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Welcome

The ECPD International Postgraduate Study Program in National Security Affairs offers the candidates the highest level of teaching, but also requires high commitment and hard work. Selection of the subjects, teaching method and renowned lecturers guarantee a great level of quality and attractive studies that provide students with high level of knowledge required for further successful conduct of the management activities in attractive, specific and very demanding areas. Students who completed Postgraduate Study Program in National Security Affairs will acquire a comprehensive insight into the system of modern scientific knowledge in different academic disciplines and the ability to apply the holistic approach in research, planning and management of the national security affairs. This brochure provides the complete information on the ECPD Postgraduate Study Program in National Security Affairs, as well as the answers to the most frequently asked questions about admission criteria.

Prospective students may obtain all other information about the Postgraduate Study Program in National Security Affairs from the ECPD Secretariat for International Postgraduate Studies, which may also facilitate the contact with the management and lecturers of the postgraduate program.

ECPD Executive Director
Prof. Dr. Negoslav Ostojić
The University for Peace was established by the Resolution 35/55 of the United Nations General Assembly in 1980. In accordance with its Charter, the University for Peace is “...an international institution of higher education for peace and with the aim of strengthening the spirit of understanding, tolerance and peaceful coexistence among all peoples, promoting cooperation among nations and contributing to the prevention and peaceful settlement of conflicts, as well as to the development in the world, in the spirit of the Charter of the Organisation of the United Nations. To this end, the University for Peace established by the UN should contribute to the resolving of the significant universal task of training for peace by engaging in education, research, postgraduate studies and dissemination of knowledge necessary for full development of man's personality and human societies and by adopting an interdisciplinary approach to everything that is connected with peace”.

Therefore, University for Peace has the legal status necessary for the fulfillment of its mission and objectives. It has autonomy and academic freedom as regards its work, in accordance with its humanistic aims and within the scope of the United Nations Charter and Universal Declaration of Human Rights. In that sense, this “University may associate and conclude agreements with governments, intergovernmental and other organisations, that is, institutions in the field of education, and maintain special relations with the United Nations Educational, Scientific and Cultural Organisation (UNESCO), bearing in mind its responsibilities in the field of education”.

The University for Peace established by the UN was established as “...an international center for research, higher education and postgraduate studies”, aimed specifically at “training for peace and international cooperation”. To this end, the Council of the University for Peace, at its session of 20 January 1983, passed Resolution UP-C2 for the establishment of the European Center for Peace and Development (ECPD) University for Peace established by the United Nations, whereby it was proposed that its headquarters should be in Yugoslavia. The Government of the Socialist Federal Republic of Yugoslavia accepted this initiative and on 22 October 1984, concluded the Agreement for the Establishment and Status of the European Center for Peace and Development (ECPD), with Headquarters in Belgrade, University for Peace established by the UN. The Agreement was ratified by the Law adopted by the Federal Parliament - by the Chamber of the Republics and Provinces on 28 June and by the Federal Chamber on 17 July 1985, and has been in force up to the present day.

This is how the European Center for Peace and Development (ECPD) United Nations University for Peace, with its headquarters in Belgrade - the only university, regional, international and extra-territorial organisation which operates within the broader United Nations system in the region covering all countries signatories of the Final Act of the Conference on European Security and Cooperation (Helsinki, 1975) – was established.

In accordance with the principle of continuity of statehood, the Government of the Republic of Serbia assumed all obligations towards the ECPD arising from the above Agreement, including the provision of technical and accommodation facilities. According to that principle, first the State Union of Serbia and Montenegro and then the Republic of Serbia assumed the role of the
host country. Based on the principle of continuity of statehood, one of the main principles of the international law, all entities created from the parts of former Yugoslavia inherited and recognized the laws and international agreements concluded by the former Federation. Accordingly, the ECPD enjoys the same status and the same rights in all the territories which represented an integral part of the Socialist Federal Republic of Yugoslavia in 1985 when the Law was ratified. The European Center for Peace and Development is managed by the ECPD Council and the Executive Director with a team of officials and experts. In carrying out its activities, the ECPD relies to a large extent on its close relations with numerous institutions throughout the world.

Besides its Headquarters in Belgrade, the ECPD has also organised its operational units. A number of affiliations, rep-offices and program units are located in many European countries. In order to improve the quality of life, it is necessary to take a comprehensive approach to problem solving. The ECPD has chosen to apply an interdisciplinary approach by carrying out the following seven closely interrelated groups of programs:

- Development of natural resources
- Development of human resources
- Economic development
- Scientific and technological development
- Integrated/sustainable development
- Cultural development
- Management

The ECPD devotes special attention to bringing together the intellectual potentials of the West and the East, as well as to strengthening cooperation between the North and the South. To this end, the ECPD organizes and conducts:

Elaboration of research projects and studies devoted to the current problems of peace and development;

- Postgraduate studies at specialist, master’s and doctoral levels
- Elaboration of research projects and studies devoted to the current problems of peace and development
- Scientific meetings, symposia, conferences, courses and seminars at which the results of its researches are also presented
- Publishing, printing and distribution of the proceedings of its scientific meetings studies and other scientific papers relevant for the ECPD activities

By its programmes, the ECPD provides a scientific basis for the establishment of appropriate relations between market economies and economies in transition, thus alleviating and closing a gap in their levels of development, as well as promoting better understanding and tolerance among countries and peoples, peace,
development and democracy. As an international, non-profit organisation, the ECPD enjoys full academic freedom necessary for the attainment of the desired aims, especially with respect to the selection of the areas and methods of research aimed at promoting peace and disseminating knowledge about peace and development.

