

# CRIMINAL JUSTICE AND HOMELAND SECURITY

## WELCOME FROM THE DEAN

Greetings to our alumni and students. We have had a successful rollout for the first cohort in the Master's of Science in Homeland Security program and we are looking forward to additional cohorts of students enrolling in the program during the course of 2013. Our Master's of Science in Management with a homeland security focus and our Master's of Science in Criminal Justice with a homeland security focus are also doing well. These three homeland security related programs differ primarily in that they focus, in the case of the MS-HLS, exclusively on homeland security and include a thesis requirement or they include a large component of curricula in either management (in the case of the MSM-HLS) or criminal justice (in the case of the MSCJ-HLS) and do not include a thesis requirement. This suite of offerings in Homeland Security is designed to serve the needs of a variety of students who desire different levels of homeland security content. In addition, CTU also offers a Doctorate of Management with a homeland security concentration.



Nadav Morag, University Dean of Security Studies  
Colorado Technical University

Our criminal justice programs at the Bachelor's and Master's levels are also doing well and focused on the needs of students employed in law enforcement, corrections and justice system careers, or those aspiring to such careers.

We are also looking at additional areas for curricular development, but more on that later.

I hope you enjoy this edition of our Security Studies newsletter and I hope you find the information provided here useful and interesting. 

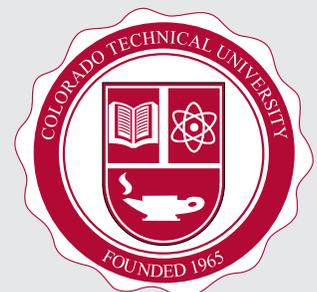


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Colorado Technical University

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## INTRODUCING: MASTER OF SCIENCE IN HOMELAND SECURITY

By Nadav Morag, Ph.D.  
University Dean of Security Studies

I am very pleased to be able to share with you the fact that we will be rolling out a brand new [Master of Science in Homeland Security](#) program in January of 2013. This program will join only a handful of existing Master's level homeland security programs across the country and will be, we believe, unique in terms of its focus and the student experience and learning that it will involve.

The program will be entirely online in order to best accommodate busy homeland security professionals based across the country or overseas. We will be looking to recruit a student population that primarily consists of homeland security professionals in a wide range of homeland security sub-disciplines in areas such as intelligence, law enforcement, emergency management, emergency services, public health, critical infrastructures and other areas in both the public and private sectors. We will also make the program available to qualified graduates of homeland security or emergency management programs who wish to pursue an academic career within the field of homeland security.

The program will be selective and require a 3.0 GPA, at least five years' experience as a homeland security practitioner (or an undergraduate or graduate degree in homeland security or emergency management) and a demonstrated ability to think and write at the graduate level. Candidates that are accepted into the program will be attached to a given cohort and go through the program with the same group of students – a practice that we have found enhances student learning because it allows students to learn from each other and to grow intellectually in tandem with each other. We are convinced that a great deal of learning will occur via student interactions since our students will all be homeland security subject-matter experts in their own right. Students will take six core courses that focus on different aspects of the homeland security discipline – from intelligence to technology to risk management to terrorism, as well as other areas of focus – to be followed by four concentration courses in one of two areas of concentration: 1) emergency management and public health, or 2) cyber-security law and



policy. A special feature of this program will involve the writing of a Master's thesis. All students will be required to take courses to provide them with the requisite research and analytical skills in which to prepare a thesis proposal and then to research and write a thesis. The theses will be focused on addressing strategic policy problems within some area of homeland security and the best theses will be published and, we hope, have a positive impact on policy and strategic practice.

In addition to this program, we will also be rolling out a new concentration in homeland security within our existing Master of Science in Criminal Justice program this January. That program will combine high level criminal justice courses with some of the same courses to be offered in the Master of Science in Homeland Security program, but the MS in Criminal Justice with a Homeland Security focus will not involve a thesis requirement or the same type of entry requirement.

