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Introduction to Catalog

The Official 2014-2015 Catalog of the College of Graduate and Continuing Studies

The Catalog of the College of Graduate and Continuing Studies is the official catalog for all students enrolled in online programs. It contains all applicable academic rules, regulations, and policies for students enrolled in semesters beginning after June 1, 2014. The Catalog is published in June and updated through the quarterly Catalog Supplement in September, December, and March for students enrolled in the following online degrees and certificates:

Bachelor of Science in Criminal Justice
 Bachelor of Science in Strategic Studies and Defense Analysis
 Master of Arts in Diplomacy
 Master of Arts in History
 Master of Arts in Military History
 Master of Business Administration
 Master of Civil Engineering
 Master of Public Administration
 Master of Science in Information Security and Assurance
 Master of Science in Leadership
 Master of Science in Nursing
 Certificate in Teaching and Learning

Force of Publication

The statements set forth in this catalog and the catalog supplements are for informational purposes only and should not be construed as the basis of a contract between a student and Norwich University.

While the provisions of this catalog will ordinarily be applied as stated, Norwich University reserves the right to change any provision listed in this catalog, through means of the catalog supplements, including, but not limited to, academic requirements for graduation and schedules for course offerings, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be made available in the quarterly catalog supplements and through the Registrar's Office.

Students are responsible for keeping themselves apprised of current graduation requirements for their particular degree program(s).

This catalog is prepared to enable prospective and enrolled students, and others, to learn about Norwich University. The catalog is also intended to explain policies, requirements, regulations, and procedures in a manner that will help students progress through the University. Faculty, advisers, and staff at Norwich University will provide assistance, but ultimately the responsibility for compliance with policies, requirements, regulations, and procedures rests with the student.

University Information

Norwich University
 College of Graduate and Continuing Studies
 158 Harmon Drive
 Northfield, Vermont 05663
 Phone: 802-485-2567
 Student Helpline: 866-NU-GRADS (866-684-7237)
 Fax: 802-485-2533

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| Martha Rainville, BA | Holly Ridge, NC | 2017 |
| Steve Rippe, BS | Washington, DC | 2016 |
| Richard W. Schneider, BS, MALS, PhD | Northfield, VT | 2017 |
| Philip L. Soucy, BS, MS | Alexandria, VA | 2019 |
| Gordon R. Sullivan, BA, MA, DMiIS (Hon) | Alexandria, VA | 2015 |
| Gary F. Terry, BS | Hanover, MA | 2016 |
| Mark D. Thompson, BS, MBA | So. Hamilton, MA | 2018 |
| David G. Warren, BS, MA, MPA, PhD | St. Petersburg, FL | 2018 |
| J. Fred Weintz, Jr., BA, MBA | Riverside, CT | 2015 |

Officers of Administration

| Officer of Administration | Name |
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| Senior Vice President of Academic Affairs and Dean of the Faculty | Guiyou Huang, PhD |
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| Vice President, Student Affairs and Enrollment Management | Frank T. Vanecek, PhD |
| Vice President, Strategic Partnerships | Philip Susmann |
| Chief Administrative Officer | David Magida |
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Equal Opportunity

Norwich University is committed to providing equal opportunity in education and employment to qualified persons. The university admits students without regard to race, color, religion, national or ethnic origin, age, sexual orientation, or qualified disability and does not discriminate in the administration of its educational and other admissions policies, scholarship and loan programs, employment practices, athletic, and other university administered programs.

Implementation of this policy shall be in compliance with Title IV and Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1992; the Equal Pay Act of 1963; Age Discrimination in Employment Act of 1967; Section 504 of the Rehabilitation Act of 1973; the Vermont Fair Employment Practices Act; the Americans with Disabilities Act of 1990; and other pertinent federal and state non discrimination laws and statutes. Contact Title IX Coordinator, 802-485-2144, or Director of Human Resources, 802-485-2075, with questions, compliance concerns, or discrimination complaints regarding gender equity.

Online Programs' Catalog

Welcome to Norwich University's College of Graduate and Continuing Studies!

I am pleased that you have chosen to become part of the Norwich family. Norwich is a very distinctive place in the landscape of higher education, and our programs are rooted in substance and history. Few schools will challenge you as much as Norwich; fewer yet will give you the high level of academic and leadership experiences you need in order to achieve distinction in the marketplaces of our great nation.

As we look ahead to our bicentennial in 2019, we do so grounded in our legacy of educational innovation, proud of our graduates' achievements, and committed to preparing the leaders that will serve our nation and the global community. As a member of the Norwich community, know that you have become part of something very old, very deep, and very proud.

Cordially,

Richard W. Schneider, PhD
RADM, USCGR (Ret.) President

Dean's Welcome

Greetings, Students! It is my great privilege to welcome you to the College of Graduate and Continuing Studies and Norwich University!

Whether you are a returning student or recently accepted to the College of Graduate and Continuing Studies, we are excited to offer you a rich heritage, a dynamic academic program, and the support of a caring community. You have made an excellent choice and we are happy that you will be joining the Norwich family!

If you are new to distance education, returning to school after a long break, or are concerned about your ability to succeed, rest assured we have built programs that facilitate the full range of academic participation, mentoring, and community. We have selected you to join our community and have every confidence that you will succeed.

You are taking an important step in your education, career, and life whether you are entering graduate school or completing your undergraduate degree through our degree completion program. We have worked hard to develop the structure and resources necessary for you to succeed. We look forward to working together to achieve great things, now as a student, and later as your career and life unfold.

Remember – *Expect Challenge...Achieve Distinction.*

And most important, keep in mind the Norwich motto, "I Will Try." These words are not merely a slogan, but words we live by at Norwich University. Keep these close to your heart and what you do over the coming months will be but a stepping-stone to the great things that await you. You are becoming part of something very old, very deep, and very proud.

Welcome aboard!

Sincerely,

William H. Clements, PhD
Vice President for Academic Affairs and Dean
College of Graduate and Continuing Studies

Bachelor's Degrees

Dean: William H. Clements

Associate Dean of Administration: Debra R. Wick

Associate Dean of Enrollment Management: Melissa K. Marcello

Chair, Department of Continuing Studies: Mark L. Parker

The College of Graduate and Continuing Studies is committed to lifelong and experiential learning in a distance education delivery format. The College offers two Bachelor of Science degree-completion programs: the BS in Criminal Justice and the BS in Strategic Studies and Defense Analysis, the latter designed for the Special Operations Forces in the U.S. Army and joint military command.

This section of the catalog provides information about academic policies (p. 6), programs of study (p. 13), and the residency conference (p. 25) as they pertain to bachelor's degree students in online programs.

Academic Policies

These academic policies pertain to all bachelor's degree-completion programs and students of the College of Graduate and Continuing Studies. These academic policies are subject to change. Norwich University students and faculty will be notified through the quarterly catalog supplements if changes are made during the academic year.

Academic Records

Student and Progress Records

All student academic records are available through the University Registrar. Unofficial records are available through the University's Self-Service web pages at the completion of each semester. In-progress grades are maintained in the online classroom grade book.

Transcripts of Academic Records, Official Transcripts

The Registrar's Office provides official transcripts of student academic records. Official transcripts will be withheld until all financial accounts are settled. Unofficial transcripts are available to students on the University's Self-Service web pages via the online classroom. Courses taken after degree conferral will be shown on a separate record.

Academic Standing

Minimum Grade Standards

Minimum grade standards are established for all curricula. Students must maintain an appropriate grade point average to remain in good standing.

Academic Standing Criteria for Academic Progress

1. **Good Standing:** A student in good standing is allowed to register without qualification. To maintain good standing, a degree candidate must have a minimum cumulative grade point average of 2.0. Courses numbered below 100 will only meet pre-requisite requirements, but they will be included in the GPA and academic standing calculations.
2. **Academic Probation:** Students who fail to earn the cumulative grade point average for good standing at the end of the semester are enrolled for the following semester on academic probation. Being placed on probation warns the student that academic progress is in jeopardy and places restrictions and conditions on his/her enrollment. The conditions are as follows:
 - a. The student may not enroll for more than 12 semester credits.
 - b. Whenever possible, courses in which the student received a C- or below should be repeated to increase the GPA.
 - c. Students must raise their GPA to the minimum required within 12 semester credits or they will be dismissed from the program. Subsequent to dismissal, students will be allowed to reapply for admission after one semester of separation.
3. **Academic Deficiency:** A student who fails to achieve the cumulative grade point average for good standing within 12 semester credit-hours of being placed on probation will be dismissed. Students who attain good standing after being on probation will restart the procedure above if they return to probationary status.

Academic Honors

All degree candidates whose final cumulative grade point average is 3.60 or higher at degree conferral are graduated "Summa Cum Laude;" those with an average of 3.30 to 3.59, "Magna Cum Laude;" and those with an average of 3.00 to 3.29, "Cum Laude." The honors designations are noted on both the transcript and the undergraduate diploma.

Attendance and Discipline

Attendance

Online students are required to be active and participate academically in the online classroom on a weekly basis. Students who fail to access the online classroom and participate for more than fourteen (14) calendar days without prior instructor approval **will be administratively withdrawn** from the university.

Students who are unable to maintain weekly participation in the online classroom due to an expected absence are required to notify their instructor in advance of the absence.

Academic participation includes activities such as posting to a discussion board, submitting a homework assignment, engaging in an email conversation about the class and/or assignments, participating in a conference call regarding course materials or group study/projects, and completing an exam. Activities that do not constitute academic participation include logging in to the classroom, emailing the professor about grades, counseling related to academic progress in the course or program, communicating via email with the student services, financial planning, bursar, or other university staff.

Discipline

A student's online behavior is expected to be professional, ethical, and in compliance with university rules and regulations.

Course Add/Drop and Course Withdrawal

Students may ADD courses no less than two weeks prior to the start of the course(s).

Students must request to DROP courses by the drop deadline and may do so for any course in which academic participation has not occurred. The permanent academic record will not reflect courses dropped during this period. Students who have academically participated in the course during the drop period will not be dropped, but will be withdrawn according to the withdrawal and refund schedule (<http://online.norwich.edu/current-students/tuition-payment-overview/withdrawals/cancellation-and-refunds>).

During the time extending from the first day of the course to the last day of week six of the course, a grade of W will be entered on the permanent academic record for any course withdrawal, whether initiated by the student or the administration. After the withdrawal deadline, a grade of F will be entered on the permanent academic record for any course withdrawal unless the dean of the college approves the assignment of a grade of W.

Consult the schedule below for exact add/drop and withdrawal deadlines.

2014-2015 Schedule for Add/Drop and Withdrawal Grades

Fall 2014 Semester

| Date | Activity |
|-----------------------|--|
| Aug 18, 2014 | Last Day to ADD course(s) to Fall Session A |
| Aug 31, 2014 | Last Day to WITHDRAW from Fall Semester with 100% refund |
| Sep 1, 2014 | First Day of Fall Semester |
| Sep 1 - Oct 25, 2014 | Course Dates for Fall Session A |
| Sep 7, 2014 | Last Day to DROP course(s) in Fall Session A |
| Oct 12, 2014 | Last Day to WITHDRAW from Fall Session A with grade of W |
| Oct 12, 2014 | Last Day to ADD or DROP course(s) in Fall Session B |
| Oct 27 - Dec 20, 2014 | Course Dates for Fall Session B |
| Nov 30, 2014 | Last Day to WITHDRAW from Fall Session B with grade of W |
| Dec 20, 2014 | Last Day of Fall Semester |

Spring 2015 Semester

| Date | Activity |
|----------------------|--|
| Dec 15, 2014 | Last Day to ADD course(s) to Spring Session A |
| Jan 11, 2015 | Last Day to WITHDRAW from Spring Semester with 100% refund |
| Jan 12, 2015 | First Day of Spring Semester |
| Jan 12 - Mar 7, 2015 | Course dates for Spring Session A |
| Jan 18, 2015 | Last Day to request to DROP course(s) in Spring Session A |
| Feb 22, 2015 | Last Day to WITHDRAW from Spring Session A with grade of W |
| Feb 22, 2015 | Last Day to ADD or DROP course(s) in Spring Session B |
| Mar 9 - May 2, 2015 | Course Dates for Spring Session B |

| | |
|--------------|--|
| Apr 19, 2015 | Last Day to WITHDRAW from Spring Session B with grade of W |
| May 2, 2015 | Last Day of Spring Semester |

Summer 2015 Semester

| Date | Activity |
|-----------------------|--|
| Apr 20, 2015 | Last Day to ADD course(s) to Summer Session A |
| May 3, 2015 | Last Day to WITHDRAW from the Summer Semester with 100% refund |
| May 4, 2015 | First Day of the Summer Semester |
| May 4 - June 27, 2015 | Course Dates for Summer Session A |
| May 10, 2015 | Last Day to request DROP course(s) in Summer Session A |
| Jun 14, 2015 | Last Day to WITHDRAW from Summer Session A with grade of W |
| Jun 14, 2015 | Last Day to ADD or DROP course(s) in Summer Session B |
| Jun 29 - Aug 22, 2015 | Course Dates for Summer Session B |
| Aug 9, 2015 | Last Day to WITHDRAW from Summer Session B with grade of W |
| Aug 22, 2015 | Last Day of the Summer Semester |

Course Exemptions and Equivalency Examinations

Requests for Exemption or Course Equivalency

1. Seeking Exemption for Prerequisite and Degree Requirements

- To waive a prerequisite course requirement a student must obtain approval through the Chair of the Department of Continuing Studies. The basis for such a waiver will be the student's demonstrated knowledge in the area concerned.
- To waive a degree requirement on the basis of an exemption examination or other documented extra-institutional learning, a student must present appropriate documentation to and gain approval through the Chair of the Department of Continuing Studies. The number of credits of the waived course must be replaced by elective credits.