Numerous international and regional organisations have entrusted and entrust the European Center for Peace and Development University for Peace established by the UN with specific programs and projects, including the UN Industrial Development Organisation (UNIDO), UN Educational, Scientific and Cultural Organisation (UNESCO), UN Development Program (UNDP), UN Organisation for Trade and Development (UNCTAD), International Monetary Fund (IMF), World Bank (WB), International Labor Organisation (ILO), World Health Organisation (WHO), UN International Children’s Fund (UNICEF), World Trade Organisation (WTO), International Atomic Energy Agency (IAEA), UN Commission on International Trade Law (UNCITRAL), Organisation for Economic Cooperation and Development (OECD), Inter-American Development Bank (IDB), European Bank for Reconstruction and Development (EBRD), International Trade Center (ITC) and others.

The ECPD has so far carried out exceptional activities and achieved remarkable results, reflected in 700 consulting, research, educational and other projects.

ECPD International Postgraduate Studies

Starting from its mission that peace is strengthened by development, the ECPD carries out numerous multidisciplinary activities aimed at improving the quality of life and consistent strategy for development of countries. Among these activities, special attention is placed to dissemination of knowledge, education and professional development of human resources as universal source of genuine progress of each society.

The main task of the ECPD is conducting research and organising postgraduate studies and international transfer of knowledge, based on a synergetic and multidisciplinary approach to the studies oriented towards a timely and efficient solving of acute and chronic development problems relating to the quality of life in the specified regions of Europe, especially in its south-eastern part.

The ECPD International Postgraduate Studies are based on the affirmation of the highest international achievements, academic knowledge and experience. These studies offer students the highest level of teaching, but also request great dedication and hard work. Selection of courses, methods of teaching and renowned teachers guarantee quality and interesting studies that provide students with high level of knowledge required for successful performance of jobs in various fields, based on modern academic skills and their practical implementation.

The ECPD’s motto is that postgraduate studies must provide the highest quality and contribute to the excellence.

The ECPD offers the following postgraduate programs at specialist, master and doctoral levels:

- Economic Diplomacy
- International Economics, Finance and Banking
- European Union Law and International Business Law
- Global Financial Data Management
- School of Global Health Development
- Security and Terrorism
- MBA International School
- National Security Affairs
- Technology of Solving Development Problems
- Urban and Environmental Management
The ECPD Academic Council appoints the management and the permanent composition of the Council of the ECPD International Postgraduate Studies consists of the competent academics and public figures from Italy, France, Great Britain, Holland, Hungary, Japan, Canada, Finland Switzerland, Germany, Greece, USA, Slovenia, Russian Federation, North Macedonia, Serbia and other countries.

This Council is responsible for proposing and innovating the academic programs, based on the attitude that education is the main investment in the overall technological, economic and social development of each country, especially in the circumstances of strong tendencies towards globalization of the world economy and keen competition in the international market.

The task of the Academic Council is to verify teaching curricula, course syllabi, method, place and time of organising postgraduate studies, as well as other elements relevant for the quality of educational processes.

The Scientific and Educational Board of the ECPD International Postgraduate Studies is acting towards establishing connections with international, regional and national government and non-government organisations, as well as with renowned universities from Europe and the world.

We mention here some of the ECPD’s partners: University of Trieste, UNIDROIT Rome and International Development Law Organisation (IDLO) Rome (Italy); Diplomatic Academy of Vienna, UNCITRAL Vienna and Vienna University (Austria); Johns Hopkins University, International Law Institute (ILI), Washington, Long Island University (LIU), LIFE University and Truman University (USA); Universities of Castilla – La Mancha, Toledo and Compultence, Madrid (Spain); University of the West of England Bristol; University of Bradford (UK); University of Vaasa (Finland); University of Athens (Greece); Black Sea University and University of Arad (Romania); University of Skopje (Macedonia); Universities in Sarajevo, Banja Luka, Tuzla and Zenica (Bosnia and Herzegovina); Universities in Sarajevo, Banja Luka, Tuzla and Zenica (Bosnia and Herzegovina); Universities in Ljubljana and Maribor (Slovenia); Universities in Belgrade, Niš, Novi Sad and Kragujevac (Serbia).
Program Overview

PURPOSE OF THE ECPD SPECIALIST PROGRAM

The main purpose of ECPD Specialist Studies in National Security Affairs is:

- to prepare students who do not have a degree in the area of National Security Affairs but already work or get a position in this area;
- to enable those undertaking the program an effective and efficient knowledge of the main strategies and operational principles and applications to face huge challenges within the area.

Graduates of all ECPD postgraduate programs, including specialist studies should be capable of demonstrating a systematic understanding of knowledge. They should be capable of implementing originality in their application of that knowledge and solving and addressing problems. The main advantage of this program is to enhance overall knowledge and skills in relation to complex and demanding job in the area of National Security Affairs. In relation to current and future employment, specialist's graduates will be expected to possess the skills needed to exercise independent expertise and get well with the job.

A range of generic abilities and skills will be developed which include ability to:

- use initiative and take responsibility to solve problems in creative and innovative ways,
- make decisions in challenging situations,
- continue to learn independently and to develop professionally, including the ability to pursue further research where appropriate,
- communicate effectively, with colleagues and a wider audience, in a variety of media,
- continue to study on Master and Doctoral level.

