr>
<tr>
<td>60%</td>
<td>For anytime between 15 days and 21 days after start date.</td>
</tr>
<tr>
<td>40%</td>
<td>For anytime between 22 days and 28 days after start date.</td>
</tr>
<tr>
<td>20%</td>
<td>For anytime between 29 days and 35 days after start date.</td>
</tr>
</tbody>
</table>

No refunds will be made after the fifth week (or more than 35 days) after the start of the course.

If the University has collected money from a student for transmittal on the student’s behalf to a third party for a bond, library usage, or fees for a license, application, or examination and the University has not paid the money to the third party at the time of the student’s request for refund, the University shall refund the money to the student within 30 days of receipt of the student’s refund request.

**Textbook Purchases and Refunds**

Textbooks are available to purchase through our online bookstore. Because textbooks for University classes are sold by a third-party vendor, students seeking to return textbooks for a refund should consult the return policy provided by the online bookstore. Textbooks do change so for a complete list of books, prices and a complete description of the refund policy, please refer to **Virtual Bookstore Customer Service Team:**
ACADEMIC INFORMATION

General Education

Philosophy

General Education provides students with knowledge, skills, and experiences that deepen critical thinking, enhance communications, and foster creative thinking through studying the methodologies and basic concepts in the arts, the humanities, history and social science, physical and life science, and in mathematics. By being well versed in both the private and public sectors the learner is able to effectively transfer applicable knowledge, skills and abilities.

Studying each discipline enriches the students’ practical view of the world and provides a unique set of intellectual tools to use. Each class broadens students by providing experience with the tools used in the discipline and the knowledge of that area and also connects to students’ interests, thereby enabling students to contribute significantly to the security of the free world.

Our andragogical approaches stress diversity, respect, fairness, and critical thinking. We believe students from diverse backgrounds bring a multitude of skills, experiences, and types of intelligence. Our General Education requirements challenge students to think a little differently, reflect on issues a little more carefully, and to weigh other considerations not previously considered. The curriculum facilitates active learning by using real world scenarios, group discussions, analytic and creative questioning techniques, and research assignments that employ mainstream and alternative sources. Our intent is that the skills learned by our students will lead them to effectively collaborate with people from different backgrounds, communicate complex ideas effectively, and expand their knowledge. This will enable them to recognize more alternatives to an issue, discover different methods of looking at a problem, and to learn how to identify diverse strategic security solutions to a situation.

Lower Division General Education Requirements

The University was founded with the goal of providing a highly focused education, and therefore offers curricula specifically in the area of strategic security. The idea was to prepare students for a very specific field and do it well. Therefore, rather than creating Associate degree programs, the University developed three Bachelor’s completion programs which require students to transfer in their lower division credits from other appropriately accredited institutions. These requirements were designed to provide the basic knowledge, skills, experiences, and perspectives that will enable students to expand their capacities to take Part in a wide range of human interests and activities as they apply to the field of strategic security; to confront personal, cultural, ethical, and social problems which often arise when resolving strategic security issues; and to cultivate both the requisite skills and enthusiasm for lifelong learning. These requirements appropriately complement our upper division requirements and are in alignment with our Institutional Learning Objectives and our Bachelor’s degree program objectives.

Students may meet these lower division General Education Requirements by transferring in required courses with a grade of C or better from institutions accredited by agencies recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation. Some of these courses are also offered through Henley-Putnam. The total General Education requirements required for graduation with a Bachelor’s Degree is the equivalent of 45 semester credits.
Lower Division General Education Requirements
- Written and/or Oral Communication, 6 semester credits
- Critical Thinking, 3 semester credits
- Physical Science, Life Science, 3 semester credits
- Math, 3 semester credits
- Arts & Humanities, 3 semester credits
- History/Social Science, 9 semester credits

Student Learning Outcomes
The lower division General Education requirements were designed to assure Henley-Putnam students have the knowledge and skills necessary to not only succeed in our Bachelor’s degree programs but also to be well rounded in their abilities. These courses should provide students with the ability to:
- think clearly and logically;
- demonstrate information competency—finding and examining information critically;
- write effectively;
- apply quantitative as well as qualitative reasoning concepts and skills to solve problems;
- formulate informed, ethical decisions;
- demonstrate knowledge of cultural endeavors and legacies of world civilizations;
- explain how societies have developed and now function; and
- integrate and apply insights gained from general education courses and the above acquired skills into the world of strategic security.

Technology Requirements and Program Delivery
Upon initial enrollment, all students will take an online Orientation course designed to help them master accessing the online classroom and connect to available resources. Each student will be required to have access to a computer, printer and an Internet connection either dial-up or broadband, which allows them to access all course materials such as syllabi, course outlines, assignments, resources and case studies for enrolled courses. Students must have access to an email account and to Microsoft Word. Each student will be given a Henley-Putnam University email account. Microsoft Word Web App is included with this account. Students should have basic computer skills and be able to read and write in the English language. All Henley-Putnam courses are delivered online through our eClassroom software, Moodle. The student work products will be uploaded and graded through the eClassroom. The students’ work along with the grades will be stored online and on back-up servers. Student work done in the eClassroom is graded automatically and results are available immediately. Projects and other assignments are graded and returned within three to five days of submission unless otherwise indicated.

H-PU Proctored Exam/Proctored Experience Rationale
H-PU integrates proctored exams and proctored experiences into some courses in all programs to facilitate completion of comprehensive exams, to verify student identity, and in the case of proctored experiences, to connect students to faculty in relevant and meaningful ways. The proctored exams and experiences are spaced throughout the curriculum in appropriate ways for each degree level. Exams are proctored by approved proctors who verify student identity; students may also utilize Remote Proctor, an online proctoring platform. Proctored experiences take place on Skype or on a similar video conferencing platform. The process of determining and maintaining proctored exams and experiences within the curriculum is handled by the Academic Affairs team. The proctoring process is managed by the Institutional Research Effectiveness & Assessment Advisor. The complete list of proctored exams and experiences is maintained by the
Academic Affairs team to ensure the appropriateness and frequency of proctoring at all degree levels.

**Bachelor's Level** (includes General Education)
A BS student will complete approximately five to seven proctored exams and may be required to complete one or more proctored experiences while earning a degree at H-PU. The proctored exams and experiences occur in appropriate curricular contexts across the bachelor’s programs.

**Master's Level**
A MS student will complete approximately one to three proctored exams and two proctored experiences while earning a degree at H-PU. The first proctored experience is a teleconference assessment within the first research course; the second proctored experience is for the oral defense of the thesis project. Additional proctored experiences may be required in specific courses.

**Doctoral Level**
A DSS student will complete a minimum of two proctored experiences while earning a degree at H-PU. The first proctored experience is a comprehensive examination completed prior to beginning work on the dissertation; the second proctored experience is for the oral defense of the dissertation project. Additional proctored experiences may be required in specific courses.

**Student Surveys**
Students are asked to complete surveys created to gain feedback which is used to help the University improve courses, programs and services. These surveys are at the conclusion of each course, during the last six to nine months prior to graduation and in a series of one, three and five years after graduation. In addition there may be other surveys as we ask for opinions on specific topics. Survey results are reviewed by University Administration for the purpose of improving services, the curriculum and the instructor's presentation of material. Student participation in the above-mentioned evaluation is greatly appreciated.

**Suggestions from Students**
Students may contact Academic Advising to make comments about any aspect of the school. Suggestions may also be submitted on the end of course surveys provided at the end of each course. Suggestions will be responded to in a timely manner.

**Change of Personal Data**
Any change of name, address, email address or telephone number must be reported to the student's instructor and the Registrar as soon as the change occurs. Address changes may be submitted via email to the Registrar at any time. Appropriate documentation may be required if applicable.

**Electronic Communication Policy**
Henley-Putnam University enables you to post your opinion on discussion topics. We encourage you to share your thoughts as they relate to the topic being discussed. Electronic discussion forums are established to promote the exchange of information, questions, ideas, analyses, criticisms, and viewpoints within the diverse array of academic and social contexts at Henley-Putnam University. The student and academic conduct policies including this policy apply to electronic communication applications including, but not limited to discussion forums, chats, Skype, blogs and any other forms of electronic communication. The university reserves the right to remove posts that:

- Contain obscene, indecent or profane language
- Contain threats or defamatory statements
- Are not academic in nature or related to the university
- Contain hate speech directed at race, color, sex, sexual orientation, national origin, ethnicity, age, religion or disability
- Reveal your own or other’s sensitive/personal information such as social security numbers
- Contain information posted in violation of law, including libel, condoning or encouraging illegal activity
- Reveal classified information or posts that may affect the outcome of ongoing legal proceedings
- Promote or endorse services or products including links to external commercial sites (non-commercial links that are relevant to the topic or another post are acceptable)

Do not submit copyrighted or other proprietary material in any form unless you have permission to do so. By submitting your posts or other work, you grant Henley-Putnam University and anyone viewing the discussion forum website irrevocable permission to copy, distribute, make derivatives, display, or perform the poster's work publicly and free-of-charge.

While it is anticipated that vigorous debate of ideas and opinions may occur within a forum, it is expected that civility in discourse will be maintained. Criticizing ideas and opinions is a normal process of debate and each person should expect to have ideas challenged. However, personal attacks such as denigration of another person's character or value have no place in such discussions. Profanity is to be avoided.

In the case of a serious breach of this policy, civility in conduct or forum rules, the post and responses may be removed if the originating message is deemed inappropriate. A violation will be forwarded to the Provost of Academics to determine whether disciplinary action should be initiated. Disciplinary action can range from a university-mandated leave of absence to dismissal.

**Intellectual Property Rights**

Intellectual property rights in student work completed as part of a Henley Putnam University course belong to the student who created the work. If a student chooses to grant Henley-Putnam University the non-exclusive license to archive and make accessible thesis or dissertation projects, in whole or in part, in all media forms, for educational, research, and scientific non-profit uses during the term of the copyright, they may do so by signing a release form. The terms of release dictate the ability of the University to utilize the student work. These parameters are defined in the student release form. Any specific releases must be approved by the department of Academic Advising.

Intellectual property rights of faculty and staff are described in the appropriate University Manuals.

**Human Research Protection - Institutional Review Board**

The Institutional Review Board (IRB) at Henley-Putnam University reviews research projects involving human subjects to ascertain the safety of all subjects and to confirm willing and informed consent to participation by all subjects. Henley-Putnam University’s IRB is committed to meeting specific federal mandates before any research on human subjects takes place. All Human Subjects Research must receive approval from the IRB. Therefore, if research by faculty, staff, or students meets the definitions of both research and human subjects, the IRB process must be completed. The IRB has determined that existing classroom research, projects, and assignments will not require IRB approval.

Henley Putnam University’s Institutional Review Board (IRB) is guided by National Institutes of Health Regulations and Ethical Guidelines and underlying principles established by Title 45 Code of Federal Regulations Part 46 (45 CFR 46), the Belmont Report, the Declaration of Helsinki, and the Nuremberg Code. H-PU’s Institutional Review Board (IRB) will review all research proposals in accordance with policies and procedures outlined in the H-PU Research Protections Operating Procedures. These policies are detailed in the Student Orientation Course in Moodle.
Academic Conduct

The University requires high standards of personal and scholarly conduct. Complete honesty is required of all students when presenting work as their own. This requirement applies to quizzes, examinations, daily reports, term papers and all other student work. Students guilty of academic dishonesty, cheating, or plagiarism in academic work shall be subject to disciplinary action. Academic dishonesty includes, but is not limited to:

- Dishonesty of any kind on examinations and quizzes or written assignments
- Illegal possession of examinations, the use of unauthorized notes or electronic devices during an examination
- Obtaining information during an examination from another student
- Assisting others to cheat
- Alteration of grade records
- Using another person’s login or password to access the University LMS
- Providing another person with one’s unique login or password to the University LMS

Plagiarism

Plagiarism involves either intentionally or unintentionally using another person’s words and ideas without giving the person formal credit for those ideas by putting the material inside quotation marks, correctly paraphrasing the ideas, citing the author in the text or in a footnote, and by including the author (and publication information) on a reference page.

Plagiarism occurs when the following happen:

- When you use a person’s words or ideas and do not give them credit for them in in-text citations and in a formal reference page that includes the author’s name and publication information
- When you use a person’s exact words and do not place them inside quotation marks
- When you change a person’s ideas into your own words and do not give them credit for those original ideas by including in-text citations and a reference page that includes the author’s name and publication information
- When you do not use in-text citations after ideas or words that are not your own
- When you do not include a reference page in papers that include other people’s words and ideas
- When you copy and paste ideas from the internet or resource without using quotation marks, correct paraphrasing, citing, and referencing the original source
- When you turn in the same paper for more than one course
- When you do not put quotation marks around exact words, phrases, and sentence structure that come from an original or outside source

Intentional plagiarism: occurs when a person knowingly presents another person’s ideas or words as his or her own without giving the person credit for his or her original words and ideas.

Unintentional plagiarism: occurs when a person unknowingly or without malicious intent presents another person’s ideas or words as his or her own or fails to give the person credit for those words and ideas by using an in-text citation and reference page.

Self-plagiarism: occurs when you write a paper for one course and submit it as an assignment in another course as well without notifying the professor: some professors will accept this, some will accept it with modification, and others will require a new assignment to be written.

Quoting: using a person’s exact wording, ideas, and sentence structure and placing them within
quotation marks; quoting requires the use of in-text citations and inclusion of the person’s name and publication information on a formal reference page.

Paraphrasing: using a person’s original words and ideas, putting them into your own words and restructuring the original sentence, including the wording, phrasing, terminology, punctuation, and sentence structure; paraphrases must be followed by in-text citations and must involve the inclusion of the original source on a formal reference page, including the author’s name and publication information.

**Plagiarism can be avoided by the following actions:**

1. Place a person’s exact words or ideas inside quotation marks within your paper, if you wish to use them.
2. Be sure to include quotation marks.
3. Be sure the words, sentence structure, capitalization, and punctuation are exactly the same as in the original source.
4. Follow the quote with an in-text citation using APA formatting or include a footnote that gives the author credit for his or her words or ideas.
5. Include the author and publication information on an APA formatted reference page at the end of the paper.
6. Every time you use a person’s ideas—even if you change the wording and sentence structure (this is called paraphrasing), you still need to give the person credit for his or her original ideas.
7. Follow paraphrases with an in-text citation using APA formatting or include a footnote that gives the author credit for his or her original ideas.
8. Include the author and publication information on an APA formatted reference page at the end of the paper.
9. Use the APA Style Guide to help you to understand how to correctly cite others’ words and ideas in your writings, how to use in-text citations, how to correctly format papers, and how to create a reference page to help you to avoid plagiarism.
10. Students can submit their papers to Grammarly and obtain a report about any potential plagiarism in their paper.

**Consequences for Plagiarism at Henley-Putnam University include:**

- Failing the course in which plagiarism has occurred.
- Failing the assignment in which plagiarism occurred.
- Rewriting/resubmitting the assignment in which plagiarism occurred for the first time offenses.
- At the MS and DSS levels, plagiarism may result in expulsion from the University.
- Repeated acts of plagiarism may result in expulsion from the University.
- Grade changes or revoked degrees (there is no statute of limitations on plagiarism; plagiarism discovered after the fact may result in course grade changes or revoked degrees).

**Process**

When a faculty member suspects or has identified plagiarism, he or she contacts the program dean and the Assistant Provost of Academic Affairs. The faculty member and deans determine the course of action depending on the case. The possible courses of action include:

1. Faculty member makes a decision regarding the consequence.
2. Faculty member requests a review of the case by the Academic Affairs (AA) team; the AA team recommends a consequence and the faculty member follows through with it.
3. The AA team may request a second opinion on a case by the Student Review
Committee.

4. All plagiarism case outcomes are recorded with Student Services and noted in the student’s file.

Students who disagree with a plagiarism charge that affects a grade may follow the Student Grade Appeal Process. A student who is expelled from the University due to a plagiarism charge may follow the Student Grievance Procedure.

**Student Conduct**

Misconduct for which students are subject to disciplinary action falls into the following categories: Acts of dishonesty, including but not limited to the following:

- Any act of academic dishonesty.
- Stealing, destroying, defacing, damaging or misusing University property or property belonging to another. Knowingly possessing stolen property constitutes being an accessory to theft and is, therefore, a violation of this provision.
- Misuse or abuse of computer equipment, programs or data, including:
  - Unauthorized use of computing resources or use of computing resources for unauthorized purposes.
  - Accessing, copying and/or distributing programs, records, information, or data belonging to the University or another user without permission.
  - Transporting copies of University programs, records or data to another person or computer site without written authorization.
  - Attempting to destroy or modify programs, records or data belonging to the University or another user.
  - Forgery, unauthorized alteration, or misuse of any university documents, forms, records, or instruments of identification.
  - Withholding material information from the University or misrepresenting the truth before a hearing of the University and making false statements to any University official. The submission of false information at the time of admission or readmission is grounds for rejection of the application, withdrawal of any offer of acceptance, cancellation of enrollment, dismissal or other appropriate disciplinary action.
  - Illegal distribution of copyrighted materials may subject you to criminal and civil penalties.
  - Allowing another individual access to and use of unique login and password to the University’s LMS (Moodle).
  - Using another’s unique login and password to access the University’s LMS (Moodle).

Conduct which adversely affects the University community, including, but not limited to the following:

- Failure to comply with a directive of a University employee acting in the realm of his/her authority.
- Failure to heed an official summons to the office of an administrative officer within the designated time.
- Failure to meet financial obligations to the University, or writing checks on accounts with insufficient funds.
• Unauthorized entry into or unauthorized use of University buildings, facilities, equipment or resources.

• Engaging in conduct that interferes with or disrupts any University teaching, research, administrative, disciplinary, public service, or other authorized activity or the peace and welfare of any person.

• Obstructing or restraining the passage of any person at an exit or entrance to the University campus or property, or preventing or attempting to prevent by force or violence or by threats, the entrance or exit or any person to or from said property or campus.

• Any act potentially injurious to one's self or another person.

• Refusal to immediately leave an administrative or faculty office when instructed to do so.

• Verbal or physical threats, harassment or intimidation of any University student or employee, including threatening, annoying or intimidating email or other correspondence.

• Any act of sexual harassment. Sexual harassment is a request or demand of a sexual nature of explicit or implicit expectation, or where verbal or physical conduct of a sexual nature has the effect of creating an intimidating, offensive, or hostile environment.

• Failure to maintain a current local mailing address in the office of the Registrar or giving a false or fictitious address to that office.

• Attempting, aiding, abetting, conspiring, hiring, or being an accessory to any act prohibited by this code shall be considered a violation of the code.

• Any retaliatory or interfering action taken by a student against anyone involved in an investigation of any of the aforementioned activity, including the victim, shall not be tolerated and is also grounds for discipline, up to and including termination.

• Downloading any software not related to the University or making any changes in software or configurations. Note: The student is responsible to run the anti-virus software as originally loaded and download and install anti-virus software updates as they become available.

• Unauthorized distribution of any course materials (in written, video or voice recording formats) and other University information not contained on the web site or in the University Catalog to outside third parties.

• Attempting to exercise inappropriate influence on instructors, administrators or fellow students for the purpose of altering the outcome of course grades and/or graduation status.