2. Equivalency Examinations

- To obtain credits and grade points for a course on the basis of an equivalency examination administered under the provision below, a student must present appropriate documentation to and gain approval through the Chair of the Department of Continuing Studies. If the examination is for credits and grade points, a grade will be assigned and appropriate grade points awarded unless the Pass/Fail option is selected prior to administering the examination.
- Examinations for course equivalency or exemption will be given at Norwich University only if a nationally validated examination covering the same subject matter is not available. Examinations in EN101 and 102 are an exception and may be administered at the beginning of each semester to newly admitted students.
- Credits, not grade points, are to be awarded when evidence demonstrates that the minimum required grade has been achieved on a nationally validated examination, such as Advanced Placement program, DANTES, or CLEP.

Before administering an exemption or an equivalency examination, the chair should determine whether the student wishes to (a) waive the course requirement under paragraphs one and two as per the section on Seeking Exemption for Prerequisite and Degree Requirements or (b) obtain the credits and grade points for the course as outlined in paragraph one of the section on Equivalency Examinations. An examination for waiver should be designed to test the student's general knowledge and competency in the tested area. An examination for credits and grade points should be typical of a final examination that covers the entire course content. Where appropriate, term papers, projects, etc. may also be required. An exemption or equivalency examination for laboratory courses may require demonstrated laboratory proficiency.

An extra tuition charge may be assessed by the Bursar's Office for examinations.

Course Overloads and Audits

Credit Overload (Extra Credits)

Well-qualified degree completion students may elect to enroll in more than twelve (12) undergraduate credit-hours per semester subject to approval by the Chair of the Department of Continuing Studies.

Course Audit

Students taking courses as "auditors" will receive the notation "AU" on their permanent academic record in lieu of a grade and credits if the obligations of the auditor have been satisfactorily met. If the auditing student's performance is not deemed to have been satisfactory, no course entry will be indicated on the student's academic record.

Audit students are expected to participate as outlined by the Chair of the Department of Continuing Studies. Audited courses may not be applied against degree requirements.

Degree Awarded

The baccalaureate degrees awarded through the College of Graduate and Continuing Studies are the:

- Bachelor of Science in Criminal Justice
- Bachelor of Science in Strategic Studies and Defense Analysis

All degrees earned in Norwich University's College of Graduate and Continuing Studies will be awarded with the traditional Norwich University diploma, which reads:

[Degree Awarded]
Norwich University

Degree Conferral

The faculty, through the Committee on Academic Standing and Degrees (CASD), shall recommend to the President, students who have completed all degree requirements.

- No degree shall be conferred until the Registrar's Office determines that all degree requirements are met.
- No degree shall be conferred until the degree candidate has paid all University bills or arranged for payment to the satisfaction of the Chief Financial Officer.
- Degrees shall be conferred in January, June, and September.

Bachelor of Science degree students are not required, but may choose, to participate in the June graduation ceremony (p. 25). Students may participate in the ceremonies if the following academic and financial criteria have been met:

- required coursework is completed or the student is enrolled in the final nine (9) or fewer semester credit-hours required for completing the degree; and
- the student's financial account balance is \$0.00

Degree Credit

Award of Norwich University Credit

Credit hours and grade points shall be awarded only for those University courses for which a student is properly registered.

Credits for Graduation

Graduation requirements are measured in courses and credits. Courses and credits required for graduation are specified in the Programs of Study for each curriculum. Students are responsible for consulting the Programs of Study to ensure that they are meeting the graduation requirements for their major and minor degree program(s).

Degree Requirements

The requirements for the bachelor of science degrees awarded through the College of Graduate and Continuing Studies can be found in the individual Programs of Study (p. 13). Degree candidates are subject to the degree requirements of the class year to which they are assigned at the time of their admission, or readmission, to the degree program.

Grades

Grades and Grade Points

Official grade reports are issued by the University Registrar within 15 days of the end of each semester. Students may retrieve unofficial electronic copies of final grades through the University's Self-Service web pages via the online classroom. Grade points shall be awarded as follows:

| Grade | Percentage | Grade Points |
|-------|------------|--------------|
| A | 93-100% | 4.0 |
| A- | 90-92.9% | 3.7 |
| B+ | 87-89.9% | 3.3 |
| B | 83-86.9% | 3.0 |
| B- | 80-82.9% | 2.7 |
| C+ | 77-79.9% | 2.3 |
| C | 75-76.9% | 2.0 |

| | | |
|----|------------------------------|-----|
| C- | 73-74.9% | 1.7 |
| D+ | 70-72.9% | 1.3 |
| D | 67-69.9% | 1.0 |
| D- | 63-66.9% | 0.7 |
| F | Below 63% | 0.0 |
| P | (Pass/Fail option exercised) | 0.0 |
| I | (Incomplete) | 0.0 |
| W | (Withdrawn) | 0.0 |
| S | (Satisfactory) | 0.0 |
| U | (Unsatisfactory) | 0.0 |
| AU | (Audit) | 0.0 |

Grade Point Average

The grade point average (GPA) is computed by dividing grade points earned by credit hours attempted after applying the repeat grade policy. Only grade points earned and semester credit hours attempted in courses at Norwich will be included in computing the student's grade point average. (See the repeat course policy for the effect on the grade point average of course repetition.) Grades for courses taken after conferral of a degree will not be used to recalculate the grade point average. Grade point averages for these courses will be calculated separately.

Incomplete Grades

1. The grade of incomplete is exceptional and given only to students whose completed coursework has been qualitatively satisfactory, but who have been unable to complete all course requirements due to extenuating and unusual circumstances.
2. The grade of incomplete may be considered only for those students who have completed at least 60% of their course and will be approved by the instructor on a case-by-case basis only.
3. The decision whether to award an incomplete is at the sole discretion of the instructor, even if a student meets the eligibility criteria.
4. The request for a grade of incomplete must be accompanied by a proposed study plan and submitted to the instructor. If approved, the grade of incomplete may be assigned for a period up to, but not exceeding, 90 days from the end of the course.
5. It is the responsibility of the student to adhere to the due dates as outlined in the approved study plan and submit all outstanding course work by the assigned deadline(s). If the student fails to submit the remaining course work by the due dates or chooses to withdraw from the university without resolving the incomplete work, the course grade of incomplete will be converted into a final course grade with all unsubmitted assignments counted as zeroes. Students who withdraw will be handled according to the refund and withdrawal policy.
6. If the seminar in which the incomplete is assigned is a prerequisite to one or more subsequent seminars, the student may not be permitted to proceed to any subsequent seminar or course until the incomplete work has been finished.

Incomplete Grades Due to Military Activation and Deployment to or in Support of a Combat Zone

1. Students serving in the military who, after the start of enrollment, are notified that they are being activated or deployed to a combat zone or in direct support of or proximity to a combat zone and choose to withdraw from the university may request to have a grade assigned at the time of withdrawal if they have successfully completed at least 60% of the course and if their cumulative grade represents sufficient knowledge of the course.
2. In lieu of requesting a grade, students who have completed 60% of a course may submit to the instructor a study plan outlining how the remaining academic work will be completed. Upon approval of the study plan by the instructor, a grade of incomplete will be assigned for the course.
3. Incomplete grades assigned as a result of approved study plans for activated or deployed students must also be approved by the program director or program manager if the remaining work cannot be completed within the 90-day maximum limitation for incomplete work. In all cases, grades of incomplete must be resolved within one year of the issuance of the original incomplete grade.

A course carrying the grade of incomplete will be excluded from the computation of total semester credit hours and grade point averages.

Grading Practices Notification for Students

At the beginning of a course, on the course syllabus within the online classroom, a student must be made aware of the method of grading in the course and of the weight that is attached to all course requirements.

Grade Reporting by the Faculty

Faculty will record assignment and final grades in the online classroom grade book. Students may view assignment, in-progress grades, and final grades for current courses inside the online classroom. Students may also view their final grades for completed courses by accessing the University's Self-Service web pages via the online classroom.

The College of Graduate and Continuing Studies maintains assignment grade records for a minimum of one year.

Grade Appeals

Grade Appeals

Grade appeals are reserved for final course grades only and not for individual assignment grades within a course.

1. All final-grade appeals must begin with a written request from the student to the instructor.
2. If resolution is not achieved with the instructor, the written grade appeal may be filed with the Chair of the Department of Continuing Studies.
3. Failing resolution at the department chair level, the student may appeal in writing to the Vice President of Academic Affairs and Dean of the College of Graduate and Continuing Studies.
4. If the issue is still unresolved, the final avenue of appeal for final course grades must be directed in writing to the Senior Vice President of Academic Affairs (SVPAA), who has final authority over matters involving final-grade appeals.

Changes in Final Grades

Instructors assign final grades after careful and thorough evaluation of a student's academic performance in the course. A final grade will be changed only for cause and only at the request of the instructor and with the approval of the department chair and dean. Requests for change of final grade must be made within 120 days after the final grade was awarded.

If a course is repeated, only the last earned grade will be calculated in the grade point average. The grade previously earned in the course will be removed from the grade point average calculations even if a lower grade is earned when the course is repeated. Students may repeat a course one time only. Tuition and fee rates in effect at the time of the repeat enrollment apply to all repeat courses.

Pre-requisite, Co-requisite, and Repeat Courses

Prerequisites

Students shall not register for a course having prerequisites without having successfully completed those prerequisites. Students will not be allowed to remain scheduled for the successive course if the prerequisite course was not completed successfully. Exceptions to this policy are at the discretion of the department chair and/or college dean.

Co-requisites

Students shall not register for courses having co-requisites without registering for the co-requisite course. Co-requisites are identified in the Programs of Study course descriptions.

Repeat Courses/Repeat Grade Policy

A student shall not receive credit twice for any course except those courses whose Catalog description permits repetition for credit.

If a previously graded course is repeated and a grade other than "W" is earned, only the last grade earned in the course will be calculated in the grade point average (GPA). All grades previously earned in the course will be removed from the GPA calculations even in the event that a lower grade is earned upon repetition of the course. If a failing grade is earned upon repetition of a course, any previous credit earned will be lost. Credit by examination does not constitute a repetition under this provision.

Readmission

Readmission of Dismissed or Administratively Withdrawn Student

Students whose enrollment in a degree-completion program is interrupted due to an academic dismissal or administrative withdrawal may apply for readmission to the program following a one-semester separation.

1. A written request for readmission should be addressed to the Chair of the Department of Continuing Studies and filed with the student services advisor.
2. The request must include an explanation of the change in the student's circumstances, which now permit successful completion of the program, as well as the measures taken to ensure satisfactory academic progress upon re-enrollment.
3. A financial aid eligibility request must be filed with the Student Financial Planning office prior to re-enrollment.
4. Individuals who are dismissed for academic deficiency or who were administratively withdrawn may be conditionally readmitted to the University. Failure to adhere to the mandatory conditions of readmission may result in dismissal from the University prior to the conclusion of the semester.

Readmission of Student-initiated Withdrawn Student

Students whose enrollment in a degree-completion program is interrupted due to a student-initiated withdrawal may apply for readmission to the program by contacting a student services advisor.