National Security Affairs - Specialist Studies

<table>
<thead>
<tr>
<th>No.</th>
<th>Courses</th>
<th>Hours</th>
<th>ECTS</th>
<th>Semester</th>
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<tbody>
<tr>
<td></td>
<td>2. Politics, Power and National Security</td>
<td>2L + 2P</td>
<td>6</td>
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<td></td>
<td>3. Political Decision Process and National Security</td>
<td>2L + 2P</td>
<td>6</td>
<td></td>
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<td></td>
<td>4. Research &amp; Methodology</td>
<td>3L + 2P</td>
<td>7</td>
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<td></td>
<td>5. Research Proposal</td>
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<td></td>
<td>Semester I - ECTS</td>
<td></td>
<td>30</td>
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<tr>
<td>II</td>
<td>6. National Security and the Economic Challenges</td>
<td>2L + 2P</td>
<td>6</td>
<td>II</td>
</tr>
<tr>
<td></td>
<td>7. Migration, Immigration, Population and National Security</td>
<td>2L + 2P</td>
<td>6</td>
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<td></td>
<td>8. National Security and Terrorism</td>
<td>2L + 1P</td>
<td>4</td>
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<td></td>
<td>9. Critical Thinking and National Security</td>
<td>2L + 1P</td>
<td>4</td>
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<td></td>
<td>10. Final Project (Specialist paper)</td>
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<td></td>
<td>Semester II - ECTS</td>
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<td></td>
<td>Total ECTS</td>
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<td>60</td>
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PURPOSES OF THE ECPD MASTER’S PROGRAM

The main purpose of ECPD Master Studies in National Security Affairs is:

- to prepare students for the next stage in their careers, whether pursuing further research or entering employment of different kinds
- to enable those undertaking the program to contribute towards research in the discipline.

Graduates of all ECPD master’s degrees should be capable of demonstrating a systematic understanding of knowledge. They should be capable of demonstrating originality in their application of that knowledge and in addressing problems. They will have demonstrated a comprehensive understanding of the techniques applicable to their own research or advanced scholarship. In relation to future employment, master’s graduates will be expected to possess the skills needed to exercise independent learning and to develop new skills to a high level.

ECPD offer a master’s degree in International National Security Affairs with the specific intention of:

- enabling students to focus on a particular aspect of a broader subject area in which they have prior knowledge or experience through previous study or employment
- enabling students to focus on a particular subject area or field of study in greater depth than they encountered during the course of previous study or experience. This may include enabling students to develop knowledge of a new discipline or field of study in combination with a relevant subject area in which they have prior knowledge or experience
- enabling students to learn how to conduct research, often linked to a particular discipline or field of study.

- enabling students to undertake a research project on a topic within the area of interest that makes up the majority of the overall assessment
- enabling students to specialise or to become more highly specialised in an area of employment or practice related to a particular profession.

CHARACTERISTICS OF ECPD MASTER’S GRADUATES

Graduates of ECPD Master Studies in National Security Affairs typically have:

- subject-specific attributes
- an in-depth knowledge and understanding of the discipline informed by current scholarship and research, including a critical awareness of current issues and developments in the subject
- the ability to study independently in the subject
- the ability to use a range of techniques and research methods applicable to advanced scholarship in the subject including generic attributes (including skills relevant to an employment-setting)

A range of generic abilities and skills that include the ability to:

- use initiative and take responsibility to solve problems in creative and innovative ways
- make decisions in challenging situations
- continue to learn independently and to develop professionally, including the ability to pursue further research where appropriate
- communicate effectively, with colleagues and a wider audience, in a variety of media.
National Security Affairs – Master Studies

<table>
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<tr>
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<th>Hours</th>
<th>ECTS</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>National Security - Traditional vs Contemporary Views</td>
<td>3L + 2P</td>
<td>7</td>
<td>I</td>
</tr>
<tr>
<td>2</td>
<td>Globalization &amp; National Security - Prospect &amp; Future</td>
<td>3L + 2P</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Critical Thinking and National Security</td>
<td>2L + 1P</td>
<td>5</td>
<td></td>
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<tr>
<td>4</td>
<td>Leadership Skills &amp; Self-assessment</td>
<td>2L + 1P</td>
<td>5</td>
<td></td>
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<tr>
<td>5</td>
<td>Communication &amp; public Relations Skills</td>
<td>2L + 2P</td>
<td>6</td>
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<td></td>
<td>Semester I - ECTS</td>
<td></td>
<td>30</td>
<td></td>
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<tr>
<td>6</td>
<td>Politics, Power and National Security</td>
<td>2L + 1P</td>
<td>5</td>
<td>II</td>
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<tr>
<td>7</td>
<td>Leadership, Cooperation and National Security</td>
<td>2L + 1P</td>
<td>5</td>
<td></td>
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<tr>
<td>8</td>
<td>National Security and the Law and Ethics</td>
<td>2L + 2P</td>
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<tr>
<td>9</td>
<td>Political Decision Process and National Security</td>
<td>3L + 2P</td>
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<tr>
<td>10</td>
<td>Research &amp; Methodology</td>
<td>3L + 2P</td>
<td>7</td>
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<td></td>
<td>Semester II - ECTS</td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>National Security and Civil Society</td>
<td>3L + 2P</td>
<td>8</td>
<td>III</td>
</tr>
<tr>
<td>12</td>
<td>National Security and the Economic Challenges</td>
<td>3L + 2P</td>
<td>8</td>
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Elective courses