**Drug-Free School Policy**

The Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226 requires that, as a condition of receiving funds or any form of financial assistance under any federal program, an institution of higher education must certify that it has adopted and implemented a program to prevent the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees. The following information outlines the University's regulations to help ensure that the school is drug-free.

All students of the University are required to comply with the following standards of conduct related to alcohol and controlled substances:

Students may not possess, use or distribute illegal drugs on any University property or as part
of any University activity.

The use of illegal drugs or the abuse of legal drugs on University premises is expressly prohibited.

Students may not be on school property in a drunken or inebriated condition or under the influence of substances.

Students are encouraged to assist other students in seeking treatment if a drug- or alcohol-related problem is apparent.

Students are required to inform the University within five days of conviction if they are convicted of any drug abuse.

**Student Sanctions**

A student who violates any provision of the Drug Free School policy shall be subject to appropriate disciplinary action, up to and including suspension and/or dismissal from the University. Students may reapply for admission, through review, at a later date.

A student accused of the possession, sale, manufacture, use, or distribution of a controlled substance may be suspended from the student's program of study. If convicted, the student's relationship to the University may be terminated.

A student who has been arrested for any felony would have difficulty obtaining/maintaining any job or entering any career that our graduates generally aspire to or currently hold. Therefore, if a student is arrested for any felony, it shall be the policy of this institution that they are required to inform the University President as soon as possible for a consultation to determine if further matriculation at Henley-Putnam University makes sense or is appropriate for the student. Failure to inform the President of a felony conviction can lead to immediate dismissal as it reflects a student's honesty and integrity. Criminal activity may be reported to appropriate authorities.

Cases of convincing evidence or admitted academic dishonesty, plagiarism or student misconduct as described in this catalog are to be referred to the Assistant Provost of Academic Affairs. The Assistant Provost of Academic Affairs shall:

- Contact the student within one business day, as well as the instructor, the Registrar, and all other relevant sources of information necessary to investigate the problem. Sensitivity and discretion should be employed when talking to the student. Attempt to get the student's “side of the story.”
- Work with the Academic Affairs (Provost and Program Deans) to determine appropriate action.
- Contact the student in writing via e-mail notifying the student of his or her status and the actions necessary.
- Forward a copy of the e-mail to the Registrar, Admissions, Accounting (if VA benefits are in jeopardy), the Dean, and the appropriate instructor.

Students have the right to appeal any decision following the procedures outlined under “Student Grievance.”
ACADEMIC AND ADMINISTRATIVE POLICIES

Dual Majors
The University offers dual Majors at the Master’s and Bachelor’s levels in Intelligence Management, Strategic Security and Protection Management, and Terrorism and Counterterrorism Studies. A dual major demonstrates proficiency in more than one area of expertise within the field of strategic security, which may enhance academic experience and indicate versatility within the field.

Completion of a dual major is indicated by the presentation of a second diploma. The dual major will also appear on the student’s transcript.

Dual Major and Minor Combinations
Henley-Putnam does not offer the option of combining a dual major with a minor.

Dual Degrees
The interdisciplinary nature of our programs, the interrelation of our courses, and the ways in which our student outcomes are structured are best served by a dual major as opposed to a dual degree; therefore, the University does not offer dual degrees.

Dual Major: Bachelor’s of Science
A dual major at the Bachelor’s level involves the successful completion of the following:
- Forty-five (45) quarter units or ten (10) required courses from the degree program in which the student wishes to earn a dual major.

Dual Major: Master’s of Science
A dual major at the Master’s level involves the successful completion of the following:
- Interdisciplinary thesis in both degree areas
- Seven (7) additional courses: four (4) additional courses made up of the non-duplicated required courses in the second major and one or more elective courses; and three (3) from an additional area of emphasis within the second major

Minors
The University also offers minors at the Bachelor’s and Master’s levels, which will be indicated on the student’s transcript, upon successful completion of the requirements listed below. Please note that eighteen hours of credit supports a general standard of area specialization that is often required if an individual wishes to use the degree to teach or wishes to teach in the future.

Bachelor’s Level Minors:
In addition to the completion of a degree at the Bachelor’s level (180 quarter credit hours or 120 semester credit hours), achievement of a minor involves the successful completion of the following requirements:
- Six (6) additional courses (27 quarter credit hours or 18 semester credit hours) from the required courses in the area of the minor that have not already been taken as a component of the major.

Master’s Level Minors:
A Master’s level minor involves the successful completion of the following requirements:
- Three (3) additional courses (13.5 quarter credit hours or 9 semester credit hours) from the required courses in the area of the minor that have not already been taken as a component of the major.
Online Programs
All Henley-Putnam programs are offered through online instruction. Lessons are completed and the required work products are submitted via the Internet. Students will need internet access as well as access to a word document type of program, such as Microsoft Word. Some courses also require basic knowledge of PowerPoint. Students will also need to have the free Adobe Acrobat reader and the ability to view and hear video/audio files. This institution will email response or evaluation of submitted work within three to five days of our receipt of student lessons, projects or reports.

Student Assessment
Students may be assessed through the use of tests, mid-terms, class participation, case studies, projects, papers and final exams. In some cases students will be required to use a Proctor to administer final exams. The use of proctors is a regulatory requirement which enables us to verify student identity and assess if learning outcomes have been met. Because of the nature of our courses, many exams are better suited to an open book format. Therefore, in some cases, you may be required to use a proctor for open book exams.

Proctoring
As students progress through their programs, achievement is assessed by proctored experiences appropriately spaced throughout each program of study. Proctored experiences include examinations proctored by approved proctors, examinations proctored by Remote Proctor Now and assessments conducted via Skype or some other approved internet based video teleconferencing system.

Approved Proctors
In some courses, students will be expected to obtain a Proctor to administer their exam. As an acceptable Proctor is someone with no conflict of interest in upholding Henley-Putnam’s academic integrity. Relatives, friends, spouses, neighbors and co-workers of the student are not acceptable proctors. The Proctor candidate may be from one of the following categories:

- Educational administrator’s office or library at a community college, university, or high school Librarian at a public library
- Learning Center or an officer of higher rank than the student, if in the military or law enforcement (but not an immediate supervisor)
- College, university, or private testing center (in this case, no specific individual need be approved as a Proctor)
- Another alternative (e.g.: priest, ecclesiastic, rabbi, cleric)

All Proctor applications must be submitted in advance to the Academic Affairs Administrator.

Remote Proctor NOW
Henley-Putnam University is proud to offer students the opportunity to take their exams at home through Remote Proctor NOW. This is an inexpensive service that allows students to take exams online, provided they have a webcam, a computer, and Internet access. For more information on Remote Proctor, please refer to the HPU Remote Proctor quick guide in the Orientation Course. The initial landing page that may be used for getting started with Remote Proctor NOW is as follows:

http://www.myrpinstall.com

The demo video for Remote Proctor NOW may be accessed using this link

www.screencast.com/t/dJM4WfTRI.
Internet Based Teleconferencing
Graduate level courses work at a higher skill level and therefore use internet based teleconferencing to proctor some assessments. Students will work with their instructors to identify an appropriate system such as Skype to use for their assessment. Instructors for these courses are required to verify student identity at the beginning of the call by viewing either a driver's license or other picture ID.

Reporting of Grades
Grades are normally submitted by instructors within five days of the end of each program session or scheduled completion date, as applicable. Grades are entered into the University's records and then delivered to students by mail. For reasons involving the privacy of student records, no grades will be released over the phone. Grades will be in the form of a cumulative transcript showing the current course(s) and completed courses including a cumulative grade point average.

Grade Changes
In certain situations, instructors must change the original grade they recorded on their final grade list. To do this, the instructor must notify the Registrar (and complete any required paperwork the Registrar may require), provide a short rationale behind the change, and receive approval from the Provost. The Provost will not approve a grade changed for personal considerations or for work submitted after the course was completed, for extra credit or extra time not offered to all class members. Under exceptional circumstances, a student may be placed directly on academic suspension if retroactive grade changes lower the cumulative or prior semester grade point averages. Grade changes filed by faculty must be submitted within 90 days of the course end date. The 90-day deadline for grade changes does not apply in cases of plagiarism; cases of plagiarism discovered after a course ends or after a degree is granted are subject to a grade change at any time.

Student Grade Appeal Process
The grade appeals procedure is appropriate in cases where there is a discrepancy between the grading and the syllabus, a procedural error in calculation or when there is alleged capricious, arbitrary, or discriminatory behavior on the part of the instructor. The professional judgment of the instructor cannot be challenged or appealed by these procedures.

Arbitrary refers to a grading decision for which there is no sound academic reason, or a decision based solely on preference or whim.

Capricious refers to a grading decision not resulting from a reasonable and announced grading policy and procedure.

Discriminatory refers to a grading decision reflecting differential treatment based on race, religion, color, age, sex, sexual orientation, disability, or national origin.

When a student believes that his or her final grade for a course was unfair, the student may use the process described herein to seek resolution of the matter. It shall be the responsibility of the student to prove that the grade is incorrect or unjustified. Grades are awarded or changed only by the course instructor or through this appeals process. The parties should make every effort to achieve consensus and to resolve conflicts at the lowest level and as quickly as possible, especially in cases where a student’s timely academic progress is in jeopardy.

Step 1: Informal Appeal Process
Before submitting an appeal, the student must discuss the final course grade, grading practices and assignment directly with the instructor who issued the final grade. This discussion may eliminate any misunderstandings over the assignment of the grade as relates to the course syllabus. The appeal must be made within 10 days from the date the grade was issued. The appeal
should include the case point by point, outlining the areas of disagreement. This discussion must occur before the student may file a formal appeal. If the student and instructor fail to resolve the grade dispute through informal means, the student may request a formal grade appeal process by completing a “Final Grade Appeal Form” available from the University Registrar.

**Step 2: Formal Appeal Process**

If a student wishes to appeal further, he/she must submit the “Final Grade Appeal Form.” The formal appeal should be very detailed and should include the course number, course name, name of student, name of the instructor, date the contested grade occurred, initial correspondence with the course instructor, desired grade change, and rationale to support specific ground(s) upon which the appeal is based. This appeal may be submitted via email, mail or FAX. This appeal must be submitted within 10 days of the dated instructor’s response, or if the instructor does not respond, within 15 days after the informal appeal was originally filed with the instructor.

The appeal will be researched by the University Registrar and presented to the Student Review Committee/Deans for resolution. Within ten (10) business days of receipt of the received grade appeal the instructor shall provide a written response to the student response and return documentation to the Student Review Committee/Deans who shall send the response to the student. (In the event that the instructor concerned is no longer at the University, the appropriate department chairperson shall substitute for the instructor.)

If the Committee accepts the appeal, a new grade will be issued to the student and the permanent academic record will be changed to reflect the new grade.

If the Committee denies the appeal, the student will be notified in writing as to the reasons why the request was denied. The decision of the Committee is final.

The final decision and all relevant information will be documented in the student’s permanent academic record.

A student who failed to file a FINAL GRADE APPEAL form within the specified time period forfeits the right to appeal the grade.

**Grades and Satisfactory Progress**

Grades are awarded on a traditional A+, A, A-, B+, B, B-, C+, C-, D+, D-, F, system. The minimum passing grade in a bachelor’s level course is a D-. The minimum passing grade in master’s level courses is a C- and the minimum passing grade in a doctorate course is a B-.

The minimum allowable cumulative grade point average to maintain satisfactory progress for the bachelor’s degree program is a C, or 2.0. The minimum allowable cumulative grade point average to maintain satisfactory progress for the master’s degree programs and doctoral degree program is a B, or 3.0.

In calculating a student's grade point average, the following policy applies:

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<tr>
<th>Grade Points</th>
<th>A+ 4.00</th>
<th>Grade Points</th>
<th>A 4.00</th>
<th>Grade Points</th>
<th>A- 3.67</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>B+ 3.33</td>
<td>Grade Points</td>
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<td>C+ 2.33</td>
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</table>
Grading Scale: The standard scale for final grades used by the University is as follows:

- 100 to 98% = A+
- 97 to 94% = A
- 93 to 90% = A-
- 89 to 88% = B+
- 87 to 84% = B
- 83 to 80% = B-
- 79 to 78% = C+
- 77 to 74% = C
- 73 to 70% = C-
- 69 to 68% = D+
- 67 to 64% = D
- 63 to 60% = D-
- 59% and below = F

Only course grades of A+ though F will be used to calculate the Cumulative Grade Point Average. In addition, if the student has not completed the coursework and earned a grade, either an Incomplete (I), Incomplete Extension (IE), or Withdraw (W) will be issued: an Incomplete (I) to indicate a leave of absence has been approved, and Incomplete Extension (IE) indicating that an extension has been granted or an LOA has been approved, a Withdraw (W) to indicate withdrawal, or an F/X to indicate that no work has been submitted in the course will be issued.

Also, in order to allow for students to successfully comply with Academic Discipline policies we will apply the following:

For successful repeats of failed courses, the failed grade(s) will be removed from the student’s units attempted for CGPA calculation purposes.

The failed grade(s) will remain in the student’s internal academic record, as will the relevant form(s).

Repeat courses will be marked with an “R” for repeat on the student’s transcript.

**Extensions**

Every student is expected to complete all assignments on time as specified in their course syllabus within the 10 week timeframe. (Course due dates may vary, students must double check each syllabus upon starting a new course.)

The extension policy exists as an option for students who experience a significant life event that disrupts their ability to complete a course, such as medical or family emergency or deployment. The student is responsible for requesting an extension from their instructor and ensuring the extension contract gets signed and filed with the Registrar. Students who elect to request an extension forfeit the right to withdraw from the course or request a Leave of Absence. The criteria for the extension policy are listed below.

**Eligibility**

- A student must have demonstrated steady participation in the course and maintained regular communication with their instructor to be eligible for an extension.
- An extension may be contracted with instructor agreement/approval.
- An instructor may agree to an extension if the student has completed at least 50% of the course and can reasonably complete the course within a stated time frame, not to exceed 60 days from the regular course end date.
Process
- The extension contract form is a Docusign PowerForm that is located on the Moodle home page under the “Need Help?” area by clicking on the blue question mark or by clicking this extension contract form link.
- Directions for completing the extension contract are also located on the Moodle home page under the “Need Help?” area by clicking on the blue question mark or by clicking this extension contract form directions link.
- The extension contract form will indicate an agreed-upon finish date.
- The extension contract form must be initiated and signed by the student at least seven days before the course end date.
- If the instructor approves and signs the extension contract form, the extension contract will be filed with the Registrar by the final day of class.

Important
- No extension contracts will be granted after the course end date.
- An extension contract may not be extended beyond the agreed-upon finish date.
- The Registrar reserves the right to void an extension contract if 1) the student has more than two extensions in progress; 2) if the student has an outstanding balance with the University; or, 3) if the contract arrives after the course end date.
- A student’s grade is set as "IE" (Incomplete Extension) by the Registrar until the coursework is finished or until the extension expires, whichever comes first.
- Within five days of the finish date, the instructor submits the student’s final grade (A-F) for the course based on what the student completed for the course; failure to uphold specifics outlined in the extension contract may result in an automatic “F” (fail).
- A student may not have more than two extension contracts in process at one time.
- Students who extend a course are obligated to pay for the course in full regardless of whether the course is completed. The financial obligations and payment schedules of students on extension are unchanged.
- Students who extend a course must contact their Enrollment Advisor to ensure re-enrollment is set up for future quarters.

Withdrawal from a Course
Students who wish to drop a course must contact their Enrollment Advisor. The student will be required to complete a course withdrawal form and complete a new Enrollment Agreement for the next start. If the student cannot restart immediately they must sign an LOA form or STOP break form and future Enrollment Agreement. Students who are in multiple classes and wish to withdraw from one class will need to only complete the course withdrawal form.

Students who withdraw from a class may be due a refund. Refunds will be issued within thirty days from the date of the course withdrawal request. Students will need to ensure the University has the most up to date address for the refund to be delivered.

Courses withdrawn before the end of week 1 of the quarter will not show on the student’s transcript. Courses withdrawn after the end of week 1, but before the end of week 7 of the quarter will show on the student’s transcript as a “W” (Withdrawn). “W” grades do not affect grade point average. Courses withdrawn after the end of week 7 of the quarter will result in an earned grade based on the student’s work completed up to the date of requesting the course withdrawal.

Student Time-Off (Personal) or STOP break
Students may take a STOP Break of 30 or 60 days for any reason. The break period starts on the 1st of the month and ends on the last day of the month. The student will remain in an Active
student status while on a STOP Break. A STOP Break cannot be taken in the middle of a course. Students are allowed a total of 2 STOP Breaks in any 12 month period, but cannot be taken consecutively.

To request a STOP Break students must contact their Enrollment Advisor and sign an Enrollment Agreement for their next classes. Students who choose not to return at the end of their STOP Break must apply for a Leave of Absence (LOA). Students may not use a STOP Break to extend an LOA.

**Leaves of Absence**

Students may request a Leave of Absence for up to 180 days (6 months). There are five categories that allow students to request for an LOA: family, financial, maternity, medical, deployment for civilians, and military. To apply for an LOA, students must submit a completed LOA request form and supporting documentation to their Enrollment Advisor. The LOA request form is delivered to the student after an initial request to the Enrollment Advisor. Students must inform the University of any personal information changes while on an LOA (address, phone number, email address, etc.).

Family Leave can be granted for reasons of: death in the family, adoption of a child, the need to care for a family member, or other reasonable, unforeseen circumstances. A letter requesting this type of leave should specify when the student expects to return to his or her studies.

*Financial Leave* can be granted for reasons of temporary financial hardship.

*Maternity Leave* can be granted for maternity.

*Medical Leave* is granted if the student is medically incapacitated or is otherwise physically and/or mentally unable to carry on their studies. A letter requesting a medical leave must be accompanied by a letter from the student’s primary care physician or licensed health practitioner explaining the circumstances and giving a reasonable estimate of when the student can expect to return to his or her studies.

*Military Leave* is granted when a student who is a member of the armed forces must interrupt his or her studies due to a change in assignment or location that will prevent them from carrying on their studies. A letter requesting a military leave must be accompanied by a copy of the student’s deployment orders.

**LOA Guidelines**

Upon the completion of a course(s) students may request an LOA for extenuating circumstances such as: family, financial, maternity, medical, or military. Students must submit their request for an LOA to their Enrollment Advisor with supporting documentation of their need. Students will also be required to sign an Enrollment Agreement for their return. The Enrollment Advisor will deliver the student’s request to the Registrar for review and approval. The student will receive notification from the University if the request has been approved.

Students will be required to engage in mandatory academic advisement if they repeatedly request LOAs, a pattern of delays in return develops, or if an LOA would significantly interfere with the planned completion of a program of study. Students will be contacted through retention outreach regarding their return from an LOA. An LOA may be granted for up to 180 days (6 months). In special circumstances, an LOA may be extended beyond 180 days. A request to extend an LOA must be sent to the Enrollment Advisor with supporting documentation of the need. Approvals and fees for an extended LOA will be decided on a case-by-case basis.

In extremely extenuating and unforeseen circumstances, and upon review of such circumstances by the Enrollment Advisor and Registrar, a student may request to take an LOA during a current term (mid-term LOA). The student must complete a formal LOA form and submit supporting
documentation. If the request is approved, the student will receive an “I” (Incomplete) for the current course(s). A mid-term LOA cannot be taken in 1 class if the student is enrolled in more than 1 class. A mid-term LOA does not change payment obligations agreed to by the student for any courses started or completed.