Transfer Degrees and Transfer Credit

The College of Graduate and Continuing Studies may award undergraduate credit, not grade points, to fulfill baccalaureate degree-completion admissions and degree requirements for:

1. academic work, at the course level and/or degree level, successfully completed at regionally accredited institutions;
2. academic work, at the course level and/or degree level, successfully completed at nationally accredited institutions recognized by the U.S. Department of Education;
3. academic work, at the course level and/or degree level, successfully completed at international institutions recognized by an approved academic credential evaluation service;
4. military training, in accordance with the Guide to the Evaluation of Educational Experiences in the Armed Forces, published by the American Council on Education (ACE);
5. undergraduate courses successfully completed through third-party entities with which Norwich University has agreements;
6. other extra-institutional learning as recommended in nationally recognized guides and publications or by national review bodies such as the American Council on Education (ACE);
7. other extra-institutional learning as reviewed and approved by the CGCS Academic Credit Transfer Evaluation Committee.

Exceptions to this policy may be made only with a positive recommendation from the Dean of the College of Graduate and Continuing Studies and approval from the Norwich University Committee on Academic Standing and Degree (CASD).

Norwich University complies with regulations and guidelines of the Veterans' Administration and Service-members Opportunity Colleges (SOC) as they pertain to transfer credits.

Guidelines for Undergraduate Transfer Credit

1. In order to meet the admission requirements of any 60-credit or 63-credit degree-completion program offered at Norwich University through the College of Graduate and Continuing Studies, incoming students must successfully transfer 60 semester credit hours, through individual course credit or a two-year transfer degree, into the bachelor's program.
2. In order for prior undergraduate credit and degrees to be considered as transfer credit they must (a) preserve the integrity of the degree sought, and (b) be validated by the awarding institution through an official transcript (or its equivalent) issued directly by the awarding institution to Norwich University. These credits may come from individual courses, two-year transfer degrees, or a combination of both, depending on the source that provides the greater benefit to the student.
3. The Program Manager (PM) determines the applicability of credit toward the Norwich degree. If a request for transfer is not granted the student may appeal the PM's decision to the chair of the department whose decision is final.
4. The minimum number of credits that must be completed at Norwich University is determined by the guidelines for members of the Service-members Opportunity Colleges (SOC), of which Norwich University is a member, but in no case shall be less than 36 credits.
5. Credits transferred at the individual course level require a grade of "C" or better on a 4.0 scale.
6. Credits earned to fulfill the requirements of an associate of arts or associate of science degree are not subject to the minimum grade requirement.
7. A two-year transfer degree earned at an institution with which Norwich University's College of Graduate and Continuing Studies has articulated shall:
 - a. be applied in its entirety toward the Norwich degree;
 - b. represent a block transfer of credit equivalent to the first 60 credits of the Norwich baccalaureate degree, unless the transfer of individual course credit provides a greater credit benefit to the student;
 - c. not be subject to the minimum grade requirements of individual courses. Block transfers indicate that a student has achieved a combined level of learning which makes it appropriate to decrease the reliance on individual minimum grades or credit values.
8. Grade points will not be transferred.
9. In order to be applied to the baccalaureate degree sought, transfer credit earned more than ten years prior to completing the Norwich degree to which that transfer credit is applied will be evaluated on a case-by-case basis.

Transcript Evaluation and Posting of Transfer Credit

Academic work accomplished at other regionally or nationally accredited institutions and in accordance with regulations pertaining to transfer credit and other extra-institutional learning as described above will be reviewed for Norwich course equivalency. The posting of transfer credit for approved courses will be undertaken by the Registrar's Office upon the receipt of an official transcript. An official transcript is one that corresponds with the credit granting institution's definition of "official" and is received directly from that institution by the Admissions or Registrar's Office.

Residence Requirement

The residence requirement limits the amount of degree credits which may be transferred to Norwich University. At least 50% of the credits required for the Bachelor of Science in Criminal Justice degree or the Bachelor of Science in Strategic Studies and Defense Analysis degree must be earned at Norwich except as outlined above with regard to the requirements for member schools of the Service members Opportunity Colleges (SOC).

Statute of Limitations

Students must satisfy the catalog degree requirements of a catalog year that is within ten years of the graduation year.

Withdrawals from the University

Withdrawals

A withdrawal is generally a permanent separation from the University. Either the student or the University may initiate the withdrawal process.

Withdrawals Initiated by the Student

When a withdrawal is necessary, the student must direct the following requests in writing to the appropriate institutional officer.

- Requests for withdrawal must be submitted in writing to the program's Student Service Advisor.
- Requests for a refund must be submitted in writing to the University Bursar.

Students using financial aid in the form of federal loans, who anticipate returning to the university within a reasonable length of time from the withdrawal, should notify their Financial Aid Advisor in writing of their intent.

Norwich University must make commitments to faculty and staff in advance of actual student enrollment, therefore only a partial refund of tuition paid will be made if the student leaves for any reason prior to the end of any semester. The only exception to this policy is for activation or deployment of military personnel to a combat zone or in direct support of or proximity to a combat zone during the period of enrollment (see Military Activations and Deployments to a Combat Zone).

Scholarships, grants, and federally funded loans will be refunded, in the appropriate ratio, using federal guidelines for financial aid, either to the University or to the agency from which the aid funds were received. In many cases, this will result in an additional amount due from the student to the University.

Withdrawals Initiated by the University

The University, through the Dean of the College of Graduate and Continuing Studies, may also initiate an Administrative Withdrawal. Such instances might occur for student failure to participate, unexcused absence of 14 days or more, violation of the academic honesty policy, failure to pay tuition, or in cases where the student is a distraction to other students and instructors.

Military Activation and Deployment to or in Support of a Combat Zone

1. Students serving in the military who are notified after the start of enrollment that they are being activated or deployed to a combat zone or in direct support of or proximity to a combat zone, or;
2. Any student, or the spouse of a student if the student has a dependent child, who is a member of the National Guard or reserve forces of the United States and who is ordered to state military service or federal service or duty may:
 - a. Withdraw from the entire registration and receive a full refund of tuition and mandatory fees;
 - b. Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student according to the policy on incomplete grades. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full;
 - c. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed according to the policy on incomplete grades. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded, or;
 - d. If having successfully completed at least 60% of a seminar or course and whose cumulative grade represents sufficient knowledge of the seminar or course, request to have a grade assigned at the time of withdrawal.
3. Students will be required to provide a copy of orders confirming that the date of activation/deployment was during the currently enrolled academic semester. Upon any future re-matriculation at Norwich University, the student will be charged tuition and fees at the rate in force at the time of re-matriculation.

Programs of Study

The following programs of study are offered online through the College of Graduate and Continuing Studies.

Bachelor of Science in Criminal Justice (p. 13)

Bachelor of Science in Strategic Studies and Defense Analysis (p. 19)

Bachelor of Science in Criminal Justice

Program Overview

Chair, Department of Continuing Studies: Mark L. Parker

Program Manager: B. Allison Crowson

The Bachelor of Science in Criminal Justice program (BSCJ) is a degree-completion program designed for experienced law enforcement and criminal justice professionals who seek to complete their bachelor's degree thus enhancing opportunities for advancement within their careers or opportunities within the intelligence and security community. This program is an excellent and logical fit for the military population and specifically, soldiers within Army Special Operations (USASOC) and the Marine Corps who have specialized training in the areas of law enforcement, security, and intelligence. The 63-credit program (of the 123 credits needed for the degree) offers a solid foundation of criminal justice courses as well as two minor areas of study:

- Public Safety and Law Enforcement
- Intelligence and Security Management

In addition, the program offers an option in which students complete foundation courses and then draw from a wide range of courses to self-design their program. Additional requirements include general education courses and electives. Students will complete a field study course and a capstone as part of the degree requirement.

Students entering the Criminal Justice degree program may receive the equivalent of up to 60 semester credits for military training and/or law enforcement training courses as reviewed for credit by the American Council on Education or a similarly recognized organization. Students may also transfer up to an additional 24 semester-credit hour equivalents from other accredited institutions of higher education for courses that meet specific course requirements in the BSCJ program. Students complete the remaining credits through Norwich University in a structured program that will typically require two to four years to complete, depending upon a student's full-time or part-time enrollment status and military deployment schedule.

Curriculum Requirements

Pre-Program Education and Training

Students accepted into the Criminal Justice degree program must have earned a minimum of 60 semester credits from college courses, military training, or other educational experiences such as CLEP tests. A maximum of 84 semester credits may be transferred into the program. General education courses listed below are required unless applicants transfer in approved coursework or training from other institutions.

Number of Semester Credits

General Education Courses

Students complete all of the following:

| | | |
|----------|---|---|
| ENGL 250 | Crime in Literature | 3 |
| HIST 310 | Historical Studies | 3 |
| RELG 300 | Comparative Religion | 3 |
| SCIE 202 | Science, Technology and Procedures in Forensic Investigations | 3 |
| SCIE 301 | Environmental Science | 3 |
| MATH 232 | Elementary Statistics | 3 |

Foundation Courses

Students complete all of the following:

| | | |
|----------|------------------------------------|---|
| CRMJ 201 | Foundations Criminal Justice | 3 |
| SOCI 209 | Methods of Social Science Research | 3 |
| SOCI 220 | Cultural Issues & CJ System | 3 |
| COMM 302 | Data Analysis and Writing | 3 |
| PHLS 324 | Criminal Justice Ethics | 3 |

Degree Electives

Students complete 18 credits from the following: 18

| | | |
|----------|--------------------------------|---|
| COMM 205 | Tech-Mediated Communication | 3 |
| COMM 312 | Intercultural Communication | 3 |
| CRMJ 303 | The Study of Crime | 3 |
| CRMJ 305 | Law Enforcement Administration | 3 |
| CRMJ 306 | Procedural Due Process | 3 |
| HIST 210 | History of US Constitution | 3 |
| INOP 302 | Cyber Crime and Security | 3 |
| INOP 310 | Emergency & Disaster Relief | 6 |
| INOP 316 | Info Ops & Infrastructure | 3 |
| INSC 311 | Intro Homeland Security Intell | 3 |
| INSC 313 | Global Security & Intelligence | 3 |
| INSC 315 | Security Coordin&Collaboration | 3 |
| INSC 320 | Intelligence Management | 3 |

| | | |
|----------|-------------------------------|---|
| PHLS 205 | Critical Thinking | 3 |
| POLS 302 | National Security Policy | 3 |
| POLS 316 | Domestic Terrorism | 3 |
| POLS 325 | Immigration Law and Policy | 3 |
| SOCI 322 | Drugs and Gangs | 3 |
| SOCI 325 | Public Safety Diverse Society | 3 |

Field Study and Capstone Courses

| | | |
|---|--------------------------|---|
| Students select one of the following field study courses: | | 6 |
| SOCI 401 | Culture and Anthropology | 6 |
| SOCI 406 | Area Studies | 6 |
| ECON 401 | Economic Studies | 6 |
| INDE 490 | Selected Topics | 6 |

Required Capstone Course

| | | |
|---------------|----------|----|
| CRMJ 400 | Capstone | 6 |
| Total Credits | | 63 |

| Faculty Member | Institution at which highest degree was earned |
|------------------------|--|
| Art Amann, MSCJ | Nova Southeastern University |
| Mark Beckner, MSCJ | University of Colorado-Denver |
| David Blank, PhD | Dartmouth College |
| Natalia Blank, PhD | Dartmouth College |
| Frank Colaprete, PhD | Nova Southeastern University |
| Walter Hale, EdD | Mercyhurst College |
| Donal Hartman, JD, LLM | Gonzaga University School of Law |
| Paul Katsampes, DPA | University of Colorado at Denver |
| Kathleen McDonald, PhD | University of Albany, SUNY |

Communication Courses**COMM 205 Tech-Mediated Communication 3 Credits**

A study of human communication and the effect of modern technology on it. Students review basic communication theory, including non-verbal and intercultural communication, and then evaluate the impact of technology on the effectiveness and efficiency of communication. Topics include: spoken vs. written communication; synchronous vs. asynchronous communication; the status of world languages on the internet; the impact of social media; modern workplace communication; and trends in the development of communication technology.

COMM 302 Data Analysis and Writing 3 Credits

This course is designed to strengthen the technological, analytical, and written communications skills needed in careers in law enforcement, intelligence, and security. Students identify certain key data resources, and apply the data obtained in various communication contexts. The course emphasizes specific types of documents and communication channels used in the law enforcement community. Pre-requisite: SOCI209.