As you can see, we are working to build out our offerings in the College of Security Studies to better serve this evolving field and we are convinced that providing innovative education in homeland security will enable our leaders and thinkers to make better policy and to

further enhance the security and resilience of the nation. 📈

[Watch our YouTube video to learn more.](#)

## FEDERALISM AND HOMELAND SECURITY

By Nadav Morag, Ph.D.  
University Dean of Security Studies

All governing systems have their pros and cons and the constitutional system that we have in the United States is no exception. One could argue that the single theme that has served as a central thread throughout American

history is the old argument between Thomas Jefferson and James Madison over the role, power and authority of state versus federal governments. The power struggle between the states and local authorities which have pushed for the greatest degree of local autonomy, and the federal government which has generally worked over the years to increase its power at

the expense of state and local governments, has defined American history. Though the United States fought a Civil War over this issue, the argument continues today. It can be seen, in the context of disputes over hot button issues such as abortion, gay rights, the death penalty, school prayer and a host of other matters.

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## WHAT IS CYBER?

By Stephen Recca, M.A.  
University Program Director  
of Homeland Security

Cyber is in. Government officials share worries over cybersecurity. The Intelligence Community warns of cyber threats from nation states, anarchist groups and lone wolves. Civil liberties watch groups decry infringements of privacy and individual rights

by state-sponsored cyber eavesdropping. And, cyberspace experts and open-source advocates worry about cyber lockdown, through Hobbesian restrictions on web access.

All this angst probably has good reason. Each of these communities views the computer software, hardware and pathway infrastructure through a different lens, with legitimate concerns on the use and misuse of

this thing called “cyber.”

In light of President Obama’s recent cybersecurity order, we can hope that all these disparate communities can find common ground for the task of more effectively managing the challenges of the sprawling digital state.

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## THREATS TO PERSONAL & NATIONAL SECURITY



By Stephen Recca, M.A.  
University Program Director  
of Homeland Security

Earlier this month, I spent a fair amount of space defining Cyber. The end result is that there remains considerable flexibility in word choice and continued uncertainty in our collective understanding of the domain and its piece-parts. What is clear, though, is that this new operating area loosely termed Cyber space contains significant threats to privacy and personal and national security.

There are four broad areas of concern: privacy, criminal activity, anarchist efforts, and national security. Let’s take a deeper look at each of these threats as they relate to cybersecurity.

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## CAN YOU CRACK THE CASE? INVESTIGATE CTUCLUE NOW

As one of the nation’s foremost forensics investigators, you’ve been assigned a new case. But don’t worry - you’re not alone.

A member of the Crime Scene Investigation (CSI) unit at CTU, you’ll work with fellow members of the Facebook community to solve the mysterious death of Henry James. You’ll receive new clues every few days - including

police reports, crime scene photographs, and footage of suspect interviews. Each new clue will lead you closer to uncovering the culprit of the crime. A final video uncovering the most likely suspect will be revealed at the end..

Work with your fellow detectives to carefully consider clues and exclude leads. Post questions, share hunches, and request evidence

in the comments below. Whether your background is amateur or professional - justice lies in your hands.

Can you succeed in realistic investigative work and uncover the criminal before time runs out?

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## HS EDUCATION: CHALLENGES AHEAD

*By Stephen Recca, M.A.  
University Program Director  
of Homeland Security*

I recently wrote a short essay for Journal of Homeland Security Education ([www.JournalHSE.org](http://www.JournalHSE.org)) that offered a grade for the general state of HS education today. I proposed – at the risk of offending most of our colleagues – that homeland security-specific academia would receive a solid C. Our community has done plenty right. Yet, we have lots of room for improvement.

In the decade since 9/11 jump-started Homeland Security as a discipline within higher education, there has been a rapid and steady growth in the number and quality of academic offerings. Universities, and more often than not a highly-motivated individual faculty member or small team, pushed hard to identify, build, and deliver core HS content to a student population hungry to understand a new security paradigm. Academia's motivations were straight-forward:

- Unique aspects of Homeland Security set the field apart from other disciplines;
- High levels of student demand drove development of HS-related content, particularly in areas of terrorism, infrastructure protection, and related strategies, policies and legal issues; and,
- Government interest and funding stoked the initial fire.

Higher education's response during this initial phase was – on the whole – positive. The success of the first university HS programs fueled interest that led to the rapid expansion in offerings that we see today. Public, private and for-profit universities have grabbed the baton and have run with it. The quick (in academic time) acknowledgement of the need to bring Homeland Security into higher education is a true success story. Perhaps we can call this first round of activity "Homeland Security Version 1.0".