Upon returning from a mid-term LOA, the student must contact their Enrollment Advisor in writing. If the contact is made before the 15th of the month, the student may resume their unfinished work on the 1st of the following month. If the contact is made after the 15th of the month, the student may resume their unfinished work on the 1st of the second following month. For example, a student who returns from an LOA on August 10th may resume coursework on the September 1st. If the student returns on August 22nd, they may resume coursework on October 1st. Upon return from a mid-term LOA, the student will resume coursework and will be granted an automatic course completion period of 10 weeks to complete the course(s). At the end of the course completion period (if applicable), the student will receive an appropriate letter grade that will replace the “I” grade. The instructor must assign a letter grade (A-F) at the end of the completion period. If the student does not return within their granted LOA timeframe, the “I” grade will be replaced with an “F” and may have financial impact. Students should contact their Enrollment Advisor to understand the possible financial ramifications of their LOA. Due to potential instructor changes, a course syllabus may change to reflect such changes and a student returning from a mid-term LOA may be required to adhere to the syllabus revisions.

Students who are unable to return to classes from an LOA must complete the necessary steps to be granted another LOA. Students that do not return from an LOA, do not apply for another LOA, and are unresponsive to the University will be placed on an Active-Not Enrolled student status and can face dismissal. Students will be contacted through retention outreach regarding their inactivity. Students who remain in the Active-Not Enrolled status for 1 month and are unresponsive will be considered for dismissal pending a review.

**Catalog Policies**

Rules governing student conduct, admissions policies, graduation requirements, and other aspects of this institution's operations are subject to change. The University reserves the right to adopt, amend, or repeal rules and policies that apply to students. This catalog does not constitute a contract or enrollment agreement, nor does it constitute a statement of the conditions of a contract between the student and this institution. The relationship of the individual student to Henley-Putnam University is governed by applicable state education codes, state regulations, accreditation standards, and institutional policies. Please refer to your enrollment agreement or enrollment contract for the specific terms under which you are to enroll. Changes to this catalog will be initially added by means of an addendum and will appear at the end of the catalog until the next annual edition of the catalog.

**Student Grievance Policy**

This University is dedicated to fair dealing and professional conduct. Should any student have a complaint, the student is asked to discuss the matter directly with an instructor or administrator. That instructor or administrator will first engage in an informal process endeavoring to settle the dispute in good faith. If this informal process does not resolve the issue, the following steps must be followed:

- The student must file a written complaint directly with the Assistant Provost of Academic Affairs no later than 30 days after the incident in question.
- The complaint must include a description of the specific allegations and must be accompanied by any available documentary items.
- The Assistant Provost of Academic Affairs will bring the issue and the included documentation to the next Academic Affairs meeting to be resolved by the Provost and Program Deans.
• The Assistant Provost of Academic Affairs will send an e-mail communicating the formal decision made by Academic Affairs to resolve the issue; the Dean of Academic Affairs will copy the Registrar and any involved parties on the resolution e-mail. The Registrar will add the letter to the student’s file.

• The student will have seven days from the date of the Dean of Academic Affairs’ e-mail to appeal the decision to the Student Review Committee with formal documentation of the case to be considered.

• The decision of the Student Review Committee will be communicated to the student via e-mail within one week of the Student Review Committee meeting.

• In any grievance or appeal cases, the University President has final veto rights and input on any decision, appeal, grievance, or resolution addressed by Academic Affairs or by the Student Review Committee.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (916) 431-6959 or (888)370-7589 or by completing a complaint form, which can be found on the bureau’s Internet site http://www.bppe.ca.gov/.

While we encourage students to contact the University with questions or concerns, students who feel the University is not complying with accreditation standards, may contact the Distance Education Accrediting Commission, 1101 17th Street NW, Suite 808, Washington, DC 20036, phone 202-234-5100.

**Individual Responsibility**

It is the responsibility of each student and faculty member and each administrator to be familiar with this University’s rules and regulations.

**Substitution of Instructors**

The University reserves the right to substitute the instructor of a class without notice.

**Information Resources Management**

Henley-Putnam University has developed its own information management system to provide high quality information service to the administrators in support of instruction, program management, office automation, telecommunications, and other administrative computing needs.

**Academic Freedom**

Henley-Putnam University believes it is the responsibility of faculty, administrators and staff to encourage free inquiry and expression and provide a learning environment that exhibits a high standard of integrity and is conducive to learning.

Academic freedom is based on the right of the entire learning community to use their professional expertise to choose and follow-up on areas of inquiry, come to conclusions and formulate scholarly opinions regarding the questions they study and to translate their knowledge and understanding into effective instruction appropriately grounded in principles and practices of disciplines and professions. It is the responsibility of the university community to support individuals in the exercise of these rights within the bounds of available resources, the conflicting demands placed on those resources and the constraints of shared governance.

It is that freedom to be judged as scholar, teacher, or student, when such judgment is necessary, on the basis of legitimate intellectual and professional criteria, not personal beliefs, political views, religious or other individual preferences, except as these may demonstrably affect intellectual and professional achievement.
When a judgment is necessary, academic freedom should be judged on the basis of legitimate intellectual and professional criteria. Political views, religious, personal beliefs or individual preferences are not to be judged, except when these views and beliefs demonstrably interfere with intellectual and professional achievement.

Violations of Academic Freedom should be reported to the Academic Advising Department. Such violations will be reviewed by the Student Review Committee. See Sanctions section for a description of the process.

**Academic Freedom Complaint Process**

The complaint process will be initiated by a written complaint and includes the basis of the complaint, the underlying facts, any supporting documentation, names and contact information for any relevant contact people and the desired remedy.

When any member of Academic Affairs, staff, or a student initiates a complaint, a copy of the complaint will be forwarded to the University Provost who will share it with the person(s) whose action is questioned in the complaint. In the case of a complaint arising from any other area besides Academic Affairs or Co-curricular Services, a copy of the complaint will be forwarded to the University Chief Executive Officer (President).

Upon receiving the complaint, the Provost or the President has ten business days to ask for one faculty volunteer, one staff member and one administrator to form a committee. Committee members parties must not be directly or indirectly involved with the complaint. This committee shall investigate the allegations, obtain a written response from the person(s) accused, interview individuals with relevant information and use this information to determine if a violation of academic freedom has been committed. The committee has thirty business days to complete their investigation.

The committee will present their findings and recommendations to the Provost and President who will decide upon the final decision in the case. The Provost and President may request additional information as well as invite experts to assist them in the decision-making process. The decision will be sent in writing to the initiator of the complaint and the person(s) accused. The Provost and President have fifteen working days to close the case and release a decision. All decisions made by the Provost and President are final.

*Policy drawn from the 1940 Statement of Principles on Academic Freedom with the 1970 revision.*

**Statement on Civility**

Henley-Putnam University is a place where important ideas and issues are discussed within an environment of academic freedom and professional decorum. Disagreement and debate about things that matter is expected and a healthy exchange of ideas is encouraged; thus it is expected that these debates will be grounded in a reciprocal commitment to civility. Civility refers to displaying a fundamental form of respect with which others share political and intellectual space. In this case the space refers to the university and its educational mission. Respect is vital because it is only through respect that one can hope to communicate genuinely with others, especially those with whom one may engage in constructive debate about important topics. The more important the issue, the more necessary it is to convey respect. Civility requires that all members of the H-PU community treat one another as full and legitimate members of public conversations, worthy of attention and consideration, given that possibility exists for deep differences in values, beliefs and views.

**Standards for Academic Achievement**

Student learning for each course in the undergraduate and graduate programs is assessed by
examination, student participation and interchange of ideas, and satisfactory completion of all course requirements.

The course instructor is responsible for assessing and documenting that the instruction offered has led to and resulted in the achievement of the learning objectives of each course, and for administering and grading the examination questions for the courses he/she teaches as well as all other course requirements he/she requires.

Standards for student achievement include the following:

- Demonstration of the acquisition of basic knowledge of course content
- Demonstration of the acquisition of the core body of knowledge representative of the degree programs offered
- Examples of the application of critical and analytical thinking appropriate to the degree program
- Evidence of interpretation and integration of extended readings in the subject areas
- Evidence of writing style, application of mechanics of written expression and techniques of research reporting commensurate with the expectations of the applicable enrolled degree
- Maintaining the required CGPA in accordance with the Earned CGPA Progression Rate Requirement.

Achieve a passing grade for each course. Acceptable passing grades are a D- for Bachelor’s and 300-400 level Certificate students, a C- for the Master’s and 500-600 level Certificate students, and a B- for Doctorate students.

**Earned CGPA Progression Rate Requirements**

**Bachelor’s Degree & 300-400 level Certificate Programs:**

<table>
<thead>
<tr>
<th>Quarter Units Attempted</th>
<th>Required Overall GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-13.5</td>
<td>1.50</td>
</tr>
<tr>
<td>13.6</td>
<td>1.75</td>
</tr>
<tr>
<td>22.6 or more</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Master’s and Doctoral Degrees & 500-600 level Certificate Programs:**

<table>
<thead>
<tr>
<th>Quarter Units Attempted</th>
<th>Required Overall GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-13.5</td>
<td>2.5</td>
</tr>
<tr>
<td>13.6</td>
<td>2.75</td>
</tr>
<tr>
<td>22.6 or more</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Failed Grades**

Students who fail 2 consecutive classes [regardless if they maintain their CGPA] will only be allowed to take 1 course at a time until the student can earn consecutive passing grades. Once the student can demonstrate forward progress, they will be able to increase their course load.

Students who fail a single course 3 times [regardless if they maintain their CGPA] will only be allowed to take 1 course at a time and may be advised to take an alternative course if available. Once the student has demonstrated forward progress by earning consecutive passing grades, they will be able to increase their course load.

Students who fail a course will be required to re-take the failed course in their next quarter. The student may petition the Registrar if they feel they have good cause to postpone the re-take of their failed course. The student must be willing to provide documentation justifying their reasons to postpone their re-take if requested by the Registrar.
Students who are using VA benefits and consecutively fail the same course may be reported to the VA. Students using military tuition assistance that do not earn passing grades may be required to repay TA.

The University offers an Academic Forgiveness Policy in which successful repeats of failed courses will replace the failed course attempt(s). Failed grade(s) will be removed from the student’s units attempted for CGPA calculation purposes. The failed grade(s) will remain on the student’s transcript record and in the student’s internal academic record, as will the relevant form(s). Repeat courses will be marked with an “R” for repeat.

**Academic Standing**

Students remain in satisfactory academic standing when their performance meets the University expectations for satisfactory progress. However when an instructor has a student who is not measuring up to minimal performance levels and/or the Registrar or Student Advisor notices a potential student problem due to grades, the Student Services Department will have the responsibility to make all attempts to contact the student within 24 hours (or next business day) after it has been brought to their attention.

It shall be the responsibility of Student Services Department to ascertain when students may be having difficulties with their course work.

If it is determined a student is having difficulties, the Student Advisor shall:

- Confirm the student’s actual CGPA with the Registrar
- Confirm all other sources to gather more information about the problem
- Contact the instructor and program dean to confirm the problem
- Contact the student to determine their understanding of their status
- Attempt to resolve the problem
- Upon completion or at the appropriate time a disposition is reached, the findings shall be distributed to the Registrar, Enrollment Advisors, Academic Affairs team, and the student.

**Academic Warning**

If the Student Services Department finds that the student’s CGPA has dropped below his or her degree program requirement in accordance with the Earned CGPA Progression Rate Requirement or if the Student has failed two consecutive classes, the student will be notified via email and/or Docusign that he/she has been placed on Academic Warning. The Warning status means the student will be only allowed to take one course per quarter until he/she raises their CGPA to the required level. The student may resume a normal quarterly course load and may be removed from Academic Warning after meeting CGPA within the following two quarters. Failure to progressively raise CGPA after two quarters of reduced course load will result in the student being placed on Academic Probation. In addition, the student may be required to undergo mandatory tutoring.

Students receiving VA benefits who are placed on Warning for failing grades may lose their ability to use their VA benefits. Please contact your Enrollment Advisor for more information.

**Academic Probation**

Students who fail to raise CGPA to the required level after two quarters of reduced course load on the Academic Warning status will be placed on Academic Probation. The Probation status means that the student will only be allowed to take one course per quarter. The student must raise their CGPA to the required level during the probationary quarter in order to resume a normal quarterly course load and be removed from Academic Probation. In addition, the student may be required to undergo mandatory tutoring and student advising. If the student
fails to bring their CGPA to the appropriate level within the probationary quarter, he/she will be placed on Academic Suspension.

Students receiving VA benefits who are placed on Probation for failing grades may lose their ability to use their VA benefits. Please contact your Enrollment Advisor for more information.

**Academic Suspension**

Students who have been placed on Academic Probation and fail to satisfy CGPA requirements for removal of the probation or who have violated any rule of student or academic conduct will be placed on Academic Suspension. Students on Suspension will not be allowed to enroll in classes for two months. The student must wait a minimum of at least four (4) weeks after their suspension begins before being allowed to submit an Appeal for Reinstatement form. The student wishing to appeal a suspension must do so within 10 days of being placed on suspension. The Student Review Committee shall have the option of deciding if the student shall be allowed to enroll. Ultimate appeal shall rest with the Provost of Academics.

Students receiving VA benefits who are placed on Suspension for failing grades will have their VA benefits interrupted. Please contact your Enrollment Advisor for more information.

Upon return from an Academic Suspension break, students may only take one course. The student must raise their CGPA to the minimum requirement within their initial course or earn passing grades in order to continue in classes. Students who fail to pass their course or fail to raise their CGPA to program requirements within their initial quarter will be considered for dismissal due to failure of satisfying academic progress requirements.

Students who are considered for dismissal will be reviewed by the Student Review Committee. A formal decision will be delivered to the student. Depending on the student’s situation and the decision of the Committee, the student may be eligible to continue in their program under strict supervision of the Student Services Department for one additional quarter. In these cases, students who fail to raise their CGPA to the required level in an approved second quarter on Suspension will be formally dismissed from the University. Students who are dismissed may reapply to the University at a later time. Please refer to the Reinstatement from Academic Dismissal or Suspension section for more information.

**Academic Honors**

There are three levels of academic honors at Henley-Putnam University. They are the Henley-Putnam University Excellence Award, Dean's List and Honor's List. In order to be considered for these honors, students must be currently active, working toward a degree and have completed the first third of their courses within their program. Certificate students are not eligible. The following cumulative grade point average (CGPA) must be attained in order to qualify for an honor's designation:

- Henley-Putnam University Excellence Award: CGPA of 3.9 to 4.0
- Dean’s List: CGPA of 3.7 to 3.89
- Honor’s List: CGPA of 3.5 to 3.69

*Announcements of the names of students achieving academic honor's status will be listed in the Quarterly Student Bulletin.*

**Graduation with Honors**

Henley-Putnam University recognizes superior academic performance on students’ diplomas and official transcripts. A student who meets the general college requirements and the particular requirements for a Henley-Putnam University degree may graduate with honors. Honors designations are as follows:
Summa Cum Laude – Highest Honors
This highest distinction is accorded to students who earn a cumulative grade-point average of 3.85-4.00

Magna Cum Laude – High Honors
This second highest distinction is accorded to students who earn a cumulative grade-point average of 3.70-3.84

Cum Laude – Honors
This third distinction is accorded to students who earn a cumulative grade-point average of 3.50-3.69

Please note: Transfer grades are not included in honors computation.

Voluntary Student Retake Policy
Students may repeat any course, paying all standard and appropriate tuition and fees for the course or courses to improve their CGPA.

Reinstatement from Academic Dismissal or Suspension
The procedures delineated in this section apply to students who were suspended and dismissed from Henley-Putnam University for academic reasons. Students who left Henley-Putnam University in good academic standing and who are seeking reentry should contact the Admissions department for more information.

Reinstatement is not automatic. Factors that will be considered for determining readmission of dismissed students are:

- Proven academic performance since dismissal (e.g., courses or academic credits earned at other post-secondary institutions).
- Work experience that has contributed to development.
- Other appropriate experiences that have helped prepare the applicant to resume studies and achieve academic success.
- CGPA, number of quarters on an academic discipline, number of courses completed
- Lapse of time since dismissal, change of major goals
- Nature of academic or other experience since dismissal or extenuating circumstances

1. Students who have been dismissed for academic reasons should contact their Enrollment Advisor if they wish to return to the University.

The Student Review Committee reviews each petition and other relevant information, and reinstatement is based upon that review. As part of the appeal process, students must submit the ‘Appeal for Reinstatement’ form that identifies the causes of their poor academic performance and demonstrates that they have taken actions to avoid or eliminate these causes. Students are required to consult with their student advisors prior to submitting their Appeal.

2. Students may be reinstated after a minimum of three months have elapsed since they were academically dismissed.

3. Students who have been dismissed from the University for unsatisfactory academic performance a second time may be reinstated after a minimum of one year has lapsed since they were academically dismissed.
4. As a condition of reinstatement, students will reenter on “Academic Warning” status for a minimum of two quarters (terms) and must complete a “Reinstatement Contract” for each quarter. The student must accept whatever additional requirements are stipulated by the Student Review Committee. Examples include full- or part-time status, specified credit hours, specific courses, specific GPAs, repeating courses that earned a failing grade first, completing a learning contract, and required counseling and/or mentoring.

5. No consideration of a reinstatement appeal will be given until all financial holds have been removed. A student who has been dismissed from the University may forfeit his/her scholarship eligibility for future quarters.

**Attendance**

Henley-Putnam degree programs are structured to maximize student interaction with instructor and peers while allowing the student to maintain autonomy over their academic schedule. Therefore, each online student is afforded the freedom to establish his or her schedule, but regular contact with the instructor or other enrolled students is a requirement that must be met. Since courses are 10 weeks and there are typically five modules in each course, a module can be roughly two weeks. Therefore, while frequent attendance is expected, assignment submission should be performed by the student at least every two weeks, in general. Such diligence will help guide and maintain steady progress towards the completion of assignments and courses, and better assures that we may more readily assist students in resolving any problematical aspects of their program. Instructors are authorized to factor the frequency and adequacy of communications into the assignment of a grade for any given course, if applicable.

**Interruptions of Instruction**

Allowances for interruptions in attendance due to illness or personal emergency should be handled on a case-by-case basis between the student and instructor. Short term interruptions may require a course extension as described above; similarly, long term interruptions may require the student to arrange a Leave of Absence as described in this Catalog.

**Make Up Work**

Arrangements to make up missed work and return to an agreed schedule must be initiated by the student and established with the instructor. If a student is unable to stay on schedule due to unusual circumstances, it is their responsibility to contact both the instructor and Student Services Department.

**Statement on Bankruptcy**

The institution has no pending litigation in bankruptcy, is not operating as a debtor in possession, and has not filed a petition within the past five years, or have a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C Sec. 1101 et seq.)

**Diversity Statement**

The mission, core values, institutional learning outcomes, and vision of Henley-Putnam University foster diversity in its community, curriculum, and pedagogy.