COMM 305 Strategic Communications 3 Credits

This course introduces students to principles of strategic communication. The course provides a detailed understanding of the important role that participatory web media play in strategic communication. Topics include understanding and defining strategic communication, public diplomacy, who is responsible for conducting strategic communication, challenges of U.S. strategic communication, improving strategic communication, and the future of strategic communication. Practical application of the tenets of strategic communication will be accomplished by reviewing and critiquing high-profile cases from the Iraq war and other significant events. This course will enable students to identify and apply the basic characteristics of effective strategic communication. Prerequisite: None.

COMM 312 Intercultural Communication 3 Credits

This course prepares the student to communicate effectively in both written and verbal forms within the context of a multi-cultural society. The course covers best practices in investigative reporting, written reports and memos, and interpersonal verbal communication within criminal justice settings, including interactions with victims, suspects, incarcerated persons, government officials, community leaders, staff, and civilians. 3 lecture hours. Pre-requisites: none.

Criminal Justice Courses

CRMJ 201 Foundations Criminal Justice 3 Credits

This course provides a general survey of the principles, systems, and processes of criminal justice. Students will explore conceptions and definitions of crime, criminal law, due process, and the organization and operation of the three basic components of the criminal justice system – the police, the courts, and corrections – both individually and in relationship to one another. Pre-requisites: none.

CRMJ 303 The Study of Crime 3 Credits

Students develop their skills in developing and analyzing intelligence. They learn how to collaborate with public and governmental agencies to share intelligence that is critically important to improving public safety and security. Pre-requisite: None.

CRMJ 305 Law Enforcement Administration 3 Credits

This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles, and assessing the effectiveness of the activities of criminal justice organizations. Students will also discuss constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations. The purposes and formats of financial statements and basic accounting and financial terminology are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management. Pre-requisites: none. Note: this course is under development and will be reviewed by the University Curriculum Committee.

CRMJ 306 Procedural Due Process 3 Credits

This course examines the principle that the government must respect all of the legal rights that are owed to a person according to the law. Students will explore and examine procedural due process as it relates to the procedure of arresting and trying persons who have been accused of crimes. Students will also examine specific government actions that may deprive an individual of life, liberty, or property. Overall, the course will address the applications and administration of due process as well as potential abuse. Pre-requisites: none.

CRMJ 400 Capstone 6 Credits

Students analyze and synthesize program learning with a particular focus on ethics and leadership. Students analyze ethical scenarios and a tactical ethics text and present an in-depth ethical analysis paper. Students must address how their work will contribute their department and/or the Law Enforcement and Public Safety collective body of knowledge about the topic(s) under discussion. Pre-requisites: Completion of all BSCJ courses or permission of the Department Chair.

Economics Courses

ECON 310 Socio-Economic Studies 3 Credits

Students explore tenets and characteristics of various economics systems, analyze economic indicators, conceptualize problems and recommend possible solutions. Pre-requisites: None.

ECON 401 Economic Studies 6 Credits

In this regional economics course, students complete a research project to analyze the economy of a country or region of interest. Students survey and evaluate the economic institutions and infrastructure of the region. Local, regional and global challenges and opportunities that exist in the region will be explored. The study will include recommendations for improving the well-being of people by strengthening the region's economic institutions and infrastructure. The course will culminate with a substantive research paper. Pre-requisites: Completion of ECON 310 or permission of Chair of Department of Continuing Studies.

English Courses

ENGL 250 Crime in Literature 3 Credits

A course in which students read and discuss works of literature that explore the ethical, social, and philosophical implications of criminal behavior and society's response to it. Prerequisite: Either EN102, EN108 or transfer equivalent from prior learning. 3 lecture hours. A recommended literature course for fulfillment of General Education, or Bachelor of Arts degree requirements in Literature, Arts and Humanities, or English.

ENGL 270 Military Literature 3 Credits

A study of men and women in war and the military service, their ideals, experiences, and strategies as seen in foreign and American military literature of the 19th and 20th centuries. Pre-requisites: EN102 or EN108 or equivalency.

History Courses

HIST 210 History of US Constitution 3 Credits

A study of the political, economic, and social contexts of the creation of the Constitution and the significant amendments to it. Emphasis is on the role of the judicial branch in constitutional matters; the effects of social change in the 19th, 20th, and 21st centuries; and the impact of technology on contemporary constitutional issues.

HIST 310 Historical Studies 3 Credits

This is an overview of the historical development of political, cultural and economic behavior of institutions within a specific geographical context. Students will focus on a specific region, e.g., the Middle East, Latin America, Sub-Saharan Africa or Asia. Students will explore and develop an in-depth understand of the history of a region and the impact of that history on current events. Pre-requisites: none.

HIST 411 History of Diplomacy I 3 Credits

This course provides students with a comprehensive overview and analysis of diplomacy and international relations from 1648 to 1914. The course focuses on the historical foundations of the modern state system and on the effects of globalization and its influence on decision-making in diplomacy. The course is offered three times per year and is eight weeks in length. Prerequisite: Permission of the program manager.

HIST 412 History of Diplomacy II 3 Credits

This course provides students with a comprehensive overview and analysis of diplomacy and international relations from 1914 to the present. The course builds on the material covered in HIST 411 – History of Diplomacy I and focuses on the historical foundations of the modern state system and on the effects of globalization and its influence on decision-making in diplomacy. The course is offered three times per year and is eight weeks in length. Prerequisite: HIST 411.

Independent Study Courses**INDE 490 Selected Topics 6 Credits**

Students will study a specific topic of interest under the direction of a faculty member. Pre-requisites: To be determined on an individual basis.

Information Operations Courses**INOP 302 Cyber Crime and Security 3 Credits**

This course provides an in-depth understanding of how science and technology impacts national security and intelligence. It examines how important hard science and technology is in developing areas of national security and intelligence. This includes analyzing cyber-security and cyber-warfare, the emerging relationship between the Intelligence Community (IC) and Information Technology (IT), space reconnaissance, and high-tech domestic espionage. Pre-requisites: none. Note: this course is under development and will be reviewed by the University Curriculum Committee.

INOP 310 Emergency & Disaster Relief 6 Credits

This course examines how emergency managers respond to national, state, or local disasters. Students gain a broad understanding of the functions, challenges, key concepts and organizing principles of U.S. emergency management. Emphasis is placed on how emergency management is structured and organized by examining the National Response Framework (NRF), the National Incident Management System (NIMS), and the Incident Command System (ICS) as well as other standards that govern emergency management in the United States. Students will apply their learning to develop an emergency plan capable of addressing identified threats. This course requires broad knowledge, in-depth understanding, analysis, synthesis, and creativity in regard to the topics addressed. Pre-requisites: none. Note: this course is under development and will be reviewed by the University Curriculum Committee.

INOP 316 Info Ops & Infrastructure 3 Credits

This course focuses on the skills required to operate a security program in an organization and the practical application of security practices. Topics include security structure, leading security projects, policy management, human factors of security, and physical security methods. Pre-requisites: none. Note: this course is under development and will be reviewed by the University Curriculum Committee.

Intelligence/Security Courses**INSC 311 Intro Homeland Security Intell 3 Credits**

This course addresses the functions of homeland security, critical infrastructure, and asset protection as they relate to government, industry, and the community. The key functions of threat prevention, crisis response, and operations recovery are addressed from a variety of perspectives given that homeland security is a responsibility that is shared by government agencies, the private sector, and individuals, encompassing a broad spectrum of professional career positions throughout our society. This course provides an overview of the elements involved in the homeland security function, as well as the challenges critical infrastructure managers in government and industry can/will face while maintaining mission operations and staff accountability in the midst of multiple overlapping roles and responsibilities in our rapidly changing world.

INSC 313 Global Security & Intelligence 3 Credits

This course examines a range of contemporary international issues – from questions of realism versus idealism in foreign affairs to changes in the nation-state, the rise and influence of member states in the Pacific Rim, and overall global security objectives. It will explore the uses of strategic intelligence by world leaders in shaping policy and the effects of strategic intelligence on world events. Students will be required to closely follow international developments and learn how to discuss them objectively and analytically. Areas of emphasis include science, technology, and globalization as the environment in which concepts of international security evolve and change over time. Pre-requisites: none. Note: this course is under development and will be reviewed by the University Curriculum Committee.

INSC 315 Security Coordin&Collaboration 3 Credits

This course focuses on the significance of sharing and coordinating information across all levels of government to support homeland security partners in preventing, protecting against, and responding to crime and terrorism. It explores the role of fusion centers and how these centers serve the specific needs of their jurisdictions while supporting the broader homeland and national security enterprise. Fusion centers overlay national intelligence with local, state, and regional information, enhancing understanding of the threat environment across all levels of government. They augment the federal government's analytic capability and enhance situational awareness in order to protect the nation. Pre-requisites: none. Note: this course is under development and will be reviewed by the University Curriculum Committee.

INSC 320 Intelligence Management 3 Credits

Students develop their skills in developing and analyzing intelligence. They learn how to collaborate with public and governmental agencies to share intelligence that is critically important to improving public safety and security. Pre-requisite: None.

Mathematics Courses

MATH 232 Elementary Statistics 3 Credits

A course that covers the study of frequency distributions, averages and standard deviations, normal curve, probability, decision-making, sampling techniques, testing hypotheses, chi-square, students-t and F-distributions, correlation and linear regression. Prerequisite: A college level mathematics course or equivalent as determined by departmental placement testing.

Philosophy Courses

PHLS 205 Critical Thinking 3 Credits

This course introduces students to the critical thinking skills and techniques needed in academic and research endeavors. Topics covered include formal and informal logic; the structure of logical systems; argumentation; and the relationship of logic to research and the scientific method. Emphasis is placed on learning to recognize common logical fallacies.

PHLS 324 Criminal Justice Ethics 3 Credits

This course provides a short introduction to general ethics, with applications to practices and problems in the criminal justice field. It uses the case study method to focus on immediate decisions which involve ethical dilemmas and typically face criminal justice professionals in the police, courts, and corrections. It also studies a selection of more general issues involving the criminal justice system which are of common public concern, as well as the deeper question of why certain forms of behavior should or should not be criminalized. In this connection, a selection of recent high-profile Supreme and Appeals Court cases in the areas of civil rights and civil liberties will be discussed. The emphasis is on developing discussion skills and familiarity with essential patterns of legal and moral reasoning. This course satisfies the University's General Education Ethics requirement. 3 lecture hours.

Political Science Courses

POLS 302 National Security Policy 3 Credits

This course introduces students to the issues and institutions of national security policy. Successful students will have an appreciation of strategic thought and strategy formulation, the ability to assess national security issues and threats, and an understanding of the political and military institutions involved in the making and execution of national security policy. Pre-requisites: none.

POLS 306 Comparative Politics 3 Credits

This course introduces students to the basic methods, concepts and substance of comparative politics. Special attention will be paid to institutions and behaviors as well as development and modernization theories. The course provides students with tools to address such questions as: What is a political system? What are the different varieties of democracies and authoritarian regimes? Are some regimes more vulnerable to political violence than others? What explains the transition from authoritarianism to democracy and can that process be reversed? How does geography impact the political, economic, and social development of a region? Pre- requisites: none.

POLS 316 Domestic Terrorism 3 Credits

This course traces the history, emergence, and growth of domestic terrorist and extremist groups within the United States. Students will assess various groups' intentions, capabilities, and activities within contexts of and ramifications on political, national security, and legal paradigms. Topics include current and active domestic groups and their organizational structure, philosophies, and networks. Pre-requisites: none.

POLS 318 International Terrorism 3 Credits

This course addresses the effects of a variety of forms of sub-state violence on world affairs. Topics include sources of terrorism, its major characteristics, the problems it poses for global peace and stability, responses to terrorism by countries and international organizations, and the problem of balancing public safety and personal freedom in dealing with terrorism. Pre-requisites: none.

POLS 325 Immigration Law and Policy 3 Credits

This course touches upon the major policy debates currently swirling around immigration reform and policy. Students will examine social changes and the development of immigration law over the last few decades, including the emergence and role of social change movements. Other topics to be explored include undocumented immigration, international coordination on migration, judicial review and due process, refugee and asylum policy, immigration and employment, border security, state and local enforcement of immigration law, and the relationship between immigration law and crime. Pre-requisites: none. Note: this course is under development and will be reviewed by the University Curriculum Committee.