<table>
<thead>
<tr>
<th>No.</th>
<th>Courses</th>
<th>Hours</th>
<th>ECTS</th>
<th>Semester</th>
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<tbody>
<tr>
<td>13</td>
<td>Migration, Immigration, Population and National Security</td>
<td>3L + 2P</td>
<td>8</td>
<td>III</td>
</tr>
<tr>
<td>14</td>
<td>National Security, Environmental Issues and Health Challenges</td>
<td>3L + 2P</td>
<td>8</td>
<td></td>
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<tr>
<td>15</td>
<td>National Security and Energy</td>
<td>3L + 2P</td>
<td>8</td>
<td>IV</td>
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<td>16</td>
<td>Topic of Master Thesis (aim, objectives and research methodology)</td>
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<td>6</td>
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<td>Semester III - ECTS</td>
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<td></td>
<td>Master Thesis</td>
<td>15P</td>
<td>22</td>
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<td></td>
<td>Semester IV - ECTS</td>
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<td>30</td>
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</table>

It may be organised as a one-year program (Full-time) and two-year program (Part-time).
PURPOSES OF THE DOCTORATE

Doctoral degrees are the most individually distinct of the academic qualifications available because of their roots in research and the pursuit of knowledge, and the requirement for the candidate to produce work demonstrating original thought, based on independent study.

CHARACTERISTICS OF DOCTORAL GRADUATES

ECPD will provide opportunities during doctoral degree studies that all students have had diverse life experiences and varying opportunities during their doctoral studies, thus each graduates with a unique range of attributes. However, all doctoral graduates should be able to:

- search for, discover, access, retrieve, sift, interpret, analyse, evaluate, manage, conserve and communicate an ever-increasing volume of knowledge from a range of sources
- think critically about problems to produce innovative solutions and create new knowledge
- plan, manage and deliver projects, selecting and justifying appropriate methodological processes while recognising, evaluating and minimising the risks involved and impact on the environment
- exercise professional standards in research and research integrity, and engage in professional practice, including ethical, legal, and health and safety aspects, bringing enthusiasm, perseverance and integrity to bear on their work activities
- support, collaborate with and lead colleagues, using a range of teaching, communication and networking skills to influence practice and policy in diverse environments
- appreciate the need to engage in research with impact and to be able to communicate it to diverse audiences, including the public
- build relationships with peers, senior colleagues, students and stakeholders with sensitivity to equality, diversity and cultural issues.

Furthermore, doctoral researchers are increasingly being encouraged to develop their foreign language and enterprise skills, and to cultivate business acumen. All doctoral graduates will have developed during the course of their research additional specialist knowledge within their discipline, while those who have studied a professional doctorate are likely to have been required to have particular professional experience that informs the topic of their research studies. They may well also have been required to engage in further study related to that professional field as part of their doctorate. Finally, doctoral graduates will be able to prepare, plan and manage their own career by completing the IDP.
# National Security - Doctoral Studies

<table>
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<th>Semester</th>
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<td></td>
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<td></td>
<td>I</td>
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<tr>
<td>1.</td>
<td>National Security - Traditional vs Contemporary Views</td>
<td>4L + 4P</td>
<td>10</td>
<td>I</td>
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<tr>
<td>2.</td>
<td>Globalization &amp; National Security - Prospect &amp; Future</td>
<td>3L + 3P</td>
<td>10</td>
<td>I</td>
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<tr>
<td></td>
<td>Elective Courses (I block - one course to be elected)</td>
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<td>I</td>
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<tr>
<td>3.</td>
<td>Critical Thinking and National Security</td>
<td>3L + 3P</td>
<td>10</td>
<td>I</td>
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<tr>
<td>4.</td>
<td>Leadership, Cooperation and National Security</td>
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<td>I</td>
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<tr>
<td>5.</td>
<td>National Security and the Law and Ethics</td>
<td>4L + 4P</td>
<td>10</td>
<td>II</td>
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<tr>
<td>6.</td>
<td>Politics, Power and National Security</td>
<td>3L + 3P</td>
<td>10</td>
<td>II</td>
</tr>
<tr>
<td></td>
<td>Elective Courses (II block - one course to be elected)</td>
<td></td>
<td></td>
<td>II</td>
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<tr>
<td>7.</td>
<td>National Security and Terrorism</td>
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<td>II</td>
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<tr>
<td>9.</td>
<td>Migration, Immigration, Population and National Security</td>
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<td>II</td>
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<tr>
<td></td>
<td>obligatory Courses</td>
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<td>National Security and Civil Society</td>
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<td>III</td>
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<td>12.</td>
<td>National Security and Economic Challenges</td>
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<td>National Security and Cyber Threats</td>
<td>4L + 4P</td>
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<td>Professional Development and Leadership Skills</td>
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<td>Elective Courses (IV block - one course to be elected)</td>
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<td>Critical Overview of the Publication (list of ECPD publications)</td>
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<td>IV</td>
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<tr>
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<tr>
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<td>Doctoral dissertation I phase (literature collection and review)</td>
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<td></td>
<td>V and VI</td>
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<td>19.</td>
<td>Doctoral dissertation II phase (defining the topic and applying for the dissertation)</td>
<td>3L + 3P</td>
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<td>V and VI</td>
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<tr>
<td>20.</td>
<td>Doctoral dissertation III phase (preparation and work on dissertation)</td>
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<td>V and VI</td>
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<tr>
<td>21.</td>
<td>Doctoral dissertation IV phase (completion of dissertation)</td>
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<td>V and VI</td>
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<td>V and VI</td>
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<td>Total ECTS 180</td>
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The Doctoral studies last at least three years and are accredited with 180 ECTS with prior duration of undergraduate and master academic studies of at least 5 years and 300 ECTS. The Doctoral dissertation is the final part of the study program of doctoral studies, except for the Doctorate of Arts which is an artistic project. The volume of the Doctoral dissertation should range from 80,000 to 100,000 ±10% words.
CONTENT OF THE STUDIES