The Henley-Putnam community demonstrates that diversity adds perspective and richness to the educational experience. Practitioners in the fields of strategic security and in academia possess relevant real-world experience, professional expertise, and practical knowledge that comprise a diverse faculty. Students at the University possess varied educational, professional, geographic, and racial backgrounds, providing distinctive ideas, perceptions, and points of view that enhance the learning community and educational journey embodied by Henley-Putnam.
Compliance with the Americans with Disabilities Act (ADA)

Henley-Putnam University does not discriminate on the basis of disability in admission to, access to, or operation of its instructions, programs, services, or activities or in its hiring and employment practices. We are dedicated to providing reasonable accommodations to facilitate the participation of covered individuals with disabilities and accept our obligations to follow the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 and ADA Amendments act of 2008.

The University will reasonably accommodate individuals with documented and self-disclosed disabilities. Students wishing to receive reasonable accommodation have the responsibility to self-disclose their disabilities and to release medical documentation supporting the self-disclosure. The confidentiality of information related to individuals requesting accommodations shall be maintained on a need to know basis and strictly respected insofar as it does not interfere with the University's legal obligations.

Self-disclosure documentation must include the following:

- Medical professional’s name and contact information, along with a description of their credentials, area of expertise, and information about any special qualifications for assisting people (and/or students) with the noted disability
- Statement of diagnosis
- Summary of diagnostic criteria, facts, and observations on which the medical professional based the diagnosis
- Summary of the disability-related impairments only as they relate to the ability to learn and participate in H-PU's online curriculum
- List of accommodations recommended by the medical professional to allow for participation in full accordance with the University’s educational program and to enable effective learning in an online environment

Reasonable prior notice is needed to evaluate requests for accommodations and to implement them when appropriate. Submissions will be reviewed and an approval or denial will be sent to the student within 30 days after receipt. Student requests for accommodation must be submitted in writing prior to the beginning of the quarter and must include the appropriate documents. These forms will be evaluated by the H-PU Student Counselor. All requests for all student disability accommodation as with any academic program application/enrollment and/or matriculation process will be evaluated in accordance with the criteria defined and established by the ADA.

H-PU cannot provide course substitution or allow students to forfeit a required course that is a pre-requisite for graduation. Per the ADA and Section 504, institutions are required to provide reasonable accommodations. Institutions are not expected to endure financial or administrative costs or undertake extra organizational work that would modify or revise the academic program. Denial of access and/or discrimination or harassment based on an individual’s disability status or denial of academic accommodation, may be grieved through the University’s grievance/complaint process described in the University Catalog.

If you are interested in applying for a disabled status please complete the form available through this link:

URL:  https://www.docusign.net/member/PowerFormSigning.aspx?PowerFormId=5e8a18e4-3808-4e56-9be5-ad5236a5d72c

Students may submit all documentation from their health care providers to the Student Counselor: studentcounselor@henley-putnam.edu

Nondiscrimination Policy

This University is committed to providing equal opportunities to all applicants to programs and to all applicants for employment. Therefore, no discrimination shall occur in any program
or activity of this University, including activities related to the solicitation of students or employees on the basis of race, color, religion, religious beliefs, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, veteran's status, or any other classification that precludes a person from consideration as an individual. Please direct any inquiries regarding this policy, if any, to the University President who is assigned the responsibility for assuring that this policy is followed.

**Sexual Harassment**

This University is committed to providing an environment that is free of discrimination, intimidation and harassment. In keeping with this commitment, we believe that it is necessary to affirmatively address this subject and express our strong disapproval of sexual harassment.

Any type of sexual harassment is against Henley-Putnam University policy and may be unlawful.

We firmly prohibit sexual harassment of any student, faculty or staff member by another student, faculty, or staff member. Harassment of third parties by anyone associated with this University is also prohibited. While it is not easy to define precisely what sexual harassment is, it may include: unwelcome sexual advances, requests for sexual favors, and/or verbal or physical conduct of a sexual nature including, but not limited to, sexually-related drawings, pictures, jokes, teasing, uninvited touching or other sexually-related comments. The conduct prohibited by this policy includes conduct in any form including but not limited to e-mail, voice mail, chat rooms, Internet use or history, text messages, pictures, images, writings, words or gestures.

Sexual harassment of a student, faculty, staff member or third party will not be tolerated. Violations of this policy may result in disciplinary action, up to and including discharge. There will be no adverse action taken against individuals who report violations of this policy in good faith or participate in the investigation of such violations.

All individuals associated with this University are responsible for conducting themselves in a manner consistent with the spirit and intent of this policy.

**Student Records**

**Maintaining Student Records**

Henley-Putnam University maintains various student records to document academic work and to record interactions with University staff and officials. A file is maintained in the Registrar’s office for each student and contains information pertaining to enrollment, curriculum, academic evaluations, transcripts, grievances and other academic records, disciplinary records, and financial aid records.

It is extremely important for each student to keep the Registrar’s Office currently informed as personal data changes occur to assure that accurate and complete records are maintained. Any change of name, address, email address or telephone number must be reported to the student’s instructor and the Registrar as soon as the change occurs. Most requests or change of information can be submitted via email to the Registrar Registrar@henley-putnam.edu at any time. Appropriate documentation may be required if applicable.

Students will not be excused from penalties on the grounds that communications mailed or e-mailed from the University were not received if they failed to report a new e-mail or mailing address.

Each student is given an e-mail alias by the University at the time of admission. Alias may also be pointed to accounts outside of the University. If a student chooses to have the alias point to a non-university account, the university cannot be responsible for the service. It is the responsibility of the student to ensure that the e-mail address on file with the University points to a working e-mail address at all times.

Henley-Putnam University recognizes e-mail as an official medium for communication to its
students. While U.S Postal Service mail may also be used in some instances, fee bills, account statements and other critical documents will be delivered to currently enrolled students via e-mail correspondence.

Official University communications sent by e-mail are subject to the same privacy and records retention requirements and policies as other official university communications.

Confidentiality and Disclosure of Student Records

The Family Educational Rights and Privacy Act of 1974, commonly known as FERPA (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal Law designed to protect the student’s right of privacy, provide safeguards for the confidentiality of student records, and permit students’ access to their own records. Henley-Putnam University complies with FERPA, which affords students certain rights with respect to their education records. These rights are as follows:

1. Students have the right to inspect and review their education records within 45 days of the date the University receives the request for access. The student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. Students have the right to request the amendment of the student’s education records that the student believes are inaccurate or misleading. Students alleging their University records are inaccurate or misleading, or who allege violations of FERPA, may present their challenges to the University Registrar. Students have the right to correct record-keeping errors, but not to seek to overturn administration decisions and assessments. The Registrar shall review students’ challenges and, when appropriate, amend students’ records accordingly. Students will be notified within 14 days of the Registrar’s actions and based on the action may request a formal hearing. The student must request amendment in writing to the Registrar identifying the specific portion of his or her record he or she wants changed and why he or she believes it’s inaccurate or in violation of his or her privacy. The Registrar will respond to the request within 14 days. If the University decides to not amend the record as requested by the student, the Registrar will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for the amendment. Additional information regarding the hearing procedure will be provided to the student when notified of the right to a hearing.

3. Students have the right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

Disclosure of Education Records

The University will not disclose information from a student’s education records without the written consent, except in the following instances in which FERPA authorizes disclosures without prior student consent:

To school officials who have a legitimate educational or administrative interest in the records. A school official is defined as a person employed by the University in an administrative, supervisory, academic, or support staff position; a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent) or a person assisting another school official in performing his or her official duties. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.

To other schools in which the student seeks to enroll.
To authorized representatives of the U.S. Secretary of Education, the U.S. Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs; and the U.S. Attorney General for law enforcement purposes.

In connection with a student’s request for or receipt of financial aid (Tuition Assistance and/or VA Educational Benefits), as necessary to determine eligibility, amount or conditions of the aid, or to enforce terms and conditions of the aid.

To state and local officials or authorities in accordance with state law.

To organizations contacting students on behalf of the University to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.

To accrediting organizations to carry out their functions.

To parents of “dependent” student as defined under the federal tax laws.

To comply with a judicial order or a lawfully issued subpoena.

To appropriate parties in connection with a health or safety emergency as it relates to “Directory Information” unless the student restricts “Directory Information.”

To the alleged victim of any crime of violence or non-forcible sex offense regarding the final results of any disciplinary proceeding conducted against the alleged perpetrator of that crime or offense with respect to that crime or offense, regardless of whether the student was found to have committed the violation.

To the public regarding the final results of any disciplinary proceeding in which the student was alleged to have committed a crime of violence or non-forcible sex offense and pursuant to the disciplinary proceeding the student was found to have violated a University disciplinary rule or policy.

To parents of a student who is under the age of 21 regarding the student’s violation of federal, state, or local law, or any University rule or policy, governing the use or possession of alcohol or a controlled substance.

To the court where the student has initiated legal action against the University or the University has initiated legal action against the student.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. Such complaints can be addressed and sent to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

**Directory Information**

At its discretion Henley-Putnam University may provide “Directory Information” to the general public without student consent. “Directory Information” is information not generally considered harmful or an invasion of privacy if disclosed and is defined by FERPA as follows:

Name
Address
Electronic Mail Address
Telephone Listing
Dates of Attendance
Enrollment status (full-time, part-time, undergraduate, graduate)
Number of course units currently enrolled
Degrees/Honors
Most recent previous school attended

If a student does not want “Directory Information” regarding him or her to be released, the student must notify the Registrar’s Office in writing or by completing the Request to Withhold Public Information form which can be obtained by contacting the Registrar at Registrar@henley-putnam.edu to ensure that information is not released by the University. Students are responsible for requesting the release of their information once a request for withholding “directory information” has been placed on record.

Henley-Putnam University
Registrar’s Office
2107 N. First St., Ste. 210
San Jose, CA 95131

Implications of Restricting Student Records
If a student requests that information from his or her records not be regarded as public information, then the information will not be released to anyone without the written consent of the student. The student should be aware of the important implications of exercising this right.

For example, if a request is made to withhold from disclosure a student’s name and degrees and honors received, the campus cannot release for publication any honors received by the student, such as selection to being listed in the Quarterly Student Bulletin for being awarded Henley-Putnam University Excellence Award, Dean’s List, or Honor’s List without written consent of the student.

Similarly, if a request is made to withhold from disclosure a student’s name and dates of attendance, a student’s status cannot be verified for potential employers without written consent of the student. The University will state, “We can provide no information on that person” to any request for information.

Further, if a student’s last instruction to the campus was to withhold from disclosure their degree granted and the date on which their degree was conferred, that information cannot be confirmed to a third party without the written consent of the student. Third parties include graduate schools and employers.

Henley-Putnam University will honor your request to withhold directory information but cannot assume responsibility to contact you for subsequent permission to release this information. Regardless of this effect upon you, Henley-Putnam University assumes no liability as a result of honoring your instructions that such information be withheld.

Annual Notification
FERPA requires that the University notify students annually of their rights. Each calendar year Henley-Putnam University sends out notification to students via email and provides notice in the University Catalog, in the student bulletin, and announcements posted via eClassroom.

Requesting an Unofficial or Official Transcript
The Registrar’s Office is the official custodian of student academic records. Upon request, the Registrar’s Office provides official and unofficial copies of Henley-Putnam University transcripts. Official or unofficial transcripts will not be released if the student has a record on hold.
Official Transcript

An official transcript is an academic record issued by the Registrar’s Office. Official Henley-Putnam University transcripts list courses taken at Henley-Putnam and the grades received in those courses. Official transcripts are printed on watermarked, security paper and include the University Seal and the signature of the University Registrar.

The first copy of the official transcript is provided at no charge. Subsequent copies are available upon advance payment of the transcript fee of $15.00. Rush service is available for $45.00 for each transcript. Rush transcripts will be processed and mailed within one business day after receipt of request prior to 12:00 p.m. (PST) and shipped via FedEx 2Day Service.

To request a transcript in writing, the request should include the following information:

- Full name
- Former name (if different)
- Dates of attendance or year of graduation
- Student ID or last four digits of social security number
- Address (es) to which the documents are to be mailed
- Whether you need to wait for recent information (grades) before sending document
- Signature
- Student Records Release Form if being sent to someone other than yourself.

If mailing request, please send to:

Henley-Putnam University
Registrar’s Office
2107 N. First St., Ste. 210
San Jose, CA  95131

Or Fax to: 775-255-2741
Or E-mail the completed and signed “Student Records and Release Form” which can be obtained by contacting the Registrar.

Official transcripts are typically sent out within seven to ten business days of receipt of the request.

Unofficial Transcript

Students may request an unofficial transcript at any time from the Registrar. The word “unofficial” will be stamped/imprinted on the transcript and are only available in electronic/PDF format only.

Unofficial transcripts are typically sent out within two business days of receipt of the request. Henley-Putnam University does not release copies of transcripts from other institutions. If you need a transcript from a prior institution, you should contact that institution. Transcripts from other institutions for students seeking admission to Henley-Putnam University should be sent directly to the attention of the Admissions Department at the University Address.
COURSE DESCRIPTIONS
(All courses are 4.5 quarter units, unless otherwise specified)

Course Numbering
100-200 Level. This course level assumes a high school diploma or equivalent. They are generally taken by college students in their freshman and sophomore year.

300-400 Level. These courses assume some previous undergraduate coursework, as well as a foundation in General Education curricula.

500-600 Level. Graduate level courses for the master’s degree programs. They assume that the student has already completed an undergraduate degree or equivalent, or has the experience, knowledge, and ability to work at the graduate level.

700-800 Level. Graduate level courses for the doctoral program. They assume that the student has already completed a master's degree.

Anthropology
ANT 205 Introduction to Anthropology (4.5 quarter units)
This foundational course examines the core perspectives, concepts, and methods of cultural anthropology. It presents the uniqueness of the anthropological approach to the study of humans as well as practical applications of anthropology to our lives. The course incorporates the holistic nature of anthropology and emphasizes the scientific approach. (Meets General Education History/Social Science Requirement)

Art
ART 105 Introduction to Art History (4.5 quarter units)
This course is designed to teach students the basics of art history. Art works can be representative of history and culture, and students will begin the course by first being introduced to the art canon. Then students will move through the periods of time and will analyze the forms of art across the world. Throughout the course, students will learn how the visual arts relate to geography, religion, politics, economics, philosophy, and social life. (Meets General Education Arts & Humanities Requirement)

Biology
BIO 105 Fundamentals of Biology (4.5 quarter units)
This course introduces students to the essential principles of biology and the structure of biological systems. Students will review basic chemical reactions, cell structure and function, biochemical pathways, the physiological processes of the human body and the basic principles of evolution and ecology. (Meets General Education Physical/Natural Science Requirement)

Computer Information Science
CIS 105 Introduction to Computer Science (4.5 quarter units)
This course is a first look at the entire computer science discipline, covering basic computer concepts like binary logic, computer organization, networks, programming languages, and how programs are designed. It introduces students to terminology and concepts found in the computer science field.

CIS 110 Introduction to Computer Programming (4.5 quarter units)
This course teaches the fundamentals of computer programming and problem solving using the C++ programming language. It covers the building blocks of programming, how these blocks are used and assembled into programs, and how basic programming problems are analyzed.
Communications

**COM 401 Interviewing and Briefing/Debriefing (4.5 quarter units)**
This course deals with extracting information one-on-one in both friendly and non-friendly contexts. Students will learn to explain the differences between interrogation and elicitation and to conduct effective debriefing and cross examination, and use related questioning skills. The course will also explain effective methods of using the telephone and how to recognize when your subject is not telling you the truth. Students will also apply proper procedures for recording, transcribing, and analyzing the results of an interview.

**COM 510 Advanced Protocol, Manners, Etiquette (4.5 quarter units)**
This course teaches the rules of social interaction, protocol and etiquette for diplomatic and military occasions, with special emphasis on working with international guests and doing business overseas. This information will help the student learn to blend in and to do his or her work in such situations without inadvertently embarrassing themselves or the client.

**COM 750 Briefings, De-briefings & Presentations (4.5 quarter units)**
High-level strategic security requires particularly refined communications skills. This course covers advanced techniques of communication, with emphasis on skills germane to the strategic security environment. A major premise of this course is that effective written, visual, and oral communication requires an ability to read and evaluate written, visual, and oral communication. Students will study and apply principles of effective communication as used in preparing and conducting effective briefings. They will acquire and apply expertise in the technical and visual aspects of effective presentations. Students will also learn how to handle briefings and presentations for politically, intellectually, and culturally diverse audiences; how to work with an interpreter; and how to handle biased, indifferent, or hostile listeners. Finally, the course will outline effective methods for managing conflicting opinions and resolving differences while maintaining an open intellectual atmosphere.

**COM 780 Advanced Business Communications (4.5 quarter units)**
This course is an exploration of advanced concepts in general communication theory that are particularly applicable to strategic security. The course will examine the use of language and how to identify and evaluate semantic, logical, conscious and unconscious nonverbal communication channels, and what can be learned thereby about the speaker's view of reality. These concepts will give students the ability to “read” individuals with considerable accuracy, and enhance their ability to persuade and negotiate with others. The course will give students an opportunity to evaluate their own personal communication style in light of their newly acquired skills, and make the adjustments needed to become more effective communicators.

Economics

**ECN 125 Introduction to Microeconomics (4.5 quarter units)**
*(ECN 125 or equivalent is a prerequisite to ECN 400)*
This course is designed for students who have an interest in applied economics. This course is designed to introduce the student to basic concepts in economics and to understand the cause and effect relationship between key economic concepts. The student develops skills in interpreting charts and graphs and to analyze different viewpoints related to supply and demand. The course's major focus is on the study of individual behavior in the economy. *(Meets General Education History/Social Science Requirement)*

**ECN 135 Introduction to Macroeconomics (4.5 quarter units)**
*(ECN 125, or 135 or equivalent is a prerequisite to ECN 400)*
This course is designed for students who have an interest in money flow and financial issues in global markets. This course is designed to introduce the student to basic concepts in economics and to understand the cause and effect relationship between key economic concepts. The student develops skills in interpreting charts and graphs and to analyze different viewpoints related to supply and demand. The course's major focus is on the study of aggregate behavior.
in the economy. (Meets General Education History/Social Science Requirement)

**ECN 400 Underground Economies (4.5 quarter units)**  
*(Prerequisite: ECN 125 or 135 or equivalent)*  
This course relates the various means by which terrorists, drug-dealers, arms traders, and others conduct commerce and transfer financial resources without being detected by governments. Students will learn to describe and identify various elements of clandestine and informal economies, including money laundering, offshore banking, front companies, smuggling, and *hawala*. The course also explains basic principles of how to conduct financial investigations on an international scale. (Meets General Education History/Social Science Requirement)

**English**

**ENG 105 Introduction to Academic Writing (4.5 quarter units)**  
This writing course reviews basic English concepts and introduces students to academic-level writing with an emphasis on basic grammar and composition. Students will apply their learning to a variety of writing activities emphasizing the development of paragraphs and essays. *(Meets GE Written/Oral Communication requirement)*

**ENG 125 English Composition (4.5 quarter units)**  
*(ENG 125 is a prerequisite to ENG 205, ENG 210, ENG 330, and ENG 340)*  
This course is designed to help students master the traditional five-paragraph essay along with its variations. Students will learn how to support a thesis with specific evidence and how to write an effective introduction, conclusion, and title. Students will learn how to develop the nine patterns of essay development. Throughout the course, students will review all the basic grammar rules, and they will also review and apply proper APA Style. *(Meets GE Written/Oral Communication requirement)*

**ENG 205 Introduction to Literature I (4.5 quarter units)**  
*(Prerequisite: ENG 125 or equivalent)*  
This course introduces the basic elements that create literature. The focus of the course examines the literary elements that compose fiction. This course covers a wide range of literary elements such as plot and setting, character, theme, irony, and symbolism through extensive reading material while thematically exploring duty, honor and heroism. *(Meets GE Arts and Humanities requirement)*

**ENG 210 Introduction to Literature II (4.5 quarter units)**  
*(Prerequisite: ENG 125 or equivalent)*  
This course is a continuation of Introduction to Literature I. Whereas the previous course focused on elements in fiction, Introduction to Literature II will focus on literary elements that help to compose poetry and drama. These literary elements include tone, speaker, metaphor and simile, and tragedy and comedy. This course examines elements of poetry and drama through extensive reading material. *(Meets GE Arts and Humanities requirement)*

**ENG 330 Writing for the Intelligence Professional (4.5 quarter units)**  
*(Prerequisite: ENG 125 or equivalent)*  
Students completing this course will be able to demonstrate how to write with clarity, specificity, and brevity, all the while applying basic rules of grammar, spelling, and syntax. The course also explains basic secrecy protocols and how they differ between agencies. Students will develop and apply writing skills essential to accurate and comprehensive generation of reports.