Religion Courses

RELG 300 Comparative Religion 3 Credits

Based upon myth and built upon ritual, religious thought affects politics, economics, international relations and security. This course provides learners with the opportunity to explore and analyze the similarities and differences of world religions to better understand the impact of belief systems and religious themes on culture, human history and current affairs. Pre-requisites: None.

Science Courses

SCIE 202 Science, Technology and Procedures in Forensic Investigations 3 Credits

The course will focus on the scientific principles behind the recognition, collection, preservation, analysis and interpretation of physical evidence found at a crime scene. This course presents the science and technology used by modern forensic professionals that is best suited for non-science majors. The emphasis is placed on practical forensic applications of scientific principles in the areas of chemistry, physics, biology, geology and others. This is a lab science class where each week the student will have an online lab activity or case study in which to apply the various principles of forensic science covered in the course.

SCIE 301 Environmental Science 3 Credits

A study of the dynamic interaction between human and environment with emphasis on ecosystem structure and function; the study, analysis and identification of optimal solutions to local and regional environmental issues and problems; and short- and long-term strategies for natural disaster or post-conflict remedial measures. Pre-requisites: none.

Sociology Courses**SOCI 209 Methods of Social Science Research 3 Credits**

The purpose of this course is to develop a working understanding of social science research and research methodology, with an emphasis on its application within the criminal justice field. The course covers the purposes and rationale for conducting social science research, formulation of research design from problem or issue identification, and descriptions of different research designs and their applications. Pre-requisites: SSMA 232.

SOCI 220 Cultural Issues & CJ System 3 Credits

This course explores the issues of race and ethnicity as they relate to crime and our criminal justice system in a culturally diverse society. Students will examine the broader social context of race and ethnicity in our American society, with a special focus on the changing ethnicity of communities and related changes in social and institutional public policy. Students will also learn how cultural diversity impacts the roles of the police, our court system, and correctional facilities; how it influences the death penalty; and how it affects juvenile and minority youth justice. Other discussion topics include cross-cultural communication, the implementation of cultural awareness training, multicultural representation in law enforcement, and criminal justice interaction. Pre-requisites: none.

SOCI 322 Drugs and Gangs 3 Credits

This course analyzes transnational crime and corruption issues within global politics. Focus is given to potential national and international responses to transnational threats. Students also examine the increasing relevance of criminality and governmental corruption and how it becomes a major aspect of national security policy. Pre-requisites: none.

SOCI 325 Public Safety Diverse Society 3 Credits

Students learn about law enforcement issues in a society with increasing physical, cultural and economic diversity. Topics include women and minorities in policing, conflict resolution, cross cultural communication, building community relationship and partnerships, and controversial issues such as racial profiling. Pre-requisites: none.

SOCI 330 Military Sociology 3 Credits

This course provides a sociological perspective of the military as both an institution and as an occupation. It examines the social structure and functions of the military and the social factors that influence behavior in and of the military. In terms of function, it examines the changing purposes of the military in view of changing national and international conditions; and in terms of structure, it examines the norms, values, traditions, organizations, and culture of the military. It is designed to provide greater insight into the routine life within the military and into contemporary issues confronting the military. Pre-requisites: none.

SOCI 335 Intro to Cultural Competence 3 Credits

Students learn key concepts in the study of cultures and explore how culture and cultural contexts and language influence values, expectations, behavior, communication styles and conflict resolution. Pre-requisites: None.

SOCI 401 Culture and Anthropology 6 Credits

Students complete a study for a particular region in relation to its culture, social groups and organizations, social stratification, and other relevant characteristics of the region. The study will include a comparative analysis of the various cultures and ethnic minorities that exist throughout the region. The study will further explore how the legal structure of the region deals with the cultural challenges and opportunities in the region. The study will include recommendations for improvement and/or strengthening the regions' societies. The course culminates with a substantive research paper. Pre-requisites: Completion of SOCI 335 or permission of Department Chair.

SOCI 406 Area Studies 6 Credits

Students complete a study which surveys and evaluates a particular region in relation to its geographic location, diversity and resources. The study should include a summation of the geography of the region and how it relates to implementation of a project or the resolution of a problem in the region. It will examine the current natural resources and resource challenges of the region, paying particular attention to mineral, oil, water and other high valued items present in the region. It will analyze future challenges of the region in terms of geography as well as resources. The study will include recommendations for improvement and/or strengthening the region's resources. The course will culminate with a substantive research paper. Pre-requisites: Completion of HIST 310 Historical Studies or permission of Department Chair.

Bachelor of Science in Strategic Studies and Defense Analysis**Program Overview**

Chair, Department of Continuing Studies: Mark L. Parker

Program Manager: James Dalton

The Bachelor of Science in Strategic Studies and Defense Analysis (BSSSDA) is a degree-completion program designed to build upon the military education and experience of Special Operations Forces (SOF) in the U.S. Army, Navy, Air Force, and Marine Corps. The BSSSDA program of study fulfills general education competencies needed to complete the bachelor's degree while developing a soldier's knowledge in vital areas such as sociology-anthropology, geography, cultural awareness, regional politics, and international conflict. The program is open to those who are active duty or

retired from the U.S. Army Special Operations Forces, including reserve and National Guard components, as well as to other service members who are assigned to Special Operations Units.

Instruction in Strategic Studies and Defense Analysis at Norwich University is designed to be highly experiential through an integration of the operational and international experiences of SOF soldiers into the curriculum. A soldier will apply course work and study to initiatives and field exercises related to his or her deployment area. Students will conduct research concerning a region's conflicts and opportunities and will incorporate both their research and field experiences into their program of study, thus potentially enhancing the U.S. Army's body of knowledge of that region. Principles of critical thinking, ethical decision making, and leadership interweave throughout the curriculum.

Students entering the Strategic Studies and Defense Analysis degree program may receive the equivalent of up to 60 semester hours for courses in military training, leadership preparation, and/or language study upon credit review by the American Council of Education or a similarly recognized organization. Students may also transfer up to an additional 24 semester-credit hour equivalents from other accredited institutions of higher education. Transfer courses must meet specific course requirements in the SSDA program. Students complete the remaining credits through Norwich University in a structured program that will typically require two to four years to complete, depending upon a student's full-time or part-time enrollment status and military deployment schedule.

Students in the Strategic Studies and Defense Analysis degree program will graduate with the major competencies needed to implement the U.S. Army's Special Operations Forces agenda in a specific region of the globe. These competencies include the ability to:

- Identify, describe, and explain the geographic features of the region.
- Demonstrate understanding of the history of the region and its impact on current events.
- Identify various cultures of the region, explain similarities and differences among them, and apply this knowledge to develop problem solving strategies within a range of contexts.
- Identify political figures in the region, analyze their positions on various issues, and apply this knowledge to develop effective collaborative relationships and/or intervention strategies.
- Understand the economics of the region, analyze a range of economic factors, and formulate recommendations for economic activities.
- Appraise and articulate the role of the United States within the region.
- Appraise and articulate the role of the US Army within the region.
- Demonstrate knowledge and skills related to cross cultural competence.

The Strategic Studies and Defense Analysis degree curriculum is divided into four areas of instruction. The first area, core knowledge, ensures that students complete general education courses required for a bachelor's degree at Norwich University. The second area, program courses, addresses specific learning needs of the SOF and related communities. The third area, field studies, allows students to put their knowledge into practice by exploring a specific region's economic, geographic, and cultural systems and making recommendations to help effect change within a region. The program culminates with a Capstone Project that is supervised by a faculty member. The Capstone Project is intended to contribute to the U.S. Army's body of knowledge of regions around the globe including Asia, Africa, the Middle East, Europe and Latin America.

Curriculum Requirements

Pre-Program Education and Training

Students accepted into the Strategic Studies and Defense Analysis degree program must have earned a minimum of 60 semester credits from college courses, military training, or other educational experiences such as CLEP tests. A maximum of 84 semester credits may be transferred into the program. General education courses listed below are required unless applicants transfer in approved coursework or training from other institutions.

Number of Semester Credits

General Education Courses

| | | |
|----------|--|---|
| ENGL 270 | Military Literature | 3 |
| HIST 310 | Historical Studies | 3 |
| MATH 232 | Elementary Statistics | 3 |
| RELG 300 | Comparative Religion | 3 |
| SCIE 301 | Environmental Science | 3 |
| SSDA 306 | Science and Technology Visual Augmentation Defense Systems | 3 |

Program Courses

| | | |
|--|-----------------------------|----|
| Students complete 18 credits of the following: | | 18 |
| COMM 205 | Tech-Mediated Communication | 3 |
| COMM 305 | Strategic Communications | 3 |
| ECON 310 | Socio-Economic Studies | 3 |
| HIST 210 | History of US Constitution | 3 |
| MNGT 311 | Operations & Project Mngt | 3 |
| MNGT 315 | Leadership | 3 |

| | | |
|--|--|----|
| MNGT 320 | Strategic Planning | 3 |
| PHLS 205 | Critical Thinking | 3 |
| POLS 302 | National Security Policy | 3 |
| POLS 306 | Comparative Politics | 3 |
| POLS 318 | International Terrorism | 3 |
| SOCI 330 | Military Sociology | 3 |
| SOCI 335 | Intro to Cultural Competence | 3 |
| SSDA 310 | Emergency and Disaster Relief Operations | 6 |
| SSDA 315 | Insurgency and Conflict | 6 |
| SSDA 320 | Information Operations | 6 |
| Field Studies | | |
| Students complete 18 credits of the following: | | 18 |
| ECON 401 | Economic Studies | 6 |
| SOCI 401 | Culture and Anthropology | 6 |
| SOCI 406 | Area Studies | 6 |
| Capstone | | |
| SSDA 400 | The Capstone Project | 6 |
| INDE 490 | Selected Topics | 6 |
| Total Credits | | 60 |

| Faculty Member | Institution at which highest degree was earned |
|------------------------------|---|
| Edwin (Leigh) Armistead, PhD | Edith Cowan University, Perth, Australia |
| Laurette Brady, MBA | St. Joseph's University |
| Jack Covarrubias, MA | University of Southern Mississippi |
| John Covell, MS | Troy State University |
| Allison Greene, PhD | Old Dominion University |
| Victoria Greene, MS | University of Vermont |
| John Jennings, PhD | University of Hawaii |
| R. Alan King, MA | Webster University |
| Cynthia Levy, PhD | Academy of Sciences/Zriayi Miklos National Defense University (Hungary) |
| Charles Lynch, MS | Naval Post Graduate School |
| Martin McMahon, MLitt | Middlebury College |
| Greg Makuch, MS | Troy University |
| Randall H. Miller, MA | Norwich University |
| Brett Morash, MA | US Naval War College |
| Darlene Olsen, PhD | State University of New York, Albany |
| Robert Pauly, PhD | Old Dominion University |
| Russell Ramsey, PhD | University of Florida |
| Robert Greene Sands, PhD | University of Illinois |
| Shawn White, PhD | University of Georgia |
| Lea Williams, PhD | University of Oregon |

Communication Courses

COMM 205 Tech-Mediated Communication 3 Credits

A study of human communication and the effect of modern technology on it. Students review basic communication theory, including non-verbal and intercultural communication, and then evaluate the impact of technology on the effectiveness and efficiency of communication. Topics include: spoken vs. written communication; synchronous vs. asynchronous communication; the status of world languages on the internet; the impact of social media; modern workplace communication; and trends in the development of communication technology.

COMM 302 Data Analysis and Writing 3 Credits

This course is designed to strengthen the technological, analytical, and written communications skills needed in careers in law enforcement, intelligence, and security. Students identify certain key data resources, and apply the data obtained in various communication contexts. The course emphasizes specific types of documents and communication channels used in the law enforcement community. Pre-requisite: SOC1209.

COMM 305 Strategic Communications 3 Credits

This course introduces students to principles of strategic communication. The course provides a detailed understanding of the important role that participatory web media play in strategic communication. Topics include understanding and defining strategic communication, public diplomacy, who is responsible for conducting strategic communication, challenges of U.S. strategic communication, improving strategic communication, and the future of strategic communication. Practical application of the tenets of strategic communication will be accomplished by reviewing and critiquing high-profile cases from the Iraq war and other significant events. This course will enable students to identify and apply the basic characteristics of effective strategic communication. Prerequisite: None.

COMM 312 Intercultural Communication 3 Credits

This course prepares the student to communicate effectively in both written and verbal forms within the context of a multi-cultural society. The course covers best practices in investigative reporting, written reports and memos, and interpersonal verbal communication within criminal justice settings, including interactions with victims, suspects, incarcerated persons, government officials, community leaders, staff, and civilians. 3 lecture hours. Prerequisites: none.