National Security Affairs – The main modules

1. National security – traditional vs. contemporary views

This is a survey course that focuses on the principles, departments, agencies and budgets in the national security arena. While a greater emphasis will be placed on the Balkans, we will also consider a wider arena. In that context, we will consider the national security apparatus in other important global participants (e.g. EU, NATO, Russia, Western Balkans, China, etc.). We will examine what national security means in the 21st century. How has national security changed in a rapidly globalizing world that is much more complex and fast-paced than it was just 20 years ago? We no longer can simply look at “traditional” security threats (i.e. military issues). Today we must consider a much broader swath of issues (e.g. so called asymmetric violence, immigration, environment, cyber, etc.) and the organizations that deal with them. Moreover, in the contemporary world defining, framing policy and acting on security issues is no longer just the domain of government. Although this is virtually true for every contemporary political community, it is especially true in modern democracies where civil society plays a major role in the foreign policy arena. Without a firm grip on national security, intelligence, information and regional studies have no purpose. This course will be conducted primarily via the Socratic Method and occasionally by way of lecture.

2. Globalization & National Security – Prospect & Future

This course will examine the structures and functions of the globalizing world, especially the new reality that states no longer are the only significant actors on the global stage. While the state still retains significant power, legitimacy and sovereignty on the world stage is now shared by them with a whole host of non-state actors. Non-state actors, such as companies, terrorist groups, religious communities, etc., buoyed by new technology, have changed the way we think and act on national security questions. In some cases non-state actors have eclipsed state actors, while on other issues, state and non-state actors have worked together and, certainly, in many cases state actors still dominate. Moreover, some non-state actors (e.g. ISIS) have captured the three elements that comprise recognizable political, social and economic competence: legitimacy, power and sovereignty. We will consider how we sort through the information, who the actors are, how they are connected and how we establish priorities. The new reality is not a chess board as has been argued by some, but more as a flowing interaction where organizational boundaries change and at times can get confused, thus making process and outcomes more uncertain. At first, the "new map" must be viewed from a thirty thousand level to see how global patterns have changed dramatically since the end of the Cold War. Only then will it be possible to drill down into specific components of the new arena. This course will be conducted via the Socratic Method and by lecturing.

3. Critical Thinking and National Security

This is a course designed to explore the elements of critical thinking and to apply them to the national security environment. First of all, we will consider the basic principles of critical thinking—how does critical thinking differ from thinking that falls short of the standards of critical thinking? To this end, we will analyze the standards established by the National Council for Excellence in Critical Thinking. Then we will look at some of the most vexing long and short-term current challenges to the national security and apply principles of critical thinking to them. Critical thinking can be especially useful in understanding externalities, that is, unseen circumstances. To help shape the students minds to think critically, we will engage in the Socratic
Method, some lectures and examination of several case studies to determine how critical thinking was or was not applied.

4. Politics, Power and National Security

This course focuses on hard, soft and smart power and how these different forms of power can be used (e.g. diplomatic, military, economic, clandestine). We will examine power in context of global relations and new developments in Europe and other parts of the world. That is, power is understandable only when measured against another entity or object - when and where different forms of power and blends of power can be used successfully. In the contemporary world the concept of power and national security challenges must move beyond any single government to include the interests, capabilities and influence of other actors. We must consider other state and non-state actors as well as citizens and social organizations (the civic culture) and how they impact the means and methods used to understand and meet national security challenges. The most obvious use of power in international relations is the use of force but the exercise of this form of power has been more difficult than expected for different nations since the end of the Cold War—although American military power is theoretically (i.e. raw power) the most potent in the world, it has not worked out that way in most of the situations it has been used during the last 20 years (and even before). The use of economic and diplomatic power has been marginally better during that period of time, but here too looking at America’s theoretical economic and diplomatic prowess, one would expect more. We will focus in some detail at the realities of the use of power—what must be taken into account when using the instruments of power and how that affects the national security? This course will be taught primarily with the Socratic Method, written exercises and some lecturing.

5. Leadership, Cooperation and National Security

This course will examine the nature of leadership—what makes leaders—and will use it as a template to examine leaders in government, industry, international organizations, NGOs/NSOs. We will examine how leaders differ from managers and what qualities of leadership are needed in government and society to formulate and execute national security policy in these different arenas. Nevertheless, we will also examine Western Balkans and other leadership in government and society shape the issues that define national security, how they propose resolving them and how they interact with other leaders. For example, what is different—or the same—in how Presidents Obama, Putin and others execute leadership and exercise power. What are the forces that constrain them or, conversely, allow them the freedom to use the instruments of power? How do leaders bring various power centers together to address the critical issues and how do they deal with opposing power centers, both within our country and overseas? How do psychological and personality idiosyncrasies impact the exercise of power? This course will be taught using the Socratic Method, lectures and use of case studies. It is not possible to understand leadership without understanding the data that opens leaders and leadership to scrutiny.