**ENG 340 Effective Report Writing (4.5 quarter units)**  
*(Prerequisite: ENG 125 or equivalent)*  
Students will demonstrate the use of writing skills essential to accurate and comprehensive generation of reports for fire, theft, threat, trespass, vandalism, assault, injury and other security-related incidents, while refining their abilities to apply proper rules of grammar, syntax, style, and usage.
ENG 390 Critical Thinking and Logic (4.5 quarter units)
(Prerequisite: PHIL 400 or equivalent)
This course teaches the student to employ sound critical thinking, both in the general sense of
the term and in narrower contexts related to this school’s programs of study. Students will
learn to apply formal but non quantitative logic, analytical reasoning, and logical reasoning,
and above all to appreciate the importance of maintaining an open mind when examining and
assessing the validity of various arguments and the value of diverse sources of information.

Film
FLM 105 World Culture and Film History (4.5 quarter units)
FLM 105 introduces the history of film and world cultures in the context (the changing
Cultural and political landscape, and its sociological impacts, in Europe during the early 1900s)
of themes relating to the study of strategic security. It addresses the history of film and world
cultures as they are presently conceived, written, and taught by its most accomplished scholars.
This course requires students to view assigned films. Students are responsible for any fees
associated with acquiring access to these films. Some of the required films are public domain and
have direct links within the course shell; they may be viewed free of charge online through
YouTube. The remaining required films may be purchased, rented, checked out from a public
library, streamed online, or purchased in the bookstore. (Meets GE Arts and Humanities
requirement).

Final Research Project and Research Courses
RES 695 Research (4.5 quarter units)
This course is designed to be taken as the student prepares to write a project paper for
publication at the conclusion of a Master’s program. Most research projects that are of any
value at all are the result of collaborations; therefore, in preparing the plan for the Master’s
project, the student will work with a faculty mentor to develop his or her topic, create a
project plan, and in so doing develop a support network to evaluate the project plan and the
project paper and each stage of its development. This course will explore the art of collaboration,
finding and using experts, correspondence, and managing an ad hoc advisory committee. The
course will also touch on solving problems brought on by the fatigue of extended research, as well
as how to handle research avenues that terminate in “dead ends.”

FRP 697 Writing for Publication (4.5 quarter units)
(Prerequisite: RES 695)
This course is designed to guide the graduate student through the process of writing a graduate
project paper suitable for publication. The course assumes that the student has already selected
and narrowed the topic, and created an Applied Capstone Project (ACP) or Thesis Proposal in
the prerequisite course RES 695. Emphasis will be placed on sound academic writing habits,
the avoidance of logical errors and inflated imprecise prose, proper attribution and correct use
of information sources, and solid editing practices. In this course the student will submit the
paper for review by at least two other outside experts. He or she will further learn the process
of submitting papers for publication, defending the conclusions, and the preparation of a
camera-ready copy which will constitute the final form of the graduate project paper.

FRP 697 is a ten week course with assignments due at the end of each module. Students may
submit up to two formal extension requests of 60 days each should ten weeks not be enough time
to complete the ACP or Thesis. To apply for an extension, students must complete the university’s
extension contract and get it approved by his/her instructor by the deadline. Each extension
request will require a separate contract. Combined extensions cannot exceed 120 days (4
months). At the end of the extension period, students will receive a final grade when they
complete a Committee-approved ACP or Thesis. If the student fails to complete the ACP or Thesis
or to file the extension contract on time, the student must re enroll in the course and pay the
associated tuition and fees.
FRP 800 Directed Dissertation Research (22.5 quarter units/50 weeks)
Students take this course while preparing and writing a doctoral dissertation. The student will assemble a committee, select a topic, prepare a research plan, draft and revise a dissertation, and prepare for the oral defense of the dissertation. *(The comprehensive exam must be successfully passed prior to enrolling in this course).*

**Geography**

**GEO 205 Introduction to Geography (4.5 quarter units)**
This course provides an introduction to the human and physical attributes that give uniqueness and diversity to world and regional patterns on the Earth's surface. It provides a solid background for understanding contemporary world events. *(Meets GE Physical/ Natural Science requirement)*

**History**

**HIST 350 Strategy and Tactics (4.5 quarter units)**
This course provides a general introduction to military affairs. Students will learn to apply the basic principles of military strategy and tactics and cite examples from the history and evolution of warfare. The class will also discuss the ideas of prominent strategic and tactical thinkers and the rapidly-changing nature of combat in the modern technological era. Case studies of particular campaigns and battles are used to illustrate strategic and tactical principles.

**HIST 375 History of Executive/Dignitary Protection (4.5 quarter units)**
This course describes the history of the personal bodyguard; the individual who has provided protective services through recorded history. The course will identify and explain the motivations, methods used, and status of the protectors of antiquity through the early modern era, and compare them with the protective personnel and services available today. Emphasis is on protection in the private sector. Students will learn to compare and contrast the status of the protective services provided to dignitaries in Western countries.

**HIST 379 History of Intelligence, Part 1 (4.5 quarter units)**
This course surveys the historical development of intelligence organizations in various parts of the world. Students will be able to describe and explain the historical development of intelligence tradecraft for the periods and geographical areas studied, from antiquity through medieval times and be able to bring these “lessons learned” to bear on present-day intelligence issues.

**HIST 380 History of Intelligence, Part 2 (4.5 quarter units)**
This course surveys the historical development of intelligence organizations in various parts of the world. Students will be able to describe and explain the historical development of intelligence tradecraft for the periods studied, from the time of the Renaissance to the present day, and be able to bring these “lessons learned” to bear on present-day intelligence issues.

**HIST 430 Religious Extremism (4.5 quarter units)**
This course provides a general introduction to the main varieties of religious extremism at the present time, as well as their historical antecedents. It is not focused narrowly on terrorist or violence-prone groups, but rather on the broader milieus from which those violent fringe elements emerge, and it provides an understanding of schisms and the formation of sects. Since almost every religious tradition has extremist elements, the types surveyed include Christian, Muslim, Jewish, and Hindu variants, as well as the most important subcategories that fall within these religious traditions.

**HIST 508 Extremist Organizations (4.5 quarter units)**
Extremist organizations have grown in numbers and, due to modern communication and transportation systems, in influence. Such organizations espouse extreme economic, political, religious, and/or social ideologies. This course will examine these organizations, the individuals that join them, and the views they express.
HIST 750 Topics in the History of Strategic Security (4.5 quarter units)
This course will use historical examples to explore recurring issues, problems, and approaches in the component subdisciplines of strategic security, namely personal protection, intelligence management, and counterterrorism. Students will use case studies from ancient, medieval, Enlightenment, and modern history to distinguish sound operating and administrative principles for the individual subdisciplines of strategic security and for the field at large.

Intelligence
INT 300 Fundamentals of Intelligence (4.5 quarter units)
This course provides an overview of intelligence and the intelligence cycle. Students taking this class will be able to list and describe the role of three of the four principal elements of intelligence: collection (HUMINT and SIGINT), analysis, and counterintelligence. (The fourth principle element, covert operations, is covered in much detail in INT 390.) The course also lays a groundwork for understanding overt and covert intelligence requirements and reporting, intelligence-specific vocabulary, and the breadth and complexity of the U.S. Intelligence Community today.

INT 310 Fundamentals of Analysis (4.5 quarter units)
(Prerequisite: College level course in critical thinking, ENG 390 or PHIL 400)
The process of taking raw data and obtaining from it intelligence that can be acted upon involves careful analysis and is an integral part of intelligence work. Students will learn various techniques for analyzing raw intelligence, evaluating source credibility, distinguishing "signal" from "noise," and testing hypotheses.

INT 315 Open Source Research (4.5 quarter units)
This course provides an introduction to accessing and analyzing open sources. Open sources include all sources of information that are not subject to secret classification, including newspapers, websites, academic journals, scholarly and journalistic books, pamphlets, and broadcasts. Students will learn to apply principles of sound research and evaluation to a wide spectrum of source materials, to identify and describe their strengths and weaknesses, and to interpret the material obtained from them properly, while keeping potentially large amounts of information organized and accessible.

INT 320 Propaganda and Disinformation (4.5 quarter units)
This course offers an introduction to propaganda and explains its three main varieties – black, gray, and white – as well as related topics such as public relations, advertising, psychological warfare, disinformation (as opposed to misinformation), forgeries, and influence operations. Students will learn how these are applied in the field by reviewing carefully selected case studies.

INT 360 World Intelligence Agencies (4.5 quarter units)
This course describes the principal intelligence organizations operating in the world today, including their organizational structures and select operational successes and failures. Students will learn to explain and describe the history, working philosophies, and specialties of the CIA and DIA in the US, MI6 in Britain, the BND in Germany, the DGSE in France, SISMI and SISDE in Italy, MOSSAD in Israel, the KGB and its successors in Russia, and their counterparts in China, Japan, and various Middle Eastern countries.

INT 390 Covert Action (4.5 quarter units)
This course provides an introduction to covert operations, one of the four principal elements of intelligence. These operations encompass most of the clandestine activities carried out by intelligence agencies that do not fall into the categories of collection, analysis, and counterintelligence. Students will learn to explain and evaluate operations such as political subversion i.e., agents of influence, support to coup plots, Presidential findings for paramilitary activities, and “black” psychological operations. Students will discuss case studies used to illustrate different types of covert action, both successful and unsuccessful, and learn to write
a research paper on a current topic or debate involving U.S. policy or use of covert action.

**INT 400 Counterintelligence (4.5 quarter units)**
This course provides an introduction to counterintelligence, one of the four principal elements of intelligence. The purpose of counterintelligence is to prevent foreign intelligence operatives from penetrating one’s own security services, an extraordinarily complex task that requires exceptional analytical and human skills. Students will learn to distinguish the conceptual distinctions between traditional law enforcement approaches to counterintelligence, which focus more narrowly on the surveillance and arrest of foreign intelligence operatives, and the subtler and Machiavellian approach geared toward “turning” such operatives into “double agents” who can then be used covertly to manipulate their host agencies.

**INT 410 Weapons Systems (4.5 quarter units)**
This course surveys the history and development of different categories of weapons and weapons systems. It introduces the global arms market and provides identification strategies to determine origin of manufacture on the basis of markings and other indicators. Students will learn to examine and recognize different classes, makes, and configurations of contemporary weapons. Emphasis is on armament utilized by criminal, terrorist, and light infantry military and paramilitary forces. Students will analyze how weapons capabilities influence tactics by comparing and contrasting doctrine from witnessed employment. Identification strategies for military vehicles, naval assets, and aircraft are also included but to a lesser degree.

**INT 415 Chemical, Biological, Radiological and Nuclear Weapons (4.5 quarter units)**
The course covers a variety of topics related to chemical, biological, radiological and nuclear (CBRN) weapons. Upon completion of this course students will be able to list and describe the characteristics of CBRN agents (basic identification, symptoms, treatment), delivery systems (from individual to weapons of mass destruction), and the psychological aspects of CBRN weapons. Students will also be able to explain the strategic and tactical utility of each type of CBRN weapon in various kinds of conflict and summarize non-proliferation efforts from the Geneva Convention onwards.

**INT 440 Technical Surveillance (4.5 quarter units)**
Electronic listening devices, surreptitious video cameras, and surveillance carried out via the Internet can provide a wealth of information as well as create potentially dangerous security breaches. Students in this course will learn to describe different methods of technical surveillance and explain their capabilities. They will learn to identify signs of their use against a target, and to determine the appropriate countermeasures to apply. The class will also discuss the major legal issues involved in technical surveillance and describe current policy issues related to this subject.

**INT 445 Operational Security (4.5 quarter units)**
Operational Security (OPSEC) is a set of practices, protocols, processes, and routines designed to restrict or eliminate the flow of information from a project or organization to the outside world. Students will become familiar with standard practices by which intelligence gathering is conducted by adversaries and learn to select the appropriate countermeasures and preventive steps to take. They will also be able to list and identify indicators that their operation is being targeted for intelligence collection by an adversary.

**INT 460 Clandestine and Secure Communications (4.5 quarter units)**
The course introduces the student to the basics of encryption and decryption. Topics include the history of cryptography, the evolution of encryption and decryption methods, key management and security, message handling discipline, signals analysis and traffic analysis. The course also covers how to use currently available software to encrypt messages, create digital signatures, verify identities, etc. Steganography, microdots, covert inks and other techniques of hiding messages are also included.
INT 476 Intelligence Collection (4.5 quarter units)
This course teaches various categories of intelligence gathering and surveillance, including the background and history of contemporary surveillance devices, proper procedures for using surveillance devices for intelligence gathering, and basic use of surveillance for purposes other than intrigue and spying. Students will gain an understanding of how to formulate and implement surveillance techniques legally and effectively in order to gather information within various categories of intelligence.

INT 477 Collection Management (4.5 quarter units)
This course examines the Intelligence Collection Management process from the establishment of National and other Intelligence Requirements to the assigning of collection priorities to various agencies within the United States Intelligence Community. Students will be able to describe and explain the functions of the Intelligence Requirements process, Operational Directives, the management of intelligence collection resources, and the role of the collection manager in coordinating intelligence collection with intelligence consumers.

INT 502 Vetting (4.5 quarter units)
The word vetting is a technical term used in agent authentication. The vetting process is one of testing and examining agents to determine the degree of their reliability and truthfulness in reporting information. It is designed to weed out fabricators and double agents. The vetting process takes into consideration the possible willful dishonesty of agents/sources and their limitations in remembering and reporting information accurately. This course teaches how vetting is conducted, and how the reliability of a source is established, quantified, reported, and verified.

INT 511 Advanced Analytical Methods (4.5 quarter units)
Advanced forms of analysis require the analyst to adroitly handle information from a variety of sources and disciplines, weighing each according to its inherent strengths and weaknesses. Analysts must also know how to generate alternate scenarios for analytical and preparation purposes. Advanced analysis is the distillation of the intelligence product into information that can prepare leaders and policy makers for otherwise unexpected contingencies. This course teaches the finer points of advanced analysis, including how to present briefings geared to the context of the intelligence customer.

INT 521 Advanced Intelligence Collection (4.5 quarter units)
This course teaches all-source intelligence collection methodologies as they relate to satisfying national intelligence requirements. It explores in depth the major sources of finished intelligence and the methods for collecting that information. It examines the need for a collection priorities framework; the concept of an integrated collection strategy; and some of the more sophisticated techniques for collecting, processing and exploiting intelligence information. It discusses the value of synergy in collection and how synergy among collection assets is achieved. Students will learn operational tradecraft employed for each intelligence discipline, as well as how each discipline enables the others.

INT 525 Advanced Counterterrorism Analysis (4.5 quarter units)
The task of counterterrorism is one that is particularly analysis-intensive. It requires its practitioners to employ a melded set of analytical tools and interoperable capabilities. This objective can be complicated by the fact that many counterterrorism operations might involve several entities, including both the Intelligence Community and unclassified counterterrorism efforts. This course will explore how to create a unified, integrated, and multidisciplinary counterterrorism analysis program that makes the best use of all available resources.

INT 535 Cover (4.5 quarter units)
This course defines "Cover" as it is used in the arena of clandestine activity. It explores the different types of cover and their relative strengths and weaknesses. The course examines Cover for Action, Cover for Status, Official Cover, and Non-official Cover (including proprietary and front companies). The course will discuss use of aliases during operations, and problems that
may be encountered with aliases. Students will examine the federal law and limits in protecting cover, as well as cover used in actual espionage cases.

**INT 550 Advanced Open Source Intelligence (4.5 quarter units)**
This course is an advanced open source intelligence research course. The student will demonstrate the ability to use advanced OSINT research methods, including but not limited to grey literature, elicitation, foreign language documents, and satellite imagery to develop and produce a research paper based on a current United States National Security issue.

**INT 551 Double Agents, Denial and Deception (4.5 quarter units)**
This course defines double agents and illustrates their importance in counterintelligence operations. It examines historically significant double agent cases and deception operations, as well as, the underlying precepts and principles for deceptions to be effective. The course examines strategic Denial and Deception (D & D) as used by various countries. The student will participate in an interactive exercise to apply deception concepts and principles to a real world problem.

**INT 552 Counterespionage (4.5 quarter units)**
Counterespionage is that aspect of counterintelligence designed to detect, destroy, neutralize, exploit, or prevent espionage activities through identification, penetration, manipulation, deception, and repression of individuals, groups, or organizations conducting or suspected of conducting espionage activities. In recent US history a number of infamous spies have been uncovered through one method or another. The military, FBI, and CIA have all been affected. This course will look at counterespionage organizations and the spies that have been exposed.

**INT 553 Recruitment Cycle (4.5 quarter units)**
It is one thing for an individual to commit acts which are in the service of one’s own country, but much more complicated when trying to convince a person with placement and access to spy upon or commit acts which are considered inimical to the person’s organization. This course studies the world of clandestine intelligence collection, and the cycle for the recruitment of human intelligence (HUMINT) assets.

**INT 560 Strategic Intelligence (4.5 quarter units)**
This course provides an examination of how the President of the United States and national policymakers use Strategic Intelligence in foreign policy. Upon completion of this course students will be able to describe and explain of the role strategic intelligence plays in United States foreign policy from both a historical and contemporary perspective.

**INT 570 All Source Intelligence (4.5 quarter units)**
To provide the current and thorough Intelligence Analysis required today by Senior Policy Makers, Military Leadership, and Corporate America, All-Source Analysts utilize HUMINT, IMINT, SIGINT, ELINT, TELINT, COMINT, MASINT, OSINT, and even RUMINT. Professional analysts also use a variety of linking, modeling and data manipulation or artificial intelligence software packages. In this course, we will look at several means of collecting and analyzing multi-discipline information, but remain focused on the need and ability to SYNTHESIZE all of this data, however into objective and cohesive All Source products.

**INT 575 Intelligence Policy and Reform (4.5 quarter units)**
This course examines and surveys United States intelligence policy and reform efforts, including the most recent intelligence reform proposals. In a world that has become increasingly aware of potential terrorist threats, the United States’ activities and policies in the Intelligence Community (IC) have become considerably more open to the public and presumably have undergone major changes.