Defense Analysis Courses**SSDA 306 Science and Technology Visual Augmentation Defense Systems 3 Credits**

This course introduces students to the primary concepts of visual augmentation defense technology, particularly with regard to its use by the U.S. Federal Government and the Department of Defense. Students learn the history and evolution of optics as well as the scientific principles that underlie development and utilization of selected technologies. Pre-requisites: none.

SSDA 310 Emergency and Disaster Relief Operations 6 Credits

This course examines the principles used by emergency managers to respond to local or regional disasters. Students examine the NIMS (National Incident Management System) and other standards governing emergency management. Pre-requisites: None.

SSDA 315 Insurgency and Conflict 6 Credits

Students compare and contrast selected insurgencies and counter-insurgencies from across the globe. Students gain knowledge needed to analyze and establish mission profiles for past, present and future conflicts. Pre-requisite: None.

SSDA 320 Information Operations 6 Credits

This course introduces students to the overall concept of information warfare (IW) and information operations (IO), particularly in regard to the US federal government and Department of Defense. Pre-requisites: None.

SSDA 400 The Capstone Project 6 Credits

Students analyze and synthesize program learning with a particular focus on ethics and leadership. Students analyze ethical scenarios and a tactical ethics text and present an in-depth ethical analysis paper. Students must address how their work will contribute to the U.S. Military's body of knowledge about the topic(s) under discussion. Pre-requisites: Completion of all SSDA courses or permission of the Department Chair.

Economics Courses**ECON 310 Socio-Economic Studies 3 Credits**

Students explore tenets and characteristics of various economics systems, analyze economic indicators, conceptualize problems and recommend possible solutions. Pre- requisites: None.

ECON 401 Economic Studies 6 Credits

In this regional economics course, students complete a research project to analyze the economy of a country or region of interest. Students survey and evaluate the economic institutions and infrastructure of the region. Local, regional and global challenges and opportunities that exist in the region will be explored. The study will include recommendations for improving the well-being of people by strengthening the region's economic institutions and infrastructure. The course will culminate with a substantive research paper. Pre-requisites: Completion of ECON 310 or permission of Chair of Department of Continuing Studies.

English Courses**ENGL 250 Crime in Literature 3 Credits**

A course in which students read and discuss works of literature that explore the ethical, social, and philosophical implications of criminal behavior and society's response to it. Prerequisite: Either EN102, EN108 or transfer equivalent from prior learning. 3 lecture hours. A recommended literature course for fulfillment of General Education, or Bachelor of Arts degree requirements in Literature, Arts and Humanities, or English.

ENGL 270 Military Literature 3 Credits

A study of men and women in war and the military service, their ideals, experiences, and strategies as seen in foreign and American military literature of the 19th and 20th centuries. Pre-requisites: EN102 or EN108 or equivalency.

History Courses**HIST 210 History of US Constitution 3 Credits**

A study of the political, economic, and social contexts of the creation of the Constitution and the significant amendments to it. Emphasis is on the role of the judicial branch in constitutional matters; the effects of social change in the 19th, 20th, and 21st centuries; and the impact of technology on contemporary constitutional issues.

HIST 310 Historical Studies 3 Credits

This is an overview of the historical development of political, cultural and economic behavior of institutions within a specific geographical context. Students will focus on a specific region, e.g., the Middle East, Latin America, Sub-Sahara Africa or Asia. Students will explore and develop an in-depth understand of the history of a region and the impact of that history on current events. Pre-requisites: none.

HIST 411 History of Diplomacy I 3 Credits

This course provides students with a comprehensive overview and analysis of diplomacy and international relations from 1648 to 1914. The course focuses on the historical foundations of the modern state system and on the effects of globalization and its influence on decision-making in diplomacy. The course is offered three times per year and is eight weeks in length. Prerequisite: Permission of the program manager.

HIST 412 History of Diplomacy II 3 Credits

This course provides students with a comprehensive overview and analysis of diplomacy and international relations from 1914 to the present. The course builds on the material covered in HIST 411 – History of Diplomacy I and focuses on the historical foundations of the modern state system and on the effects of globalization and its influence on decision-making in diplomacy. The course is offered three times per year and is eight weeks in length. Prerequisite: HIST 411.

Independent Study Courses**INDE 490 Selected Topics 6 Credits**

Students will study a specific topic of interest under the direction of a faculty member. Pre-requisites: To be determined on an individual basis.

Information Operations Courses**INOP 302 Cyber Crime and Security 3 Credits**

This course provides an in-depth understanding of how science and technology impacts national security and intelligence. It examines how important hard science and technology is in developing areas of national security and intelligence. This includes analyzing cyber-security and cyber-warfare, the emerging relationship between the Intelligence Community (IC) and Information Technology (IT), space reconnaissance, and high-tech domestic espionage. Pre-requisites: none. Note: this course is under development and will be reviewed by the University Curriculum Committee.

INOP 310 Emergency & Disaster Relief 6 Credits

This course examines how emergency managers respond to national, state, or local disasters. Students gain a broad understanding of the functions, challenges, key concepts and organizing principles of U.S. emergency management. Emphasis is placed on how emergency management is structured and organized by examining the National Response Framework (NRF), the National Incident Management System (NIMS), and the Incident Command System (ICS) as well as other standards that govern emergency management in the United States. Students will apply their learning to develop an emergency plan capable of addressing identified threats. This course requires broad knowledge, in-depth understanding, analysis, synthesis, and creativity in regard to the topics addressed. Pre-requisites: none. Note: this course is under development and will be reviewed by the University Curriculum Committee.

INOP 316 Info Ops & Infrastructure 3 Credits

This course focuses on the skills required to operate a security program in an organization and the practical application of security practices. Topics include security structure, leading security projects, policy management, human factors of security, and physical security methods. Pre-requisites: none. Note: this course is under development and will be reviewed by the University Curriculum Committee.

Management Courses**MNGT 311 Operations & Project Mngt 3 Credits**

This course is designed to introduce a broad overview of operations and project management, while exploring a number of important concepts critical to achieving operations and project management success. Operations management is broad in scope, encompassing products and services in a multitude of forms. These products and services range from the cars we drive, the computers we use, the Internet we access, to military operations that safeguard our county. In effect, operations management, as a field, encompasses the activities and tasks that create value for the goods and services all of us use in a variety of ways. In addition, this course will explore project management from the focus on the "nuts and bolts" or fundamentals of project management and practices, and how it supports operations management strategic goals and objectives. We'll also examine some of the key elements of project management from the project management life cycle, key processes and important tools, techniques and measurements of project. Pre-requisites: None. Note: this course is under development and will be reviewed by the University Curriculum Committee.

MNGT 315 Leadership 3 Credits

In this course students learn key theoretical models of leadership and apply them to a range of situations in both military and non-military organizations. Students identify key functions and skills of effective leaders, explore leadership styles through study of selected leaders and evaluate the role of communication, negotiation, strategy, purpose and ethics in leadership. Prerequisite: none.

MNGT 320 Strategic Planning 3 Credits

This course is designed to enhance the critical and creative thinking skills needed to solve complex and ill-defined problems. The key themes are problem framing, operational art, leadership, and the outcomes for human security. Students focus on historical and contemporary examples of strategic level planning in highly complex operations and use this learning as a framework for problem solving within and across agencies. Students complete a major team project that leverages skills learned to focus on a complex problem vignette that requires creating a course of action for the leader to meet the desired end state. There are no pre-requisites.

Mathematics Courses

MATH 232 Elementary Statistics 3 Credits

A course that covers the study of frequency distributions, averages and standard deviations, normal curve, probability, decision-making, sampling techniques, testing hypotheses, chi-square, students-t and F-distributions, correlation and linear regression. Prerequisite: A college level mathematics course or equivalent as determined by departmental placement testing.

Philosophy Courses

PHLS 205 Critical Thinking 3 Credits

This course introduces students to the critical thinking skills and techniques needed in academic and research endeavors. Topics covered include formal and informal logic; the structure of logical systems; argumentation; and the relationship of logic to research and the scientific method. Emphasis is placed on learning to recognize common logical fallacies.

PHLS 324 Criminal Justice Ethics 3 Credits

This course provides a short introduction to general ethics, with applications to practices and problems in the criminal justice field. It uses the case study method to focus on immediate decisions which involve ethical dilemmas and typically face criminal justice professionals in the police, courts, and corrections. It also studies a selection of more general issues involving the criminal justice system which are of common public concern, as well as the deeper question of why certain forms of behavior should or should not be criminalized. In this connection, a selection of recent high-profile Supreme and Appeals Court cases in the areas of civil rights and civil liberties will be discussed. The emphasis is on developing discussion skills and familiarity with essential patterns of legal and moral reasoning. This course satisfies the University's General Education Ethics requirement. 3 lecture hours.

Political Science Courses

POLS 302 National Security Policy 3 Credits

This course introduces students to the issues and institutions of national security policy. Successful students will have an appreciation of strategic thought and strategy formulation, the ability to assess national security issues and threats, and an understanding of the political and military institutions involved in the making and execution of national security policy. Pre-requisites: none.

POLS 306 Comparative Politics 3 Credits

This course introduces students to the basic methods, concepts and substance of comparative politics. Special attention will be paid to institutions and behaviors as well as development and modernization theories. The course provides students with tools to address such questions as: What is a political system? What are the different varieties of democracies and authoritarian regimes? Are some regimes more vulnerable to political violence than others? What explains the transition from authoritarianism to democracy and can that process be reversed? How does geography impact the political, economic, and social development of a region? Pre- requisites: none.

POLS 316 Domestic Terrorism 3 Credits

This course traces the history, emergence, and growth of domestic terrorist and extremist groups within the United States. Students will assess various groups' intentions, capabilities, and activities within contexts of and ramifications on political, national security, and legal paradigms. Topics include current and active domestic groups and their organizational structure, philosophies, and networks. Pre-requisites: none.

POLS 318 International Terrorism 3 Credits

This course addresses the effects of a variety of forms of sub-state violence on world affairs. Topics include sources of terrorism, its major characteristics, the problems it poses for global peace and stability, responses to terrorism by countries and international organizations, and the problem of balancing public safety and personal freedom in dealing with terrorism. Pre-requisites: none.

POLS 325 Immigration Law and Policy 3 Credits

This course touches upon the major policy debates currently swirling around immigration reform and policy. Students will examine social changes and the development of immigration law over the last few decades, including the emergence and role of social change movements. Other topics to be explored include undocumented immigration, international coordination on migration, judicial review and due process, refugee and asylum policy, immigration and employment, border security, state and local enforcement of immigration law, and the relationship between immigration law and crime. Pre-requisites: none. Note: this course is under development and will be reviewed by the University Curriculum Committee.

Religion Courses

RELG 300 Comparative Religion 3 Credits

Based upon myth and built upon ritual, religious thought affects politics, economics, international relations and security. This course provides learners with the opportunity to explore and analyze the similarities and differences of world religions to better understand the impact of belief systems and religious themes on culture, human history and current affairs. Pre-requisites: None.

Science Courses

SCIE 202 Science, Technology and Procedures in Forensic Investigations 3 Credits

The course will focus on the scientific principles behind the recognition, collection, preservation, analysis and interpretation of physical evidence found at a crime scene. This course presents the science and technology used by modern forensic professionals that is best suited for non-science majors. The emphasis is placed on practical forensic applications of scientific principles in the areas of chemistry, physics, biology, geology and others. This is a lab science class where each week the student will have an online lab activity or case study in which to apply the various principles of forensic science covered in the course.

SCIE 301 Environmental Science 3 Credits

A study of the dynamic interaction between human and environment with emphasis on ecosystem structure and function; the study, analysis and identification of optimal solutions to local and regional environmental issues and problems; and short- and long-term strategies for natural disaster or post-conflict remedial measures. Pre-requisites: none.

Sociology Courses**SOCI 209 Methods of Social Science Research 3 Credits**

The purpose of this course is to develop a working understanding of social science research and research methodology, with an emphasis on its application within the criminal justice field. The course covers the purposes and rationale for conducting social science research, formulation of research design from problem or issue identification, and descriptions of different research designs and their applications. Pre-requisites: SSMA 232.