6. National Security and the Law and Ethics

In this course we focus on how domestic and international law and ethics (including Just War Doctrine) intersects with the formation and execution of national security policy. This becomes an especially important issue as security issues move well beyond law and ethics that were established to deal with an earlier reality—i.e. a system that was established by and for a world dominated almost exclusively by states. In this context, we will examine the foundations of national and international law, especially how they apply to war, economic
interactions, political intercourse and diplomatic relations. But, we also need to venture into areas that are so far uncharted, or have been only partially charted, such as cyber issues, terrorism, non-state actors, etc. at the community, national and international levels and how they interact. Do we still live in an anarchic world? How do we formulate law dealing with contemporary technology? Do the Geneva Conventions—formulated in the 19th and mid-20th centuries to deal only with state on state activity—speak to a world where asymmetric warfare is becoming increasingly symmetric? How does international law affect economic activity in a world where there are now substantial challengers to the world economic preponderance? And how does law adapt to “real time” or “just in time” production where business is less concerned about national borders than it is about finding cheap labor and friendly laws—wherever they might be in the world? Closely linked to issues of law are questions of right behavior (ethical standards) and how they apply to the formation and execution of national security policy, whether technically legal or not. This course will be taught via the Socratic Method, some lecturing and the use of case studies.

7. Political Decision Process, and National Security

In this course we explore the role of Parliament, Governments or Political decision making process in carrying out its constitutional and political roles in formulating and executing national security policy. This includes functions such as oversight, legislation, investigation and budgets. But it also includes political, economic and social considerations, such as philosophical differences, economic (employment) issues, bias, law, the impact of money, etc. In particular, we need to look at how the main political entities reflects the interests and values of their constituencies, the influence of NGOs and social groups, the pressures of state and local governments, the impact of the media, religion and ethnicity and the role of money and special interests. We will use this study to discuss James Madison’s conception of an economic republic that is driven by latitudinal constructed economic interests versus Karl Marx’s longitudinal economic construct and what the effect is on national security. To understand how Parliament, Governments or Political decision making process (Congress, Parliament, Governments, etc.) in security questions compares with that of other legislative bodies we will examine select examples of legislative bodies in democratic and non-democratic societies. This course will be taught using the Socratic Method and lecturing.

8. National Security and Terrorism

To start, we will discuss the definitions of terrorism as understood by major world’s institutions to understand the phenomenon come to some conclusion to what we mean by the term “terrorism.” This course will explore the major domestic and foreign-based terrorist movements. We will distinguish whether there is a difference between terrorism groups and groups that advocate and sponsor rebellion, revolution and liberation movements. For many of these organizations terrorism will be in the eye of the beholder. What are the goals and methods of these organizations? How do they organize, fund themselves, what are their motives and objectives? Does the State Department’s Terrorism Watch List” serve any useful purpose? How do we determine how good intelligence is in dealing with this issue, which groups are dangers to the national security of Balkan countries and how we organize to counter these threats? Can we negotiate with terrorist groups—under what circumstances? How do we build effective policies and methods to defeat them? We also need to look at the questions of individual and human rights, the law and ethical standards in the fight against terrorism. We will compare and analyze these approaches to practices within the Balkan region.
Moreover, is the nature of violence changing - can we still call terrorism “asymmetric” warfare or has it now become very much “symmetric”? This course can be team taught and could be melded together with other courses in order to offer one course that crosses over the curriculum. This course will be taught using the Socratic Method, some lecturing and examination of cases studies.


Environmental issues will be one of the most important security concerns in the years ahead. This problem will exhibit several dimensions. Resource scarcity—especially water - is already becoming a significant issue in several places that have close ties with the U.S., such as the Middle East and Southeast Asia. Climate change, which is moving more quickly than scientists originally predicted, is now a major concern. There is a strong link between climate change and some of the poorest parts of the globe, such as Africa where drought is disrupting the patterns of life and in the Arctic where melting ice has opened new competition for control of navigable water ways. There is also an intimate connection between environmental degradation and health as we saw in the Ebola outbreak in 2015 and the Zika pandemic in 2016. More than five million people a year die from pollution. The issues of climate and health have become so integrated and important that they got the attention of the Pentagon. Environmental issues no longer are simply the domain of “tree huggers.” They now go directly to the heart of security concerns. Environmental issues are also truly global in scope, as are the resulting security problems. This course will strive to give the students an understanding of the scope of environmental challenge, especially the complex dynamics of climate change, how this issue challenges national security in the U.S. and elsewhere; to understand the role of politics, science and faith. This certainly is a governamental issue, but it is just as much a societal problem. This course will be taught using the Socratic Method, lecturing and examination of cases studies.

10. Migration, Immigration, Population and National Security

In the contemporary world shifting populations have become more important to the national security than at any other time in history. Most population shifts today are driven by economic problems and violence. Consequently, in most cases large numbers of people are seeking better financial and economic opportunities or they are escaping war and brutality. Nevertheless, the contemporary migration scenes can also provide cover for terrorists and criminals who are interested in undermining state institutions, attacking societies and citizens. The current migration of Syrian and Iraqi refugees is merely one example of contemporary migration. Also, at times in the past, forced migration has pushed hundreds of thousands of people from their homes, and this could become a problem again, especially in Africa, Europe and in the Middle East. In addition, whether these migrations are peace loving or not, porous state borders, modern technology and environmental change compound the problem. Migrations, especially large numbers and extended across a long time, directly challenge security because they consume resources, generate backlash and all too often lead to violence. In other words, migration—depending on specific circumstances—affects not only governments, but entire societies. In this course students will examine the dynamics of population movements, the role and limits of intelligence in understanding the scope and depth of population movements, the challenges these movements make to national security and possible ways to cope with the issue. The Socratic Method, some lecturing and case studies will be teaching techniques used in the course.