Not surprising, higher education tracked closely with developments in national policy, strategy, and funding. So, when Hurricane



Katrina devastated the Gulf Coast, and government structures and processes designed to respond proved inadequate, universities looked for ways to engage. In many cases, the existing programs that were closest to the problem were those working Homeland Security, where – even with the focus on terrorism prevalent in 2005 – education and research already wrestled with tough questions in intra- and inter-agency relationships, technical challenges in a multi-dimensional operating environment, as well as regulatory considerations. Katrina and the aftermath may have provided the forcing function, but again academia came through the period with a fundamental appreciation that Homeland Security and Emergency Management were conjoined, in the classroom if not in culture. This, in simplified form, might be classified as "Homeland Security Version 2.0".

Looking back, Versions 1.0 and 2.0 might be considered the prerequisites for the upper-level work at hand. But, since then? It is absolutely not the case that program quality has decreased. On the contrary, programs are refining and maturing their Homeland Security (and Emergency Management) content, while developing assessment tools to align content with the demands of the professional field and job market.

The Homeland Security education challenge is not one of quality, but of breadth. Faculty at the Associates, Bachelors and Masters levels are teaching strong, well-designed core HS and EM courses. Yet, are we – in another context – fighting the last war? Outside of a few well-resourced or extraordinarily creative programs, there is no wave of new content or new offerings in exotic areas of Homeland Security and Emergency Management. "Exotic" refers to those seemingly peripheral elements of our discipline, which may prove the cornerstone to understanding the next generation of Homeland Security challenges. A short list might include segments of "concern" areas already including in many survey courses:

- Cyber Security. While today's hot topic, the cyber domain – and, in particular, the policy aspects – will clearly outlive most of us as an area of research and education.
- Border Security. Much of the content appears to focus on gates, guards and guns. NEXGEN border courses might consider cultural, financial, social, and technical aspects of security.
- Arctic Security. The Arctic would seem to be a microcosm challenging security

## HOMELAND SECURITY EDUCATION COMING CHALLENGES *Continued from 4*

issues: environmental, transportation, border security, international relations and national sovereignty. It might seem a stretch to connect the Arctic to Homeland Security. If for no other reason than that the Departments of Homeland Security and Defense are looking at the region, HS education should consider preparing to expand under the Northern Lights.

- **Comparative Homeland Security.** The last issue of the JHSE published a solid study on European versus U.S. approaches to Homeland Security (and HS education).
- **Risk Management.** “Risk” – very much like “security” – is an oft-used term, but with different meaning depending on where you sit. The financial industry thrives on taking risks (or, having others bet their money on risk), while physicians and security officers seek to eliminate risk. This seems an area where our community both can learn from and inform colleagues in business, insurance and medical

disciplines.

- **HS Education Delivery.** Without opening a rather large can of worms with a discussion on in-residence versus online learning, perhaps there is reason to consider the impact of the next bogey: free-ware. Is Homeland Security and Emergency Management education a likely home for developing and offering degree-compatible content – for free – via the Web, a la MIT (<http://ocw.mit.edu/>) or Stanford (<http://see.stanford.edu/>)?

Save for the last, these topics are introduced in many Homeland Security academic programs. The question is whether we are delivering the depth and breadth of content that will stir the critical thinking about next-generation threats, hazards, and unknowns. And, more important, what is missing now from our content? CTU’s new Master of Science in Homeland Security, with course requirements in Cyber, Public Health Security, and Comparative Security is designed to challenge students to answer

this question. For both students and alumni, consider continuing the classroom discussion in the thought-leading journals such as the JHSE, Homeland Security Affairs ([www.hsaj.org](http://www.hsaj.org)), or others to sustain the conversation around the future of the HS academic discipline. To bump the “C” grade up a notch or two, the challenge will be to work the hard edges of uncertainty and create Homeland Security Version 3.0 before the next major event. 🚀

## ARE YOU IN?

See why University Program Director of Criminal Justice, Rich Holloway, J.D. is IN to students’ learning. **WATCH NOW**



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## FACULTY

Interested in learning more about our faculty covered in this edition? Click the names below to learn more about them.

**NADAV MORAG**  
**STEPHEN RECCA**  
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