SOCI 220 Cultural Issues & CJ System 3 Credits

This course explores the issues of race and ethnicity as they relate to crime and our criminal justice system in a culturally diverse society. Students will examine the broader social context of race and ethnicity in our American society, with a special focus on the changing ethnicity of communities and related changes in social and institutional public policy. Students will also learn how cultural diversity impacts the roles of the police, our court system, and correctional facilities; how it influences the death penalty; and how it affects juvenile and minority youth justice. Other discussion topics include cross-cultural communication, the implementation of cultural awareness training, multicultural representation in law enforcement, and criminal justice interaction. Pre-requisites: none.

SOCI 322 Drugs and Gangs 3 Credits

This course analyzes transnational crime and corruption issues within global politics. Focus is given to potential national and international responses to transnational threats. Students also examine the increasing relevance of criminality and governmental corruption and how it becomes a major aspect of national security policy. Pre-requisites: none.

SOCI 325 Public Safety Diverse Society 3 Credits

Students learn about law enforcement issues in a society with increasing physical, cultural and economic diversity. Topics include women and minorities in policing, conflict resolution, cross cultural communication, building community relationship and partnerships, and controversial issues such as racial profiling. Pre-requisites: none.

SOCI 330 Military Sociology 3 Credits

This course provides a sociological perspective of the military as both an institution and as an occupation. It examines the social structure and functions of the military and the social factors that influence behavior in and of the military. In terms of function, it examines the changing purposes of the military in view of changing national and international conditions; and in terms of structure, it examines the norms, values, traditions, organizations, and culture of the military. It is designed to provide greater insight into the routine life within the military and into contemporary issues confronting the military. Pre-requisites: none.

SOCI 335 Intro to Cultural Competence 3 Credits

Students learn key concepts in the study of cultures and explore how culture and cultural contexts and language influence values, expectations, behavior, communication styles and conflict resolution. Pre-requisites: None.

SOCI 401 Culture and Anthropology 6 Credits

Students complete a study for a particular region in relation to its culture, social groups and organizations, social stratification, and other relevant characteristics of the region. The study will include a comparative analysis of the various cultures and ethnic minorities that exist throughout the region. The study will further explore how the legal structure of the region deals with the cultural challenges and opportunities in the region. The study will include recommendations for improvement and/or strengthening the regions' societies. The course culminates with a substantive research paper. Pre-requisites: Completion of SOCI 335 or permission of Department Chair.

SOCI 406 Area Studies 6 Credits

Students complete a study which surveys and evaluates a particular region in relation to its geographic location, diversity and resources. The study should include a summation of the geography of the region and how it relates to implementation of a project or the resolution of a problem in the region. It will examine the current natural resources and resource challenges of the region, paying particular attention to mineral, oil, water and other high valued items present in the region. It will analyze future challenges of the region in terms of geography as well as resources. The study will include recommendations for improvement and/or strengthening the region's resources. The course will culminate with a substantive research paper. Pre-requisites: Completion of HIST 310 Historical Studies or permission of Department Chair.

Residency Conference Requirement**Bachelor's Degree Students and the Residency Conference**

Attendance at, and participation in, the College of Graduate and Continuing Studies' June Residency Conference is optional for all bachelor's degree-completion students.

Graduation and Academic Recognition Ceremonies

Bachelor's degree-completion students desiring to participate in the June academic recognition and graduation ceremonies as part of the Residency Conference week must:

- complete all degree requirements or be currently enrolled in the final nine (9) or fewer degree credits at the time of graduation;
- be in good academic standing;
- satisfy all financial clearance requirements of the university by May 15.

Master's Degrees

Dean: William H. Clements

Associate Dean of Administration: Debra R. Wick

Associate Dean of Enrollment Management: Melissa K. Marcello

Chair of the Division of Professional Programs: Thomas J. Descoteaux

Chair of the Division of Social Science and Policy Programs: James M. Ehrman

Graduate Studies

The College of Graduate and Continuing Studies is committed to lifelong and experiential learning in a distance education delivery format. All master's degrees offered by the College are delivered online and designed to meet the professional and career needs of adult learners. The College of Graduate and Continuing Studies is built on a rigorous academic environment emphasizing interactive classes, mentoring relationships with faculty, extensive hands-on learning and application to the workplace or real-world challenges, consistent with Alden Partridge's experiential approach to education. A wide variety of teaching tools are available to both faculty and students, with easy access to the resources available through the Norwich University online library.

College of Graduate and Continuing Studies programs share a similar structure and require 36 credit hours to complete, typically through six credit-hour seminars, eleven weeks in duration. The College of Graduate and Continuing Studies strives to create classes that facilitate high levels of interaction and mentoring with typical enrollments of 12-16 students, who often proceed through the program with other students who enter the program at the same time. Seminars are asynchronous, allowing students to participate at any time, day or night, from anywhere in the world. Students may enter a program at one of four enrollment periods during the year in June, September, December, and March, and typically enroll for a twelve credit hour semester with seminars taken sequentially.

All candidates for the masters' degrees are required to attend an annual residency conference (p. 74) held on campus each year, typically in June. Students participate in the conference through a variety of capstone and academic events and conclude the week-long residency with academic recognition and commencement ceremonies.

The College of Graduate and Continuing Studies awards the following master's degrees:

- Master of Arts in Diplomacy (p. 35)
- Master of Arts in History (p. 41)
- Master of Arts in Military History (p. 45)
- Master of Business Administration (p. 48)
- Master of Civil Engineering (p. 53)
- Master of Public Administration (p. 57)
- Master of Science in Information Security and Assurance (p. 63)
- Master of Science in Nursing Administration (p. 71)
- Master of Science in Leadership (p. 66)

This section of the university catalog contains information about academic policies (p. 27), programs of study (p. 35), and the required residency conference (p. 74) as they pertain to students enrolled in master's degrees offered online through the College of Graduate and Continuing Studies.

Academic Policies

These academic policies pertain to all master's degree programs and students of the College of Graduate and Continuing Studies. These academic policies are subject to change. Norwich University students and faculty will be notified through the quarterly catalog supplements if changes are made during the academic year.

Academic Records

Student and Progress Records

All student academic records are available through the University Registrar. Unofficial records are available through the University's Self-Service web pages at the completion of each semester. In-progress grades are maintained in the online classroom grade book.

Transcripts of Academic Records, Official Transcripts

The Registrar's Office provides official transcripts of student academic records. Official transcripts will be withheld until all financial accounts are settled. Unofficial transcripts are available to students on the University's Self-Service web pages via the online classroom. Any seminar taken after conferral of a degree will be shown as a separate record.

Transcript Evaluation and Posting of Transfer Credit

Academic work accomplished at other regionally accredited institutions and in accordance with regulations pertaining to other extra-institutional learning as described above will be reviewed for Norwich course equivalency. The posting of transfer credit for approved courses will be undertaken by the

Registrar's Office upon the receipt of an official transcript. An official transcript is one that corresponds with the credit granting institution's definition of "official" and is received directly from that institution by the Admissions or Registrar's Office.

Academic Standing

Minimum Grade Standards

Students enrolled in master's degrees programs must maintain a grade point average of 3.0 and may not earn more than six (6) credits worth of C/C+ grades to remain in good standing.

Good Standing

A student in good standing is allowed to register without qualification. To maintain good standing and remain enrolled in and graduate from a master's program, a graduate student must maintain a minimum cumulative grade point average (GPA) of 3.0. If a student's GPA falls below 3.0, the student will have **one full semester** to restore his or her GPA to a 3.0 or greater. In cases where the GPA falls below 3.0 in the final semester a student may need to take additional seminars or repeat seminars to attain a 3.0 GPA required for graduation.

Additionally, students may receive no more than six credits worth of C grades (C or C+) during enrollment in the program. If, at the conclusion of any seminar, the student has accumulated more than six (6) credits worth of C grades, the student will be dismissed from the program. Students in Prerequisite Seminars must achieve a grade of B or better in each prerequisite seminar to advance to the first seminar of the masters' program.

Academic Warning

Students enrolled in master's degrees in the College of Graduate and Continuing Studies must maintain an overall grade-point average (GPA) of 3.0 and may not earn more than six credits worth of C grades (C or C+). Students earning a grade of C or C+ in any seminar, regardless of the credit value of that seminar, and whose overall GPA is 3.0 or better will be placed on Academic Warning as a warning that an additional grade of C or C+ will necessitate dismissal. Once placed on Academic Warning, students will maintain this status, if no other C or C+ grades are earned, until graduation and will receive an Academic Warning letter at the end of each grading period.

Placement on Academic Probation

Students who fail to earn the cumulative grade point average for good standing at the end of a semester are enrolled for the following semester on academic probation. The student will have one full semester to restore his or her GPA to a 3.0 or greater. In cases where the GPA falls below 3.0 in the final semester a student may need to take additional seminars or repeat seminars to attain a 3.0 GPA required for graduation.

Dismissal for Academic Deficiency

Students who fail to achieve the cumulative grade point average for good standing within one full semester of being placed on probation, or who have accumulated more than six credits worth of C/C+ grades shall be dismissed from the university.

Attendance and Discipline

Attendance

Online students are required to be active and participate academically in the online classroom on a weekly basis. Students who fail to access the online classroom and participate for more than fourteen (14) calendar days without prior instructor approval **will be administratively withdrawn** from the university.

Students who are unable to maintain weekly participation in the online classroom due to an expected absence are required to notify their instructor in advance of the absence.

Academic participation includes activities such as posting to a discussion board, submitting a homework assignment, engaging in an email conversation about the class and/or assignments, participating in a conference call regarding course materials or group study/projects, and completing an exam. Activities that do not constitute academic participation include logging in to the classroom, emailing the professor about grades, counseling related to academic progress in the course or program, communicating via email with the student services, financial planning, bursar, or other university staff.

Discipline

A student's online behavior is expected to be professional, ethical, and in compliance with university rules and regulations and the Norwich University Honor Code.

Course Drop and Course Withdrawal

Students must request to DROP courses by the drop deadline and may do so for any course in which academic participation has not occurred. The permanent academic record will not reflect courses dropped during this period. Students who have academically participated in the course during the drop period will not be dropped, but will be withdrawn according to the withdrawal and refund schedule (<http://online.norwich.edu/current-students/tuition-payment-overview/withdrawals/cancellation-and-refunds>).

During the time extending from the first day of the course to the last day of week nine of the course, a grade of W will be entered on the permanent academic record for any course withdrawal, whether initiated by the student or the administration. After the withdrawal deadline, a grade of F will be entered on the permanent academic record for any course withdrawal unless the dean of the college approves the assignment of a grade of W.

Consult the schedule below for exact drop and withdrawal deadlines.

2014-2015 Schedule for Drop and Withdrawal

Summer 2014 Semester

| Date | Activity |
|----------------------|--|
| Jun 1, 2014 | Last Day to WITHDRAW from Summer Semester with 100% refund |
| Jun 2, 2014 | First Day of Summer Semester |
| Jun 2 - Aug 17, 2014 | Course Dates for Summer Session A |
| Jun 8, 2014 | Last Day to request to DROP course(s) in Summer Session A |
| Aug 3, 2014 | Last Day to WITHDRAW from Summer Session A with grade of W |
| Aug 3, 2014 | Last Day to request to DROP course(s) in Summer Session B |
| Aug 18 - 31, 2014 | Summer Mid-Semester Break |
| Sep 1 - Nov 16, 2014 | Course Dates for Summer Session B |
| Nov 2, 2014 | Last Day to WITHDRAW from Summer Session B with grade of W |
| Nov 16, 2014 | Last Day of Summer Semester |

Fall 2014 Semester

| Date | Activity |
|----------------------------|--|
| Aug 31, 2014 | Last Day to WITHDRAW from Fall Semester with 100% refund |
| Sep 1, 2014 | First Day of Fall Semester |
| Sep 1 - Nov 16, 2014 | Course Dates for Fall Session A |
| Sep 7, 2014 | Last Day to request to DROP course(s) in Fall Session A |
| Nov 2, 2014 | Last Day to WITHDRAW from Fall Session A with grade of W |
| Nov 2, 2014 | Last Day to request to DROP course(s) in Fall Session B |
| Nov 17 - 30, 2014 | Fall Mid-Semester Break |
| Dec 1, 2014 - Feb 22, 2015 | Course Dates for Fall Session B |
| Feb 1, 2015 | Last Day to WITHDRAW from Fall Session B with grade of W |
| Feb 22, 2015 | Last Day of Fall Semester |

Winter 2014 Semester

| Date | Activity |
|----------------------------|--|
| Nov 30, 2014 | Last Day to WITHDRAW from Winter Semester with 100% refund |
| Dec 1, 2014 | First Day of Winter Semester |
| Dec 1, 2014 - Feb 22, 2015 | Course dates for Winter Session A |
| Dec 7, 2014 | Last Day to request to DROP from Winter Session A |
| Feb 1, 2015 | Last Day to WITHDRAW from Winter Session A with grade of W |
| Feb 1, 2015 | Last Day to request to DROP course(s) in Winter Session B |
| Feb 23 - Mar 8, 2015 | Winter Mid-Semester Break |
| Mar 9 - May 24, 2015 | Course Dates for Winter Session B |
| May 10, 2015 | Last Day to WITHDRAW from Winter Session B with grade of W |
| May 24, 2015 | Last Day of Winter Semester |

Spring 2015 Semester

| Date | Activity |
|----------------------|--|
| Mar 8, 2015 | Last Day to WITHDRAW from Spring Semester with 100% refund |
| Mar 9, 2015 | First Day of Spring Semester |
| Mar 9 - May 24, 2015 | Course dates for Spring Session A |
| Mar 15, 2015 | Last Day to request to DROP course(s) in Spring Session A |

| | |
|----------------------|--|
| May 10, 2015 | Last Day to WITHDRAW from Spring Session A with grade of W |
| May 10, 2015 | Last Day to request to DROP course(s) in Spring Session B |
| May 25 - Jun 7, 2015 | Spring Mid-Semester Break |
| Jun 8 - Aug 23, 2015 | Course Dates for Spring Session B |
| Aug 9, 2015 | Last Day to WITHDRAW from Spring Session B with grade of W |
| Aug 23, 2015 | Last Day of Spring Semester |

Course Overloads and Audits

Credit Overload (Extra Credits)

Well-qualified master's students may elect to enroll in more than twelve (12) graduate credit-hours per semester subject to approval by the program director.