This course will focus on all levels and types of WMD and actors as they constitute threats to national security. Despite the progress made over the past 40 years to rein in chemical, biological and nuclear weapons through treaties among many of the world’s countries, the changing structure of the global environment has brought with it renewed threats that were not conceivable at the end of the Cold War. The contemporary threat comes not only from a growing number of state actors, but from a plethora of non-state actors. We can think of the contemporary WMD issue as the “second wave” challenge (the first being the first three decades after World War II). The breadth of the threat, combined with porous national borders and the fact that modern technology can expedite the manufacture and use of weapons of mass destruction—WMD. Today, the threat from chemical and biological weapons comes primarily from non-state actors while the renewed threat from nuclear weapons comes from state and potentially from non-state actors. While the focus recently has been on Iran and North Korea, we also need to focus on India and Pakistan, Israel, Russia, China and the potential for several countries in Asia to develop tactical and strategic nuclear weapons. In addition, the possibility that organizations such as ISIS and the Taliban could acquire nuclear weapons provides a dynamic that was unrealistic just a few years ago. This course will be taught using the Socratic Method, lectures and case studies.

12. National Security and Civil Society

In this course we will consider the various elements of civil society and how they understand the threats to national security, how they influence decision making and policy and the relationships between civil society organizations and the government. Over the past decade there has been an explosion of civil society organizations, not only in the U.S. but around the world. Each one of them has a view of what national security means, usually contextualizing the threat in terms of their own interests. This, plus globalization, modern technology and communications and the relative weakening of many governments has helped create a situation where almost every aspect of our lives is impacted by civil society organizations. With respect to national security, we will consider arenas such as the media, individual and human rights organizations, and a host of NGOs/NSOs— all with an eye on how they interact with national security. How do elements of civil society interact with various governments, how do they see the threat of WMD, and how do they persuade the public to support them. This course will be taught using the Socratic Method, lectures and case studies.

13. National Security and the Economic Challenges

The globalizing world, coupled with advances in technology, has led to a revolution in economic affairs. Consequently, economic, financial and business practices are producing challenges to the American national security and to the security of other countries the likes of which we have never seen before. The uncertainties of modern economics, the political and military dimensions have made the challenge even more current. Economic slowdown in China is affecting markets the world over. We now have a host of competing national economies as well as competition from international businesses and conglomerates that have no real national home or national loyalty, but span the globe seeking out the most advantageous financial environment. In addition to economic competition, our security is challenged by increasing levels of industrial espionage, substantial grey and black economies and large criminal enterprises. We need to understand where the threats come from, how they work and how we can meet the challenges. This course will
be taught using the Socratic Method, lectures and case studies.


What will be the future energy needs of the U.S. and how will we supply them? Despite the advances in domestic gas and oil production due mostly to fracking and the availability of oil sands in Canada, these sources will not satisfy all of our energy needs in the future. They well may lead to dangerous complacency—even if we become energy (oil) independent, the rest of the world will not be. The energy needs of the rest of the world, the volatility of energy sources, political and military upheavals, and sliding energy costs (especially in oil) all impact the security interest of the U.S. For example, about 40% of the world’s oil reserves are located in the explosive Middle East. In addition, we must consider the security implications of nuclear energy and renewable energy sources with respect to development, cost and safety. Beyond the specific questions of the challenges to energy sources, this course also will examine the impact of price variations, the possibilities of terrorism and sabotage aimed at energy sources, producers and users and the impact hostile attacks will have on different societies and how these threats can best be met. This course will be taught via the Socratic Method, lectures and guest speakers.

15. National Security and Cyber Threats

This course will examine the major issue of cyber challenges to U.S. national security. This issue threatens every level of state and society, from individuals to corporations to major government agencies and departments. For every advance in modern technology there is a counter-advance in threats and damage that would undermine those advances. The threats today come from state and non-state actors and they span everything from terrorist recruitment techniques to threats against vulnerable systems in the financial, energy, defense, infrastructure, manufacturing, information, etc. sectors. In this course we will examine the technology and techniques of cyber threats, the scope and depth of vulnerabilities, detection and response, legal and privacy implications and examine several case studies. Of special interest and importance is the challenge of very specific threats from sophisticated terrorists and states that intend to challenge interests and the ability of other countries (including the Balkans). Consequently, it can be team taught or folded into existing courses to construct one ECPD-wide cyber course.
Purposes and Characteristics of ECPD International Postgraduate Studies

THE ORGANISATION OF STUDIES

Postgraduate studies are organised in such a way as to ensure (a) high-quality teaching, (b) full mastering of new knowledge, (c) development of the ability to use the acquired knowledge and (d) development of the motives and capacity to learn through the application of the acquired knowledge and to acquire new one upon completion of these studies. In order to attain these teaching aims, coupled with economical use of all resources, postgraduate studies are conducted according to the following organisational principles:

1. Students shall meet all admission requirements in full.
2. Teachers shall satisfy the modern research and teaching criteria in full.
3. The attendance of classes shall be compulsory; an active participation in the teaching process shall be required and encouraged.
4. All obligations of the teaching staff and students within the scope of these studies shall be discharged in a timely, creative, high-quality and cooperative manner.
5. Prior to the beginning of each semester, all necessary literature for studying the contents of teaching in the relevant semester shall be provided. During the teaching days, the students shall have access to the Internet.
6. All administrative work and services linked to the teaching process shall be performed on time and in a reliable, high-quality and engaging way.