**INT 580 Leadership Analysis (4.5 quarter units)**
Leadership analysis consists of examining leaders’ personal and professional lives to identify their
ability to address the problems and challenges of the leadership position. Some leaders just manage their jobs, while others truly lead. This course teaches the craft of analyzing leaders; how to review available biographical information in an effort to discern the leader’s personality traits and skills, and analyzing available information on the leader's professional record in dealing with a variety of issues.

**INT 581 Political Analysis (4.5 quarter units)**
This course covers the primary role and tools of the political analyst. Students will learn how to weigh a variety of factors influencing how a political situation is likely to develop. The class also covers how we identify probabilities for various situations. Additionally, we investigate how to handle low-probability, high-impact situations from an analytical standpoint.

**INT 584 Area Studies Analysis (4.5 quarter units)**
This course presents the primary role of the political analyst and the tools used in analysis. Students will conduct research on intelligence related political issues and learn how to weigh a variety of factors influencing how a political situation is likely to develop. The student also considers how the analyst evaluates information and determines probabilities for various situations. Finally, the student investigates how to handle low-probability, high-impact situations from an analytical standpoint.

**INT 595 Advanced Intelligence Operations (4.5 quarter units)**
This course is designed to familiarize graduate students from diverse backgrounds with the principles, practices, and vernacular of intelligence operations in the U.S. government. Students will study the history and current make up of the U.S. Intelligence Community (IC). The course defines and distinguishes positive or foreign intelligence collection operations from paramilitary or covert operations and counterintelligence operations.

**INT 596 Advanced Intelligence Practicum (4.5 quarter units)**
This course is a graduate-level introduction to the intelligence community for students with little or no prior experience in intelligence. This course concerns the Directorate of Intelligence, in other words, that side of the intelligence community concerned with intelligence collection, vetting, analysis, etc. Students will learn the different kinds of intelligence (i.e., HUMINT, ELINT, SIGINT, etc.), their respective uses, and how they are managed. The student will also learn about the Intelligence Cycle, how intelligence is prepared, and how it is used to inform decision and policy makers. Finally, the course will cover matters of intelligence ethics, privacy issues, and changes in the intelligence community in the post-9/11 environment.

**INT 609 Case Studies in Covert Operations (4.5 quarter units)**
This course is a graduate-level seminar in which students study and evaluate various declassified covert operations in light of their goals, planning, execution, success or failure, and fallout that may have resulted. Students will use these case studies to gain a deeper understanding of how to plan, run, and terminate covert operations for maximum benefit and minimal negative fallout while maintaining the necessary degree of deniability.

**INT 617 Cyberterrorism, Cyberwarfare, Cybercrime (4.5 quarter units)**
This course will teach the student to identify the ways that computers can be used by terrorists and criminals. Students completing this course will be able to appraise and assess the potential of different kinds of cyber attacks. The course examines technological advancements on the horizon and the opportunities they may present for terrorists, as well as how one can devise plans, countermeasures, and contingencies against future attacks. Students will also learn how to determine the efficacy of current U.S. policy regarding critical infrastructure protection and future avenues for addressing the threat.

**INT 680 Operational Concepts and Planning (Targeting) (4.5 quarter units)**
Intelligence target packages are centralized collections of research that provide information and analysis to support the monitoring, the acquisition, and/or the neutralization of a threat. This course will teach students how to prepare target packages on personnel and inanimate targets.
for use in military, national, and competitive intelligence sectors, to evaluate target packages to predict future threat activities, and to provide cogent recommendations to decision makers based on target packages.

**INT 700 The Strategic Intelligence Process and Policy (4.5 quarter units)**
This course prepares the student to manage and coordinate large-scale intelligence collection and analysis operations involving a variety of intelligence types. The student will prepare a model collection plan and analysis procedure, and specify the design to communicate the findings of the operation for three different kinds of client. The student will demonstrate the ability to exploit conflicting views among team members to disclose unstated assumptions on each side in order to arrive at consensus. Finally, the student will develop short- and long-term strategies to counter attempts by outside parties to politicize the intelligence collection and analysis process.

**INT 800 Intelligence Practicum (4.5 quarter units)**
This course focuses on that segment of the intelligence community that performs intelligence analysis and produces finished intelligence. Students will learn about the sources of intelligence information. In addition, they will learn how analysts use that information in the analysis process. The course discusses analytic tradecraft, as well as some associated pitfalls. The student will also learn about the types of analytic products. The course will discuss how the analysts produce those products to inform decision makers, operational units, and policy makers. Finally, the course will investigate some current issues of national intelligence concern, such as intelligence reform, information sharing, relationships with law enforcement, a theory of intelligence, and the increase in single-source analysis.

**Law**

**LAW 850 Case Studies in Intelligence Regulation and Reform (4.5 quarter units)**
By means of case studies, this course applies legal and ethical principles of accountability and integrity to the operational and political realities of intelligence collection and production, and assesses contemporary proposals for intelligence reform. Through individual research projects, students will derive principles and criteria for evaluating and implementing intelligence reform policies, and apply them to the dynamic environment of security threats and challenges.

**Language**

**Arabic**

**ARA 101 Beginning Arabic, Part 1**
ARA 101 is intended for students with no previous Arabic study or students with previous study who choose to start at the beginning. Students learn the alphabet, vocabulary, and grammar. This course aims to build foundational speaking, listening, reading, and writing abilities, as well as knowledge of Arabic culture. Students will have access to cutting-edge language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing students with added vocabulary and practice in using the language in current or future career fields. This course teaches Modern Standard Arabic using the written script.

**ARA 102 Beginning Arabic, Part 2**
ARA 102 is intended for students who have completed Arabic 101 or who test at the 0+/1 level of Arabic. This course aims to enhance speaking, listening, reading, and writing abilities, as well as knowledge of Arabic culture, learned in ARA 101. Students will have access to cutting-edge language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with added vocabulary and practice in using the language in current or future career fields. This course teaches Modern Standard Arabic using the written script.

**ARA 201 Intermediate Arabic, Part 1**
ARA 201 is intended for students who have completed Arabic 102 or who test at the 1/1+ level of Arabic. This course aims to expand the oral and written communication skills acquired in earlier classes and to broaden students’ understanding of the culture and study of Arabic-speaking
regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Modern Standard Arabic using the written script.

**ARA 202 Intermediate Arabic, Part 2**
ARA 202 is intended for students who have completed Arabic 201 or who test at the 1+/2 level of Arabic. This course aims to further develop the oral and written communication skills acquired in earlier classes and to broaden students’ understanding of the culture and study of Arabic-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Modern Standard Arabic using the written script.

**Chinese**

**CHN 101 Beginning Mandarin Chinese, Part 1**
CHN 101 is intended for students with no previous Mandarin Chinese study or students with previous study who choose to start at the beginning. Students learn the alphabet, vocabulary, and grammar. This course aims to build foundational speaking, listening, reading, and writing abilities, as well as knowledge of Chinese culture. Students will have access to cutting-edge language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing students with added vocabulary and practice in using the language in current or future career fields. This course teaches Mandarin Chinese (China).

**CHN 102 Beginning Mandarin Chinese, Part 2**
CHN 102 is intended for students who have completed CHN 101 or who test at the 0+/1 level of Mandarin Chinese. This course aims to build speaking, listening, reading, and writing abilities, as well as knowledge of Chinese culture, learned in CHN 101. Students will have access to cutting-edge language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with added vocabulary and practice in using the language in current or future career fields. This course teaches Mandarin Chinese (China).

**CHN 201 Intermediate Mandarin Chinese, Part 1**
CHN 201 is intended for students who have completed CHN 102 or who test at the 1/1+ level of Mandarin Chinese. This course aims to expand the oral and written communication skills acquired in earlier classes and to broaden students’ understanding of the culture and study of Mandarin Chinese-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Mandarin Chinese (China).

**CHN 202 Intermediate Mandarin Chinese, Part 2**
CHN 202 is intended for students who have completed CHN 201 or who test at the 1+/2 level of Mandarin Chinese. This course aims to further develop the oral and written communication skills acquired in earlier classes and to broaden students’ understanding of the culture and study of Mandarin Chinese-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Mandarin Chinese (China).

**Dari**

**DARI 101 Beginning Dari, Part 1**
DARI 101 is intended for students with no previous Dari study or students with previous study who choose to start at the beginning. Students learn the alphabet, vocabulary, and grammar. This course aims to build foundational speaking, listening, reading, and writing abilities, as well as
knowledge of culture of the region. Students will have access to cutting-edge language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing students with added vocabulary and practice in using the language in current or future career fields. This course teaches Dari (all regions).

**DARI 102 Beginning Dari, Part 2**

DARI 102 is intended for students who have completed DARI 101 or who test at the 0+/1 level of Dari. This course aims to enhance speaking, listening, reading, and writing abilities, as well as knowledge of region’s culture, learned in DARI 101. Students will have access to cutting-edge language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with added vocabulary and practice in using the language in current or future career fields. This course teaches Dari (all regions).

**DARI 201 Intermediate Dari, Part 1**

DARI 201 is intended for students who have completed Arabic 102 or who test at the 1/1+ level of Dari. This course aims to expand the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of Dari-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Dari (all regions).

**DARI 202 Intermediate Dari, Part 2**

DARI 202 is intended for students who have completed DARI 201 or who test at the 1+/2 level of Dari. This course aims to further develop the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of Dari-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Dari (all regions).

**Farsi**

**FRSI 101 Beginning Farsi, Part I**

FRSI 101 is intended for students with no previous Farsi study or students with previous study who choose to start at the beginning. Students learn the alphabet, vocabulary, and grammar. This course aims to build foundational speaking, listening, reading, and writing abilities, as well as knowledge of culture of the region. Students will have access to cutting-edge language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing students with added vocabulary and practice in using the language in current or future career fields. This course teaches Farsi (all regions).

**FRSI 102 Beginning Farsi, Part 2**

FRSI 102 is intended for students who have completed FRSI 101 or who test at the 0+/1 level of Farsi. This course aims to enhance speaking, listening, reading, and writing abilities, as well as knowledge of region’s culture, learned in FRSI 101. Students will have access to cutting-edge language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with added vocabulary and practice in using the language in current or future career fields. This course teaches Farsi (all regions).

**FRSI 201 Intermediate Farsi, Part 1**

FRSI 201 is intended for students who have completed Farsi 102 or who test at the 1/1+ level of Farsi. This course aims to expand the oral and written communication skills acquired in earlier classes and to broaden students' understanding of the culture and study of Farsi-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Farsi (all regions).
FRSI 202 Intermediate Farsi, Part 2
FRSI 202 is intended for students who have completed FRSI 201 or who test at the 1+/2 level of Farsi. This course aims to further develop the oral and written communication skills acquired in earlier classes and to broaden students’ understanding of the culture and study of Farsi-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Farsi (all regions).

French
FREN 101 Beginning French, Part 1
FREN 101 is intended for students with no previous French study or students with previous study who choose to start at the beginning. Students learn the alphabet, vocabulary, and grammar. This course aims to build foundational speaking, listening, reading, and writing abilities, as well as knowledge of culture of the region. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches French (all regions).

FREN 102 Beginning French, Part 2
FREN 102 is intended for students who have completed FREN 101 or who test at the 0+/1 level of French. This course aims to enhance speaking, listening, reading, and writing abilities, as well as knowledge of region’s culture, learned in FREN 101. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches French (all regions).

FREN 201 Intermediate French, Part 1
FREN 201 is intended for students who have completed French 102 or who test at the 1/1+ level of French. This course aims to expand the oral and written communication skills acquired in earlier classes and to broaden students’ understanding of the culture and study of French-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches French (all regions).

FREN 202 Intermediate French, Part 2
FREN 202 is intended for students who have completed French 201 or who test at the 1+/2 level of French. This course aims to further develop the oral and written communication skills acquired in earlier classes and to broaden students’ understanding of the culture and study of French-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches French (all regions).

Hindi
HIND 101 Beginning Hindi, Part 1
HIND 101 is intended for students with no previous Hindi study or students with previous study who choose to start at the beginning. Students learn the alphabet, vocabulary, and grammar. This course aims to build foundational speaking, listening, reading, and writing abilities, as well as knowledge of culture of the region. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Hindi (simplified).
HIND 102 Beginning Hindi, Part 2
HIND 102 is intended for students who have completed HIND 101 or who test at the 0+/1 level of Hindi. This course aims to enhance speaking, listening, reading, and writing abilities, as well as knowledge of region’s culture, learned in HIND 101. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Hindi (simplified).

HIND 201 Intermediate Hindi, Part 1
HIND 201 is intended for students who have completed HIND 102 or who test at the 1/1+ level of Hindi. This course aims to expand the oral and written communication skills acquired in earlier classes and to broaden students’ understanding of the culture and study of Hindi-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Hindi (simplified).

HIND 202 Intermediate Hindi, Part 2
HIND 202 is intended for students who have completed HIND 201 or who test at the 1+/2 level of Hindi. This course aims to further develop the oral and written communication skills acquired in earlier classes and to broaden students’ understanding of the culture and study of Hindi-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Hindi (simplified).

Portuguese
PORT 101 Beginning Portuguese, Part 1
PORT 101 is intended for students with no previous Portuguese study or students with previous study who choose to start at the beginning. Students learn the alphabet, vocabulary, and grammar. This course aims to build foundational speaking, listening, reading, and writing abilities, as well as knowledge of culture of the region. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Portuguese (Brazilian).

PORT 102 Beginning Portuguese, Part 2
PORT 102 is intended for students who have completed PORT 101 or who test at the 0+/1 level of Portuguese. This course aims to enhance speaking, listening, reading, and writing abilities, as well as knowledge of region’s culture, learned in PORT 101. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Portuguese (Brazilian).

PORT 201 Intermediate Portuguese, Part 1
PORT 201 is intended for students who have completed Portuguese 102 or who test at the 1/1+ level of Portuguese. This course aims to expand the oral and written communication skills acquired in earlier classes and to broaden students’ understanding of the culture and study of Portuguese-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Portuguese (Brazilian).

PORT 202 Intermediate Portuguese, Part 2
PORT 202 is intended for students who have completed Portuguese 201 or who test at the 1+/2 level of Portuguese. This course aims to further develop the oral and written communication skills acquired in earlier classes and to broaden students’ understanding of the culture and study of
Portuguese-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Portuguese (Brazilian).

**Russian**

**RUSS 101 Beginning Russian, Part 1**
RUSS 101 is intended for students with no previous Russian study or students with previous study who choose to start at the beginning. Students learn the alphabet, vocabulary, and grammar. This course aims to build foundational speaking, listening, reading, and writing abilities, as well as knowledge of culture of the region. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Russian (all regions).

**RUSS 102 Beginning Russian, Part 2**
RUSS 102 is intended for students who have completed RUSS 101 or who test at the 0+/1 level of Russian. This course aims to enhance speaking, listening, reading, and writing abilities, as well as knowledge of region's culture, learned in RUSS 101. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Russian (all regions).

**RUSS 201 Intermediate Russian, Part 1**
RUSS 201 is intended for students who have completed Russian 102 or who test at the 1/1+ level of Russian. This course aims to expand the oral and written communication skills acquired in earlier classes and to broaden students’ understanding of the culture and study of Russian-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Russian (all regions).

**RUSS 202 Intermediate Russian, Part 2**
RUSS 202 is intended for students who have completed Russian 201 or who test at the 1+/2 level of Russian. This course aims to further develop the oral and written communication skills acquired in earlier classes and to broaden students’ understanding of the culture and study of Russian-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Russian (all regions).

**Spanish**

**SPAN 101 Beginning Spanish, Part 1**
SPAN 101 is intended for students with no previous Spanish study or students with previous study who choose to start at the beginning. Students learn the alphabet, vocabulary, and grammar. This course aims to build foundational speaking, listening, reading, and writing abilities, as well as knowledge of culture of the region. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Spanish (Latin American).

**SPAN 102 Beginning Spanish, Part 2**
SPAN 102 is intended for students who have completed SPAN 101 or who test at the 0+/1 level of Spanish. This course aims to enhance speaking, listening, reading, and writing abilities, as well as knowledge of region’s culture, learned in SPAN 101. Students will have access to language
resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Spanish (Latin American).

**SPAN 201 Intermediate Spanish, Part 1**
SPAN 201 is intended for students who have completed SPAN 102 or who test at the 1/1+ level of Spanish. This course aims to expand the oral and written communication skills acquired in earlier classes and to broaden students’ understanding of the culture and study of Spanish-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Spanish (Latin American).

**SPAN 202 Intermediate Spanish, Part 2**
SPAN 202 is intended for students who have completed Spanish 201 or who test at the 1+/2 level of Spanish. This course aims to further develop the oral and written communication skills acquired in earlier classes and to broaden students’ understanding of the culture and study of Spanish-speaking regions. Students will have access to language resources (including vocabulary and scenarios) relevant to corporate and strategic security professions, providing them with extra vocabulary and practice in using the language in current or future career fields. This course teaches Spanish (Latin American).

**Math**

**MATH 115 Problem Solving (4.5 quarter units)**
*(MATH 115 or equivalent is a prerequisite for MATH 370)*
This course applies mathematical concepts to a variety of problems, to develop and improve technical, quantitative, and critical thinking skills in analyzing various types of issues. *(Meets GE Math/ Technology requirement)*

**MATH 130 Beginning Statistics (4.5 quarter units)**
The primary aim of this course is a basic understanding and use of statistical concepts and methods to facilitate study and research in other disciplines. It includes measure of central tendency, measures of variability, grouped data, the normal distribution, central limit theorem, hypotheses testing, and estimation. *(Meets GE Math/ Technology requirement)*

**MATH 370 Fundamentals of Data Analysis (4.5 quarter units)**
*(Prerequisite: MATH 115 or equivalent)*
Statistics are an important tool for making sense of large amounts of data, but they can also be misleading if not understood properly. The course focuses on what statistics are and how they can be used effectively in analysis. Topics covered include descriptive statistics, basic probability theory, hypothesis testing and elementary regression techniques, as well as the uses and abuses of quantitative data.

**Management**

**MGT 344 Protective Security Law (4.5 quarter units)**
This course provides an examination of the legal standing of civilian security personnel, with emphasis placed on the responsibilities of security personnel. Students will learn to act within the law pertaining to protection of life and property, self-defense, search and seizure, privacy, powers of arrest, avoiding civil liabilities, etc.

**MGT 360 Information Security (4.5 quarter units)**
The information age has brought with it added vulnerabilities, especially regarding electronic information and computer networks, but also added opportunities for intelligence gathering. Students taking this course will be able to identify the dangers and opportunities presented by information warfare. They will be able to describe and explain basic cyber warfare strategies and tactics. Students will be able to secure a computer network through such measures as proactive
vulnerability analysis, firewalls, and secure remote access. This entails addressing computer hacking techniques (viruses, worms, password sniffers) and security holes in popular platforms like UNIX and Windows.

**MGT 375 Workplace Violence, Workplace Security (4.5 quarter units)**
Students will learn how to develop safe hiring methods, safe discipline and termination methods, the management of violent and potentially violent incidents, and the role of security directors and security personnel in their efforts to protect employees. They will also learn how to use basic concepts of threat assessment in the workplace.

**MGT 380 Conflict Resolution (4.5 quarter units)**
A fundamental tool of creating a secure situation is to remove sources of conflict. In this course, students will learn to recognize the basic causes and dynamics of conflict and identify appropriate means of conflict resolution, mediation, negotiation, and basic diplomacy for a given situation. The course will focus on both theory and application of acquired skills and techniques. The course presents a real-life conflict situation and asks the student to try to resolve the conflict.

**MGT 405 Consequence Management (4.5 quarter units)**
This course reviews response to disasters – both natural and man-made, and addresses issues related to consequence management of natural disasters or acts of terrorism, including weapons of mass destruction (WMD) events. Students will be able to explain how local, state, and federal emergency agencies interact. Students will learn how to plan and construct consequence and contingency plans to meet both natural and man-made emergencies. The course also provides an introduction to the Incident Command System.

**MGT 551 Intelligence Team Management (4.5 quarter units)**
This course presents human resource management issues that can be encountered in an operational intelligence team. Students will learn how to maintain group productivity and cohesion by examining many different approaches, situations, and examples. Students will also demonstrate knowledge of management principles that are particularly appropriate for intelligence organizations and workforces.

**MGT 605 Advanced Consequence Management & Incident Command System (4.5 quarter units)**
This course addresses issues relating to consequence management of natural disasters and acts of terrorism, including weapons of mass destruction (WMD) events. Students receive an introduction to the Incident Command System (ICS) at the local, state, and federal levels. Students gain a foundational knowledge of higher level ICS training. After completing the course, the student can describe and explain the history, features and principles, and organizational structure of the ICS. At the federal level, the student will review the National Incident Management System (NIMS), including the Unified Command System, to deal with disaster events over multi-jurisdictional areas (e.g., several governmental entities). Additionally, the student will be able to discuss the relationship between ICS and NIMS.

**MGT 800 Advanced Leadership and Management (4.5 quarter units)**
This course is designed to give students an advanced understanding of strategic management concepts, research, and theories as applied in a strategic security environment. Students completing this course will be able to identify central issues/problems in these cases and present well-supported recommendations for future actions in support of organizational objectives. They will be able to coordinate and manage projects drawing upon a wide range of agency and disciplinary cultures and outlooks, while providing senior decision- and policymakers with objective, timely information as well as sound recommendations and options. Students will develop strategies to keep teams highly motivated, and enhance leadership skills through interpersonal communication and time management.
Philosophy

PHIL 105 Introduction to Ethics (4.5 quarter units)
(Prerequisite: PHIL 105 or equivalent)
This course is an introduction to Ethics and analyzes and discusses issues of morality and moral knowledge such as the concepts of right and wrong, good and evil, and virtue in connection to well-known philosophers. Students focus on the overall discussion of ethics and study its subdivisions of moral philosophy: normative ethics, meta-ethics, and applied ethics. (Meets GE Critical Thinking or Arts and Humanities requirement)

PHIL 250 Computer Ethics (4.5 quarter units)
This course explores the diverse ethical issues surrounding the use of computers and information technology today with an emphasis on how one might determine the difference between ethical and unethical behavior in a number of scenarios. (Meets GE Critical Thinking or Arts and Humanities requirement)

PHIL 400 Ethics of Security and Counterterrorism (4.5 quarter units)
(Prerequisite: PHIL 105 or equivalent)
This course will examine the broad concepts of ethics, morality and integrity, as well as, the relevance of those concepts in the specific professions of protection, intelligence and counterterrorism. The course will analyze current ongoing debates pertaining to terror detainees, renditions, espionage, covert actions and loyalty. Also covered are duties and responsibilities of other professional ethical codes of conduct. Additionally, students will explore various legal aspects of intelligence work and the different laws and regulation that guide the intelligence community and other professions.

Protection

PRO 398 Fundamentals of Threat Assessment (4.5 quarter units)
One cannot provide protection or prevent attacks unless one knows who the opponents are, the likelihood of them engaging in violence, and the nature of a potential attack. Being able to identify the existence and assess the magnitude of a threat is an essential skill in the fields of protection management, intelligence and counterterrorism. Students will learn how to select and apply the correct methods of threat assessment in a variety of contexts, such as the workplace, public safety, and infrastructure protection. They will also learn to employ procedures for examining vulnerabilities to attack, as well as evaluating the capabilities and motivation of potential attackers.

PRO 422 Building Security (4.5 quarter units)
This is a principles course on the proactive means of securing and protecting facilities and countering threats. Students will learn the basic aspects of building protection: security, safety, surveillance, intelligence, and management. Upon completion of this course, students will be able to apply sound principles of asset protection management through private enforcement and will be able to use proper strategies in order to be prepared for any contingency. Emphasis is on how to protect the fixed asset, the persons in the facility, and sensitive information.

PRO 430 Travel and Hospitals (4.5 quarter units)
An important component in advance work for any protective operation is the consideration of travel plans - where the principle is going. This class primarily deals with the actual travel of principals, in essence, getting them from one point to another in the safest manner possible. Another vital factor that must be taken into consideration in advancing any travel plans is the advance of the hospitals along the travel routes in preparation of having the need for these facilities. This course will cover the basics of a proper advance for travel plans and emergency medical preparations.

PRO 432 Principal’s Office and Residence (4.5 quarter units)
This class covers the importance of insulating principals within the two primary places they spend
most of their time - the office and the residence. This class will address how the secure work environment begins at the entrance to the business property, often the parking facility, as well as concerns about natural and man-made disasters. The residence, often believed by principles to be their "safe-harbor" will also be discussed, beginning with estate security, physical and psychological barriers, technical systems, and the residential building itself. This course will cover the basics of a proper advance for determining the needs of a safe and secure office and residence, and discuss emergency preparations for these areas.

PRO 433 Off-site Visits (4.5 quarter units)
This class covers the concerns and issues of preparation for principals to visit sites where they may never have been before. Considered the most vulnerable time--traveling to and from unknown destinations-- this course will discuss what to look for to ensure personal safety as well as logistical considerations. It will address the necessary planning, preparation and threat assessment protocols for these types of visits. It will also consider the issues of how to advance unscheduled visits as well as dealing with lack of substantial information and or the lack of support personnel. This course will cover the basics of a proper advance for determining the needs of a safe and secure visit to an offsite location as well as discuss emergency preparations for these visits.

PRO 466 Advance Work (4.5 quarter units)
This course explores the various aspects of advance work, which is required for preparation for, and avoidance of, conflict. After obtaining the required theoretical basis, students will replicate the work done as a member of an advance team by gathering intelligence, identifying potential hazards inherent in a given assignment, and writing a complete advance report detailing all the information a protective agent needs for a successful assignment.

PRO 494 Essentials of Executive Protection (4.5 quarter units)
This course work pertains to the central concerns of the executive protection specialist - the protection of human life. Students will learn how to apply fundamental concepts of executive protection including agent-client relations, vehicle security, threat assessment, office and residential security, basic team management and communications, and advance work. Students will also be able to explain and apply ethical and legal principles that govern the business of executive protection.

PRO 500 Advanced Executive Protection (4.5 quarter units)
The modern personal security specialist has evolved far beyond the dull, stereotypical "bodyguard" or "muscle men" whose primary approach is intimidation. Today's executive protection specialist is highly trained and sophisticated and protects clients by preventing trouble rather than relying on ad hoc responses during a crisis. Students who complete this course will learn more advanced methods and techniques for ensuring the safety of a client in more unstable and rapidly evolving situations. They will also learn to plan, conduct, and maintain protection operations as a team leader or manager.

PRO 520 Stalking and Workplace Violence (4.5 quarter units)
This course focuses on the development and implementation of safe hiring methods, discipline and termination methods, the management of stalking threats, violent and potentially violent incidents, and the role of security directors and security personnel in efforts to protect employees. In addition to the above skills, students will learn the principles of evaluating possible threats in "stalking" situations, how to build a profile of a stalker, different strategies for securing the client, the role of law enforcement in stalking situations, and distinguishing the most effective means of intervening if necessary.

PRO 521 Building and Perimeter Security (4.5 quarter units)
As part of the task of protecting people, the executive protection specialist must also protect property as part of their duties. Physical security concerns the protection of buildings and perimeters through the use of locks, fences, lighting, alarm systems, and other access control
methods. Upon completion of this course, the student will be able to apply advanced concepts of perimeter and building security to conduct a systematic security and safety evaluation, taking into account the function of the building being evaluated and the needs of its occupants. They will also be able to develop a plan for procedures and process that will make that property less vulnerable to security breaches. Students will also be able to distinguish the pros and cons of different options available to the security professional, including guards, card keys and alarm systems, fencing, and improved training of the people who work in or use the facility.

**PRO 535 Advanced Vehicular Security (4.5 quarter units)**
This course equips the student to apply essential principles of executive/dignitary protection to the problem of transporting the client via motor vehicle. Students will be able to plan and execute a motorcade and explain how to protect the client when entering and exiting a vehicle. The class will discuss how to secure vehicles from threats, employ proper responses during an ambush, and use correct driving strategies.

**PRO 540 Topics in Advance Work (4.5 quarter units)**
This course provides an examination of the security work necessary to prepare for a principle’s arrival at a particular location or prior to the occurrence of a scheduled event. Students taking this course will learn to apply techniques of intelligence gathering, use of an assortment of checklists, how to set up security posts and surveillance posts, and plan and carry out an advance as the leader of an advance team for a client with particularly high security risk or other factors beyond those encountered in a typical advance.

**PRO 595 Advanced Protection Operations (4.5 quarter units)**
Students will receive a broad understanding of executive protection and protective operations. They will explore the basic tenets and terminology used in protection of persons in both the public and private sectors. Students will learn about protective concepts including assessing the threat; working the principle; comprehensive security planning; developing a relationship with the person being protected; skills and resources needed.

**PRO 596 Advanced Protective Intelligence (4.5 quarter units)**
This course will prepare the student to conduct a protective intelligence assessment of a client. Unlike threat assessments, which concentrate on the determination of the general level of danger faced by a particular client, Protective Intelligence concentrates on the investigation of historical background of a specific subject who shows an "unusual direction of interest" towards a client, the determination of the subject's threat to a client, and finally, the management of the subject's interest towards a client.

**PRO 660 Explosives and Arson Security (4.5 quarter units)**
This course is designed to introduce the responsibilities and some fundamental techniques that are necessary for the satisfactory outcome of a first responder’s preliminary investigation of an arson or explosive incident. A special emphasis is placed on the importance of evidence preservation and collection and the importance of prioritizing the order by which a preliminary investigation should be conducted. Students will get a basic understanding of the recognition of explosives.

**PRO 679 Kidnapping Strategies (4.5 quarter units)**
In today's world, corporate executives and other VIP’s are at a greater risk of being kidnapped than ever before. Terrorists look for new funding sources for their activities. Criminals often think they can grab a “quick buck” with just a little work on their part. Kidnappings take place just as frequently in foreign countries as well as within the United States. Insurance plans have even been applied specifically to kidnapping to reduce corporations’ financial burden. This course will address these issues, as well as look at the cultures of societies and the differing perspectives of criminals and their victims. This course will also describe some basic strategies to mitigate and even prevent the kidnapping cycle.
PRO 690 Advanced Threat Assessment (4.5 quarter units)
The findings from threat assessments determine the type and level of protection required for a client and the level of resources that should be devoted to stopping a particular adversary. This course builds on the introductory course and provides more detailed methods for analyzing potential threats and types of targets, as well as possible defenses based on proper planning, training and observations. Case studies include profiles of threats from foreign countries, terrorists, fans of celebrities and stalkers.

PRO 700 Protection and Operations Management (4.5 quarter units)
This course covers the planning and conduct of protection operations at the senior management level. Students will explore the preparation, planning, personnel selection, and conduct of both short- and long-term protection operations, both domestic and overseas. They will learn methods for coordinating with local law enforcement, corporate security, and local business entities in the planning and conduct of protection operations. This course will distinguish intelligence gathering and threat assessment methods used in protection from those seen in other intelligence and counterterrorism applications. Students will learn how to integrate protection assets into multi-faceted strategic security operations with maximum efficiency.

PRO 800 Protection Practicum (4.5 quarter units)
This course examines current critical issues in the field of Personal Protection. It develops advanced analytical and writing skills and provides a basis for dissertation research and writing. It requires the student to research information from other disciplines and integrate it into current research and applied decision making on Personal Protection.

Psychology

PSY 105 Introduction to Psychology (4.5 quarter units)
(PSY 105 is a prerequisite for PSY250, 285, 310, 420)
This course is the study of the facts, principles, research methods and theories of psychology. Students also review important aspects of the history of psychology as a field of study. (Meets GE History/Social Science requirement)

PSY 250 Social Psychology (4.5 quarter units)
(Prerequisite: PSY 105 or equivalent)
This course is designed to teach the critical aspects of social psychology, such as social recognition and perception, interpersonal attraction, pro social behavior, aggression, and prejudice. Students will be given insight into each topic with the use of significant and interesting examples that have occurred in recent times. (Meets GE History/Social Science requirement)

PSY 285 Abnormal Psychology (4.5 quarter units)
(Prerequisite: PSY 105 or equivalent)
This course will provide a broad survey of what is considered to be abnormal behavior. This course explains the scientific bases of contemporary theories of major psychological disorders such as schizophrenia, depression, and anxiety. Emphasis will be placed on a scientific, empirical view. The primary focus of the course is the description of various symptoms, syndromes and illnesses, but research and theories concerning etiology will also be covered. (Meets GE History/Social Science requirement)

PSY 310 Psychology of Violence (4.5 quarter units)
(Prerequisite: PSY 105 or equivalent)
Certain psychological pathologies have implications for security, and by looking into an opponent’s mind we can gain a better understanding of his behavior and how to control or prevent it. This course provides an understanding of different psychological theories of criminality and violence, cognitive and behavioral characteristics of violent individuals, and specific criminal psychopathologies of offenders such as serial killers and stalkers. Students
also learn to distinguish those psychological approaches that are best for addressing violence and criminal behavior in a given situation. There is a heavy reliance on case studies, and practical skills taught include how to read and create a psychological profile.

**PSY 420 Psychology of Fear (4.5 quarter units)**
*(Prerequisite: PSY 105 or equivalent)*  
This course will examine the mechanisms that instill fear in both individuals and groups, both socio-political and biological with special emphasis on the behavioral results of extended periods of fear. It will examine classic case studies of fear used by criminals, military organizations, and oppressive governments; how these different groups used fear to achieve their aims, and finally examine the various measures that can be used to dispel fear or at least help societies and individuals cope with fear.

**PSY 576 Analyzing the Terrorist Mind (4.5 quarter units)**  
Popular belief is that “normal” people do not kill civilians indiscriminately. Add to this the use of suicide as a terrorist tactic, and all acts of terrorism are viewed as irrational. Hence, the search is for some inner attributes to explain these acts as well as try to understand the basics of how terrorists think. This course will explore and assess various characteristics that may explain this behavior as well as delve into des-humanization factors that affect these individuals. This course will also address behavior and verbal signs the student can learn to assist in predicting the level of danger presented.

**Science**

**SCI 110 Environmental Science (4.5 quarter units)**  
The Environmental Science course explores the relationship between humans and the environment. Students will examine the balance between natural resources and the needs of mankind as well as review the scientific, political, economic, and social implications of environmental science. This course has content that requires additional login to an outside textbook-related website; overseas students should contact the course professor for alternate methods of accessing supplemental course content, if the additional login is problematic. *(Meets GE Physical/Natural Science requirement)*

**Security**

**SEC 105 The Foundation, Functions, and Future of Strategic Security (4.5 quarter units)**  
This course begins with an overview of the strategic security profession and its three primary components: protection management, counterterrorism, and intelligence. Students will preview the academic, historical, and technological evolutions that gave rise to the field of strategic security, and go in-depth to examine the main areas in which strategic security practitioner’s work. The course is designed for students who have long specialized in one area of strategic security and want to quickly put their work in the broader context of the field; for students new to the strategic security field; and for those who want a more historical and academic perspective on strategic security work.

**SEC 205 Offensive v. Defensive Security: Understanding the Broader Security Field (4.5 quarter units)**  
In the rapidly changing world of security studies, it is important to understand the critical differences between concepts like strategic security, counterterrorism, protection, intelligence, homeland security, criminal justice, conflict studies, emergency management, threat assessment, counterintelligence, and related terms. To achieve this clarity, this course begins by briefly reviewing the history of the field of strategic security and its three component parts - protection, intelligence, and counterterrorism - as well as its two distinguishing characteristics: offensive tactics and operations combined with technological innovation. This course also takes an in-depth survey of related security areas that focus on defensive tactics and operations and delineates the differences between offensive and defensive - both academic and professional distinctions - and
the relative strengths and weaknesses of each. Students will enhance their understanding of the broader security field. SEC 205 is useful to practitioners and non-practitioners alike.

SEC 320 Foundations of Security (4.5 quarter units)
This is an introductory course exploring public and private security. Students will obtain knowledge of the security industry in the last half of the 20th century and an understanding of its scope and growth. This knowledge will provide the basis for exploring the future of the industry and the role that client protective services will play as threats to executives, dignitaries, celebrities and their families increase.

SEC 326 Foundations of Vehicular Security (4.5 quarter units)
This course teaches the basics of professional protective driving. Included are essentials of vehicle and motorcade security, the mechanics of protective driving and the management of threats that may be encountered. Students will learn how to combine knowledge with observation, imagination, common sense and critical thinking in the handling of unusual traffic situations, uncontrollable circumstances and varying levels of threats. The course will also introduce students to the psychological stress and physical demands of completing a successful protective driving mission.

SEC 366 Managing the Security Organization (4.5 quarter units)
This course addresses the diverse issues affecting today's security professional and provides a guide to the improvement of leadership, supervisory and training skills. The course will provide knowledge regarding the core and specialized activities within the security organization, their interrelationships, as well as how and why various security functions are organized. Students will learn to use their knowledge of security organization management both in discussion and in providing protection for specific assets and activities. They will also be able to assess their own core competencies and interest in leading a security organization.

SEC 452 Infiltration Techniques (4.5 quarter units)
This course teaches the techniques used to infiltrate targeted organizations, covering such topics as agent preparation, working undercover, insertion methods, the handling of communications, the development of contingency plans, and exfiltration or extraction techniques. Students will learn to effectively recruit and utilize informants; identify safety considerations and unique problems associated with undercover work; determine psychological challenges of undercover work and contact appropriate resources for counseling; identify difficult undercover scenarios and demonstrate methods to get out of them; list prosecutorial guidelines, regulations and entrapment issues; practice risk management principles; understand and practice key issues in the supervision of undercover personnel; demonstrate techniques for infiltration of certain kinds of criminals; identify and demonstrate briefing and debriefing techniques; and explain unique issues associated with women in undercover work.

SEC 486 Bomb Threat Management (4.5 quarter units)
This course teaches bomb threat management as an essential component of the overall management of normal business operations, with special emphasis being placed on proactive measures to control such threats and the procedures to be followed in response to a threat incident. Students learn the issues that affect the determination of which threat management policy should be chosen for an organization or a facility, and how to implement that policy in terms of corporate personnel participation and financial support. Students will also learn to recognize bomb threatening situations and behavior of a prospective bomber.