ECPD METHODS OF TEACHING AND LEARNING

Methods might include all or any of the following, selected as appropriate to the discipline or field of study and the program’s aims, mode of delivery and typical entrants:

- lectures
- tutorials
- seminars
- practical work, for example in a laboratory, in the field, workshop or studio
- the use of textbooks, journal papers, electronic databases and other self-study and e-learning materials
- project work
- practice sessions and learning through case studies
- work-based learning.

ECPD ASSESSMENT METHODS

Appropriate and effective assessment will enable students to demonstrate the outcomes of learning intended for the program. Assessment methods may be based on any or all of the following:

- report assignment
- essay assignments
- practical reports or portfolios
- a dissertation or other output from research/project work, which may include artefacts, performances or compositions
- written examinations
- oral examinations
- problem-solving exercises
- oral presentations
- posters
- placement reports.

Programs may assess not only academic skills but also other skills and competencies including, where relevant, the requirements of professional bodies that recognizes or accredits the program. Particularly for a modular Master’s program that uses credit accumulation; providers will wish to ensure that suitable methods are used to assess the intended learning outcomes not only of the constituent parts but also of their integration and synthesis across the program.
The Management of ECPD Postgraduate Studies

THE MANAGEMENT OF STUDIES

Executive management of postgraduate studies is entrusted to the Director of Studies, who has all authorizations and responsibility to ensure the quality, effectiveness and efficiency of the overall teaching process.

The coordination of instruction, research, elaboration, review and evaluation of Masters/Doctoral thesis, equalization and observance of the evaluation criteria, application of the proper teaching methods and the like are performed by the ECPD Scientific and Educational Board, comprising all teachers and chaired by the Director of Studies.

The organisation of all technical, administrative, service and other activities, which are necessary for a thoughtful, timely and efficient conduct of postgraduate studies, is entrusted to the Organisation and Administrative Officer.

THE EFFICIENCY AND EFFECTIVENESS OF STUDIES

These postgraduate studies are organised according to the effectiveness and efficiency criteria.

The efficiency criterion anticipates the acquisition of new, yet necessary, knowledge and skills for a scientifically based analysis, understanding and solving of problems. Knowledge and skills acquired at these studies guarantee the international competence of Masters/Doctor of Science in the fields that have been taught.

The efficiency criterion involves the timely implementation of all parts of the teaching and research process within these studies. In giving instruction within the scope of postgraduate studies, attention is devoted to rational organisation, observance of the beginning and completion dates of all activities, both by teaching staff and postgraduate students in an attempt to ensure that all students complete successfully their studies within schedule.

ACADEMIC TITLE

The postgraduate student has successfully completed his postgraduate studies if (a) he passes all examinations, (b) shows the ability to apply scientific methods and systematized, proven skills and techniques in solving the real problems – which is confirmed by the quality of seminar papers and their presentation and defence, and (c) demonstrates an adequate skill in critical analysis of the problem and sufficient creativity in finding the solution to a problem, and (d) successfully prepares, presents and defends a Masters/Doctoral thesis.

Upon successful completion of these postgraduate studies, the student acquires the academic title of the Master/Doctor of Science, for which a diploma is awarded. It should be noted that this diploma is valid in all UN member countries.
Admissions Criteria

ADMISSION REQUIREMENTS

For the admission of students to these postgraduate studies, it is necessary to meet the following requirements:

1. Adequate and relevant undergraduate/postgraduate level degree depending on academic progression
2. Inclination towards solving and/or research into the solving of development problems.
3. Ability to use professional literature in English or one of the official UN languages.
4. Assuming an obligation to attend classes regularly during all semesters established by the curriculum, as well as an obligation to participate regularly in the entire teaching process.
5. Assuming an obligation to complete the studies until the end of the anticipated teaching period as specified in the section 'Weekly and Monthly Teaching Blocks and the Duration of Studies in Part III' i.e. all examinations have to be passed, and seminar papers, Masters and Doctoral thesis and specialist papers have to be written and defended.
6. The signed contract on mutual obligations between the student and the organiser of postgraduate studies.

PREPARATORY, REMEDIAL AND AD HOC INSTRUCTION

1. Preparatory instruction is organised for postgraduate students who need English and/or computer lessons. All instruction will be provided during the first semester.
2. Remedial instruction is organised for postgraduate students who need lessons in mathematics and/or statistics. Remedial instruction is conducted during the first and second semester.
3. In order to satisfy the curiosity of the students, ad hoc instruction will be provided during the second and third semester. It is organised in the form of invitational lectures on the topics agreed in advance, which last 2-3 hours. The contents of invitational lectures are complementary with the contents of lectures in the specified subjects, or on some of the topical issues which deserve academic attention.
4. During the second semester, compulsory lectures on the skills and techniques of an oral, written, computer-assisted and multimedia presentation are held.

ECPD ADDRESS

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