SEC 505 Advanced Strategies / Crisis Preparedness (4.5 quarter units)
Experience has shown that the best way to deal with crises is to have a plan prepared in advance for coping with them. Planning for disasters and accidents is an important aspect of the security professional's job. This course teaches methods and techniques for developing and updating crisis preparedness procedures to anticipate and prepare for the consequences of a wide range of natural and man-made crises.
SEC 522 Advanced Surveillance and Countersurveillance (4.5 quarter units)
Surveillance, the process by which intelligence information is acquired in the field, requires careful technique and dedicated patience to gather good information. Students taking this class will learn how to conduct surveillance without violating the privacy rights of those under scrutiny. Countersurveillance is the art of forestalling attempts by hostile parties to gather information. Students will learn to use advanced methods in surveillance and countersurveillance, and to apply each within the bounds of the law.

SEC 530 Evidence & Crime Scene Management (4.5 quarter units)
This course examines crime scenes and evidence in general, helping the student develop a more thorough understanding of the meaning of “crime scene” and how to assess a situation in order to proceed in a manner that protects and preserves evidence for more practiced or jurisdictional investigators. This course also teaches the role of locating and interviewing witnesses at a crime scene and the concept of crime scene sketches for use as evidence. Students will participate in reading and writing assignments that will aid their development of analysis and evaluation skills in respect to the securing and processing of a crime scene.

SEC 537 Crisis Negotiation (4.5 quarter units)
By the end of this course, students will be able to explain and discuss the history of hostage negotiation. They will be able to describe the psychological profiles of typical hostage takers and how to apply those profiles to various hostage negotiation scenarios. The class will also provide insights into hostage survival, explain the principles of hostage negotiation, and describe the role of local law enforcement personnel.

SEC 611 White-Collar Crime (4.5 quarter units)
This course explores white-collar crime, including insider trading, stock manipulation, embezzling and other crimes, with a specific emphasis on corporate fraud and the prevalence of organizational crime in the workplace. Students will develop a foundational knowledge of the principles and theories of theft, internal controls and corporate crime. Students will also acquire an understanding of the role of private security and law enforcement in prevention, detection and response to occupational fraud with a view to analyzing specific situations and formulating appropriate responses.

SEC 621 Background Investigations (4.5 quarter units)
Strategic security professionals must know as much as possible about the people with whom they must deal. This often requires at least a limited background check and sometimes a more detailed investigation. Students taking this course will learn how to plan and conduct efficient, thorough, and accurate background investigations and analysis while adhering to legal and ethical guidelines.

SEC 665 Computer Intrusion Defense (4.5 quarter units)
This course covers the development and effect on business and government of computer hacking, with special emphasis on methods, tools, and hacker culture. Students will learn to describe the specific tools of hackers and system administrators as well as the literature and subcultures of hackers and groups dedicated to malicious computer hacking. They will also be able to distinguish appropriate countermeasures to be applied to shore up specific vulnerabilities and to fend off specific types of intrusion attempts.

SEC 700 Advanced Strategic Security Analysis and Critique (4.5 quarter units)
This course is designed to introduce various advanced analytical social science methods and theories applicable to the human intelligence field. It challenges the student to critique analyses by well-known scholars. A number of classic studies will be examined in detail with the intent of assisting the student in understanding the strengths and weaknesses of analytical methods used.
SEC 740 Strategic Security Information Literacy (4.5 quarter units)
This course provides instruction in the acquisition of accurate, relevant, and timely information. This course will equip the student to find, categorize, evaluate, and synthesize the kinds of information germane to strategic security, and to test information sources’ reliability, credibility, and validity. Upon completion of the course, students will be able to use and manage standard open information sources, and implement sound strategies for dealing with information needs created by dynamic and rapidly evolving security situations.

SEC 750 The Strategic Security Community (4.5 quarter units)
This course studies the interactions of the principal intelligence, counterterrorism, and protection agencies of the United States. This includes their organizational structures and select operational successes and failures. Students will review the structure and working philosophies of the major intelligence, counterterrorism, and protection agencies in the United States and her allies. The students will evaluate case studies of interaction between these organizations in order to identify the inherent strengths and weaknesses of their interaction.

SEC 760 Applied Research Methodology (4.5 quarter units)
This course is an introduction to applied research methods for conducting doctoral-level inquiry, with emphasis on methods for studying mass movements and social networks. It covers general qualitative and quantitative frameworks for research design, data collection, analysis, quality control, verification, and data presentation. The course focuses on classic research traditions such as biography, phenomenology, grounded theory, ethnography, and case study. In addition, it provides methodological frameworks for survey research, mathematical modeling, and social networks analysis.

Sociology

SOC 105 Introduction to Sociology (4.5 quarter units)
(SOC 105 or equivalent is a prerequisite for SOC 250 and SOC 385)
This course provides an overview of the terminology, theories, and questions used by sociologists to study how groups, cultures, institutions, norms, and values all work to shape society and an individual’s perception of the world. This course has content that requires additional login to an outside textbook-related website; overseas students should contact the course professor for alternate methods of accessing supplemental course content, if the additional login is problematic. (Meets GE Critical Thinking or History/Social Science requirement)

SOC 250 Society and Technology (4.5 quarter units)
(Prerequisite: SOC 105 or equivalent)
This course examines the broad implications of technological innovation on social organizations in terms of personal, political, economic and environmental issues. Students review the interactions among our society, culture and technology. (Meets GE Critical Thinking or History/Social Science requirement)

SOC 385 Etiquette and Rapport (4.5 quarter units)
(Prerequisite: SOC 105 or equivalent)
This course provides a comprehensive study of etiquette for the business professional, with insights into the different customs followed in countries outside the United States. This course will equip students to apply the basic rules of etiquette for conversation, greetings, introductions, handling of business cards, diplomatic methods, manners, issues related to proximity, telephone manners, professional appearance, gift giving, taboos, and social events.

SOC 510 Terrorist Group Dynamics (4.5 quarter units)
Terrorist decision-making often depends just as much on the group’s structure and internal power relations as on ideology and external circumstance. Students in this course will acquire the tools necessary to identify and evaluate the variety of structures of terrorist organizations, from strict hierarchy to diffuse networks, as well as the implications of structure and internal dynamics on terrorist actions and capabilities. They will demonstrate the ability to apply
theories of organizations and networks, as well as how these concepts can be exploited to infiltrate and nullify terrorist groups.

**SOC 570 Cults and Charismatic Leaders (4.5 quarter units)**
This course offers an introduction to thought reform techniques employed by various states and organizations that have exercised extraordinary degrees of social control over their members. Students taking this course will be able to describe the “brainwashing” methods used by the Chinese and North Korean communists and the social control mechanisms employed by religious cults and other highly authoritarian groups to recruit, control, and deploy their followers. They will be able to explain and discuss the nature of charismatic leadership. Among the groups covered as case studies in this course are the Manson Family, the Unification Church, the People’s Temple, the Order of the Solar Temple, Aum Shinrikyo, and Heaven’s Gate.

**SOC 571 Secret Societies (4.5 quarter units)**
This course is designed to provide information on secret societies. It will address issues of membership and influence, how to identify and classify facts, and how this relates to executive protection, intelligence and counterterrorism.

**SOC 640 Advanced Islamism and Terrorism (4.5 quarter units)**
By the end of this course, students will be able to explain and discuss the history, philosophy, political and theological tenets across the modern Islamist movement, with special focus on those segments that have embraced violence. The student will also select at least one major Islamist thinker or founding ideologist for whom they will be able to demonstrate specialized knowledge and describe in detail the influence of that person in the larger context of violent Islamism.

**Speech**

**SPCH 105 Principles of Speech Communication**
This course covers the basics of public speaking and how to prepare and present a variety of speeches. Effective communication skills will be emphasized throughout the course, and students will learn how to organize a successful speech. Audience demographics, such as size, heterogeneity, status as captive or voluntary, and composition, will be focused upon. *(Meets GE Written/Oral Communication requirement)*

**SPCH 450 Communication Theory (4.5 quarter units)**
This course emphasizes interpersonal communication from a personal and professional perspective with attention to familiar relationships as well as those affected by differences in age, race, gender, culture, religion, politics, and personal philosophy. After providing students with a foundation of interpersonal communication theory, the course deals with topics that include verbal and non-verbal behaviors, the relevance of communication theory to the development of communication skills, and the application of communication theory to the improvement of both personal and workplace relationships—including workplace communication that occurs through electronic media. Students will be encouraged to think critically about the course concepts and approach all topics within a framework of ethical consideration.

**Terrorism and Counterterrorism**

**TCT 306 Media and Terrorism (4.5 quarter units)**
This course explores the relationship between terrorism and the media. Since the 1972 hostage incident at the Munich Olympics had much of the world riveted to their television screens, the mass media and terrorists have endured and enjoyed an often symbiotic relationship. Yet the links between terrorists and the press go back even further to the advent of modern terrorism and "propaganda by the deed." In today's media-saturated global society, it is essential for any student of terrorism to understand how terrorists employ the media as a vehicle to frame their concerns, how governments influence the filtering of terrorist events, and
how terrorists and the media use each other to expand their audiences.

**TCT 390 Foundations of Terrorism (4.5 quarter units)**
This course is an introduction to the subject of international and domestic terrorism. It explains and clarifies key definitional and conceptual issues, describes terrorists (including the sociological and psychological characteristics of leaders and members) and identifies their methods, including organizational structures, target selection criteria, operational tradecraft, weaponry, etc. This course surveys a wide range of existing terrorist groups, examines certain high-profile themes (e.g., WMD terrorism, “narco-terrorism”), and assesses the nature of the threat terrorists pose to global security.

**TCT 396 Terrorist Techniques (4.5 quarter units)**
This course deals with the strategies, tactics, and methods used by terrorists. Students will learn to distinguish between clandestine and semi-clandestine operations. They will learn to recognize and describe the securing of financing and weaponry, the criteria used for target selection (symbolic or representative nature, functional importance, and vulnerability), the roles played by the group’s operational nucleus and its logistical support base, the preliminary surveillance of targets, the transfer of weapons to the operational area, the insertion of the assault team, the extraction of the assault team (except in the case of “martyrdom operations”), the role played by the group’s active and passive supporters (front groups, etc.), the exploitation of the media and post-facto claiming of responsibility, the avoidance of security force dragnets, and how terrorists react to and prosper from the action’s fallout. Case studies of successful and unsuccessful terrorist operations are used to illustrate the types of techniques employed in different phases of terrorist operations.

**TCT 410 Lone Wolf Terrorism (4.5 quarter units)**
This course provides an overview of one of the principal categories of terrorism from the Cold War through the current era. Despite its prevalence and importance, right-wing terrorism has all too often been ignored. Students in this course will be able to list the different types and various subcategories of right-wing terrorists and their supporting organizations, including neo-fascists and neo-Nazis in Europe, paramilitary Patriot militias in the US, state-sponsored vigilante groups (“death squads”) in Latin America and the Philippines, and assorted white supremacists. Students will be able to explain the differences in politics, ideology, religion, operational objectives and vulnerabilities of different terrorist and supporting organizations.

**TCT 430 Ethno/Nationalist Terrorism (4.5 quarter units)**
This course provides an overview of one of the principal categories of terrorism. Despite the extraordinary amount of attention that governments have paid to ideological left and right-wing terrorists, nationalist and separatist terrorist groups generally carried out the most sustained, most popular, and most costly terrorist campaigns between the 1960s and 1980. Students will learn to explain and recount the history of terrorist groups surveyed, include factions within the PLO, the IRA, the Basque ETA in Spain, the Tamil Tigers in Sri Lanka, the Kurdish PKK in Turkey, Armenian terrorist groups, and separatist groups in Quebec, Corsica, and Chechnya.

**TCT 431 Counterterrorism (4.5 quarter units)**
This course examines the strategies, tactics, and techniques used to combat terrorism and will teach students to distinguish conceptually between defensive “anti-terrorism” approaches and offensive “counterterrorism” approaches. Students will also understand legal responses to terrorism, the organization of counterterrorist task forces and operational units, tactics and tools used by such forces, and ethical questions that arise with regard to counterterrorism policies.

**TCT 435 Terrorist Support Networks (4.5 quarter units)**
Terrorists and terrorist organizations cannot exist without support. This support may be financial, logistical, operational, and/or psychological. This support may come from nations, religious groups, organized criminal enterprises, or even a network of wealthy individuals. This course explores the various support networks available to terrorists, how they function, and the
policy implications they present to counterterrorists.

TCT 440 Islamism and Terrorism (4.5 quarter units)
This course provides an overview of one type of religious terrorism that currently constitutes one of the principal national security threats to the US and its allies. Students taking this class will be able to explain the doctrinal characteristics of Islamism – a radical anti-Western political ideology – and compare it both to Islam in general and to broader currents of Muslim traditionalism (including pious quietist movements) and fundamentalism (such as the official Saudi Wahhabi doctrine). They will be able to identify the historical factors leading to the development and rise of Islamism and list the ideas advocated by leading Islamist theorists (e.g., Sayyid Quth, Maududi, al-Faraj, and others). Students will also be able to describe the sociological make-up of Islamist movements and the leading Sunni and Shi‘i Islamist groups. The terrorist groups surveyed include Shi‘i groups such as Hizb‘allah in Lebanon and Sunni groups such as the Islamic Group, the Jihad Organization, and Excommunication and Exile in Egypt; the Armed Islamic Group and the Salafist Group for Preaching and Fighting in Algeria; HAMAS and Islamic Jihad in Palestine; Abu Sayyaf in the Philippines; al-Qa’ida; Chechen groups; and similar groups elsewhere in Central Asia, the Middle East, North Africa, and Southeast Asia, as well as their front groups operating in Europe and North America.

TCT 517 WMD Terrorism (4.5 quarter units)
This course reviews key elements of Weapons of Mass Destruction technology and introduces characteristics and motivations of terrorist groups that might acquire and use WMD. It will familiarize the students with critical issues being debated about the WMD terrorist threat and place that threat into a broader political and strategic context. The course will also discuss various measures for coping with (preventing or responding to) terrorist attacks using WMD. In addition, it will cover how to collect information about this topic, how to analyze it and how to prepare reports about this topic for government decision makers.

TCT 590 Influence Warfare
This course introduces strategic communications principles for constructing highly developed and pervasive discourse used to influence individuals, groups, and societies. Topics such as propaganda, information warfare, psychological operations, political warfare and other forms of strategic communications are covered. Emphasis will be placed on the organization and principles used by American and adversary forces to manage the political and psychological (non-kinetic) factors in conflict. It will use an interdisciplinary approach that integrates social science methodologies with theories on strategy and war and will examine the strategic and tactical methods used in this critical aspect of modern warfare.

TCT 595 Advanced Counterterrorism Operations (4.5 quarter units)
This course provides an overview of the prevalent types of terrorism, their impact throughout the world, and its relative significance to the United States. The course will also look at the genesis of terrorist organizations and the moral, financial and logistical support they receive. By the end of this course, students will understand the strategies and tactics terrorist groups employ to achieve their aims as well as the role of the international community in defining terrorism, controlling the supply of money and weapons, and developing and implementing an active international counterterrorism policy.

TCT 596 Origins, Evolutions, and Trends in Terrorism (4.5 quarter units)
This course provides an accelerated introduction to terrorism by exploring the circumstances that promote terrorism and terrorist activity. Special emphasis is given to social extremists, including efforts to manipulate such marginalized groups by sponsors of terrorism, and their rationalizations for terrorist behaviors. Case studies from throughout history are used to give students an exposure to the diversity of identities and motivations that give rise to terrorism. This course is designed for upper level students who need an expository class on terrorism and not those who have studied it at the undergraduate level.
TCT 600 Advanced Counterterrorism (4.5 quarter units)
This course will focus on U.S. Domestic based terrorist organizations including those subscribed to by convicted Oklahoma City Bomber, Timothy McVeigh. The course will identify known organizations, their perceived structure, goals and degree of operational capacity. Further, this course will present historical perspectives on international terrorism, which through legal and illegal immigration and infiltration can now be considered “domestic” in nature.

TCT 620 Advanced Domestic Terrorism (4.5 quarter units)
This course will explore the phenomenon of domestic terrorism by directing the focus of the student on a single violent or potentially violent domestic extremist group, chosen by the student in consultation with the instructor. Students will develop a group history, create profiles of key members, identify allies and rivals of the group, pinpoint any relationships with foreign extremist groups or governments, and create a general threat assessment of the target organization’s potential for violence.

TCT 637 Terrorism and Society (4.5 quarter units)
Terrorism does not emerge from, nor does it exist in, a vacuum. This course examines the various societal conflicts and dynamics that contribute to the rise, and continuing growth, of terrorism, as well as some of the psychological factors that may contribute to the development of individual terrorists. This course will further examine the effects that terrorism has on societies and how societies have learned to adapt to, and cope with, this ever-spreading form of political, religious, and social violence.

TCT 700 Advanced Counterterrorism Research Methods (4.5 quarter units)
This course provides a survey of the literature on terrorism and counterterrorism and develops the students’ ability to judge the value of written materials from books, journal articles, and official documents. It develops analytical and evaluation skills at different levels of abstraction as well as challenging the student to develop an expansive annotated bibliography on the topic.

TCT 800 Advanced Research in Terrorism/Counterterrorism (4.5 quarter units)
This course examines current critical issues in the field of Terrorism and Counterterrorism. It develops advanced analytical and writing skills and provides a basis for dissertation research and writing. It requires the student to research information from other disciplines and integrate it into current research and applied decision making on Terrorism and Counterterrorism.
Course Changes
The content of each course in each of the degree programs described in this catalog is subject to revision. Changes to the degree programs and component courses may be suggested by faculty members at any time. Such revisions and upgrades will be approved by the Provost of Academics prior to adoption by this institution. In this way, the most recent developments in the security industry may be incorporated into the curriculum.

Catalog Changes
While approved by the University Administration, the content of this catalog may be changed as deemed appropriate. Calendars, academic degree and program requirements, policies, and fees are subject to change at any time by official action of the University. Updates will be made in the online version of the catalog.

Students should note that the courses required for a specific degree may change from one catalog to the next, and may also change during a student's tenure; however, it is the intention of Henley-Putnam University to protect the interests of students with respect to curriculum and degree/graduation requirements by allowing students to elect the requirements of either the catalog which was in effect at the time the student began course work at Henley-Putnam or the catalog which is in effect at the time the student returns from an extended leave of absence as appropriate.

Catalog rights of students cannot supersede any State or Federal regulation or requirements including but not limited to military tuition assistance (TA) and veterans administration (VA) benefits.
This catalog is reviewed, updated, and republished annually.
Catalog changes effective January 1, 2016:
Updated titles for Deans/Assistant Provost
Updated Faculty Lists
Increase in the Technology Fee
MS programs – decrease in number of credits and required courses
Updated language for Student Services Department/Student Advisors
Updated Academic Standing section
Deleted section “Student Academic Status Appeal Procedures”
Added section “Reinstatement from Academic Dismissal or Suspension”
Corrected Grading Scale
New Certificate Programs
New Language Courses

Catalog changes effective March 1, 2016:
Updated titles for Deans/Assistant Provost
Updated Language for FRP 697 to include Applied Capstone Project (ACP)
Added Applied Capstone Project (ACP)
Added Master’s Thesis
Added Master’s Seminar for Success
Added Graduate Assistantship Program
Added “R” for courses that are repeated on transcripts
New Language Course-Farsi