Course Audit

Students taking seminars as "auditors" will receive the notation "AU" on their permanent academic record in lieu of a grade and credits if the obligations of the auditor have been satisfactorily met. If the auditing student's performance is not deemed to have been satisfactory, no seminar entry will be indicated on the student's academic record.

Audit students are expected to participate as outlined by the relevant program director. Audited seminars may not be applied against degree requirements.

Degree Awarded

The master's degrees awarded through the College of Graduating and Continuing Studies are the:

Master of Arts in Diplomacy (p. 35)
 Master of Arts in History (p. 41)
 Master of Arts in Military History (p. 45)
 Master of Business Administration (p. 48)
 Master of Civil Engineering (p. 53)
 Master of Public Administration (p. 57)
 Master of Science in Information Security and Assurance (p. 63)
 Master of Science in Leadership (p. 66)
 Master of Science in Nursing (p. 71)

All degrees earned in Norwich University's College of Graduate and Continuing Studies will be awarded with the traditional University diploma. For example, the diploma reads:

Master of [Degree Awarded]
 Norwich University

Degree Conferral

All Norwich University online master's degree candidates must attend and participate in the required Residency Conference (p. 74) hosted on the Norwich campus.

- Typically students who begin their graduate programs in June, September, and December are required to attend the June Residency following the completion of their final seminar with degree conferral occurring in June.
- Typically, students who begin their program in March are required to attend Residency just prior to or during their final seminar with degree conferral occurring in September.

The faculty, through the Committee on Academic Standing and Degrees (CASD), shall recommend to the President, students who have completed all degree requirements. No degree shall be conferred until the Registrar's Office determines that all degree requirements, including participation in the Residency Conference, are met. No degree shall be conferred until the recipient has paid all University bills or arranged for payment to the satisfaction of the Chief Financial Officer.

Degrees shall be conferred in June, September, and January.

Degree Credit

Award of Degree Credit

Credit hours and grade points shall be awarded only for those University seminars for which a student is properly registered. Credit hours, not grade points, for approved seminars taken by a Norwich student at other accredited institutions may be transferred, subject to the residence requirements and provided grades earned are "B" or above, for credit toward a master's degree.

Credits for Graduation

Graduation requirements are measured in seminars and credits. Seminars and credits required for graduation are specified in the Programs of Study for each curriculum. Students should consult the Programs of Study to be sure they are meeting the graduation requirements.

Degree Requirements

The requirements for the master's degrees awarded through the College of Graduate and Continuing Studies can be found in the individual Programs of Study. Degree candidates are subject to the degree requirements of the class year to which they are assigned at the time of their admission, or readmission, to the degree program.

All candidates for Norwich University master's degrees are required to:

- Complete 36-48 credit hours of course work as prescribed by the program of admission.
- Complete at least two-thirds of the required degree credit-hours at Norwich University.
- Maintain an overall GPA of 3.0 or above.
- Earn no more than six credits worth of C/C+ grades.
- Attend the required on-campus Residency Conference (p. 74).

Dual Degrees and Concentrations

Well-qualified students may earn more than one master's degree or program concentration through the College of Graduate and Continuing Studies. Up to twelve (12) credit hours earned for a first master's degree may be applied toward a second master's degree in cases where those seminars will meet requirements of the second degree. Students seeking a dual degree must complete the first degree before pursuing the second degree. Enrollment beyond three semesters will be required for students seeking a dual degree.

The College of Graduate and Continuing Studies shall maintain and publish a list of seminars approved for credit in programs other than the one in which they were originally earned. The catalog should be consulted for the specific requirements and concentrations offered in each masters' degree program.

Some master's degree programs include multiple concentrations or specializations that are recognized as such on the student's transcript. In most cases a student will elect a single concentration as part of the degree program. However, a student may elect to obtain additional concentrations if the student is in good academic standing and obtains the permission of the program director.

Successful completion of additional coursework leading to a concentration beyond the initial concentration will be noted on the student's academic record and calculated in the grade point average if completed prior to conferral of the degree. Seminars that comprise a concentration may be taken after conferral of a master's degree and will be noted as a certificate in the concentration area on the student's academic record and are not included in the grade point average associated with the earned degree.

Two-degree Programs

Well-qualified graduate students may elect to fulfill the requirements of two master's degrees simultaneously subject to the approval of the program director(s) concerned.

Grades

Grades and Grade Points

Official grade reports are issued by the University Registrar within 15 days of the end of each seminar. Students may also retrieve unofficial electronic copies of final seminar grades through the University's Self-Service web pages.

Grades of F are failing, and will prompt a student's immediate academic dismissal from the University. Students will not receive credit for these grades and will be required to petition for re-enrollment to repeat any seminar in which a failing grade is received.

Grades and grade points shall be awarded as follows:

| Grade | Percentage | Grade Points |
|-------|------------|--------------|
| A | 93-100% | 4.0 |
| A- | 90-92.9% | 3.7 |
| B+ | 87-89.9% | 3.3 |

| | | |
|-----|-----------------------------------|-----|
| B | 80-86.9% | 3.0 |
| C+ | 77-79.9% | 2.3 |
| C | 70-76.9% | 2.0 |
| F | 0-69.9% | 0.0 |
| I | Incomplete grade | 0.0 |
| W | Withdrawal from program | 0.0 |
| S/U | Satisfactory/Unsatisfactory | 0.0 |
| P/F | Pass/Fail on non-graded component | 0.0 |
| AU | Audit | 0.0 |

Grade Point Average

The grade point average (GPA) is computed by dividing grade points earned by credit hours attempted after applying the repeat seminar policy and including failing grades. Only grade points earned and semester credit hours attempted in seminars completed at Norwich will be included in computing the student's grade point average. (See the repeat seminar policy for the effect on the grade point average of seminar repetition.)

Grades for seminars taken after conferral of a degree will not be used to recalculate the grade. Grade point averages for these seminars will be calculated separately.

Incomplete Grades

1. The grade of incomplete is exceptional and given only to students whose completed coursework has been qualitatively satisfactory, but who have been unable to complete all course requirements due to extenuating and unusual circumstances.
2. The grade of incomplete may be considered only for those students who have completed at least 60% of their course and will be approved by the instructor on a case-by-case basis only.
3. The decision whether to award an incomplete is at the sole discretion of the instructor, even if a student meets the eligibility criteria.
4. The request for a grade of incomplete must be accompanied by a proposed study plan and submitted to the instructor. If approved, the grade of incomplete may be assigned for a period up to, but not exceeding, 90 days from the end of the course.
5. It is the responsibility of the student to adhere to the due dates as outlined in the approved study plan and submit all outstanding course work by the assigned deadline(s). If the student fails to submit the remaining course work by the due dates or chooses to withdraw from the university without resolving the incomplete work, the course grade of incomplete will be converted into a final course grade with all unsubmitted assignments counted as zeroes. Students who withdraw will be handled according to the refund and withdrawal policy.
6. If the seminar in which the incomplete is assigned is a prerequisite to one or more subsequent seminars, the student may not be permitted to proceed to any subsequent seminar or course until the incomplete work has been finished.

Incomplete Grades Due to Military Activation and Deployment to or in Support of a Combat Zone

1. Students serving in the military who, after the start of enrollment, are notified that they are being activated or deployed to a combat zone or in direct support of or proximity to a combat zone and choose to withdraw from the university may request to have a grade assigned at the time of withdrawal if they have successfully completed at least 60% of the course and if their cumulative grade represents sufficient knowledge of the course.
2. In lieu of requesting a grade, students who have completed 60% of a course may submit to the instructor a study plan outlining how the remaining academic work will be completed. Upon approval of the study plan by the instructor, a grade of incomplete will be assigned for the course.
3. Incomplete grades assigned as a result of approved study plans for activated or deployed students must also be approved by the program director or program manager if the remaining work cannot be completed within the 90-day maximum limitation for incomplete work. In all cases, grades of incomplete must be resolved within one year of the issuance of the original incomplete grade.

A course carrying the grade of incomplete will be excluded from the computation of total semester credit hours and grade point averages.

Repeat Seminar/Course Grading

If a seminar is repeated, only the last earned grade will be calculated in the grade point average. The grade previously earned in the seminar will be removed from the grade point average calculations even if a lower grade is earned when the seminar is repeated. Students may repeat a seminar one time only. Tuition and fee rates in effect at the time of the repeat enrollment apply to all repeat seminars.

Grading Practices Notification for Students

At the beginning of a seminar, on the syllabus within the online classroom, a student must be made aware of the method of grading in the seminar and of the weight that is attached to all seminar requirements.

Grade Reporting By the Faculty

Faculty will record assignment and final grades in the online classroom grade book. Students may view assignment, in-progress, and final grades for current seminars inside the online classroom.

Students may view their final grades for all completed seminars by accessing the University's Self-Service web pages via the online classroom.

The College of Graduate and Continuing Studies maintains assignment grade records for a minimum of one year.

Grade Appeals

Grade Appeals

Grade appeals are reserved for final course grades only and not for individual assignment grades within a course.

1. All final-grade appeals must begin with a written request from the student to the instructor.
2. If resolution is not achieved with the instructor, the written grade appeal may be filed with the program director.
3. Failing resolution at the program director level, the student may appeal in writing to the Vice President of Academic Affairs and Dean of the College of Graduate and Continuing Studies.
4. If the issue is still unresolved, the final avenue of appeal for final course grades must be directed in writing to the Senior Vice President of Academic Affairs (SVPAA), who has final authority over matters involving final-grade appeals.

Changes in Final Grades

Instructors assign final grades after careful and thorough evaluation of a student's academic performance in the course. A final grade will be changed only for cause and only at the request of the instructor and with the approval of the program director and dean. Requests for change of final grade must be made within 120 days after the final grade was awarded.

If a course is repeated, only the last earned grade will be calculated in the grade point average. The grade previously earned in the course will be removed from the grade point average calculations even if a lower grade is earned when the course is repeated. Students may repeat a course one time only. Tuition and fee rates in effect at the time of the repeat enrollment apply to all repeat courses.

Pre-requisite, Co-requisite, and Repeat Courses

Prerequisites

Students shall not be registered for a seminar having prerequisites without having successfully completed those prerequisites or be allowed to remain scheduled for the successive seminar if the prerequisite seminar was not completed successfully. Exceptions to this policy are at the discretion of the program director.

Repeat Seminars Grade Policy

A student shall not receive credit twice for any seminar except those seminars whose Catalog description permits repetition for credit. If a previously graded seminar is repeated and a grade other than "W" is earned, only the last grade earned in the seminar will be calculated in the grade point average (GPA). All grades previously earned in the seminar will be removed from the GPA calculations even in the event that a lower grade is earned upon repetition of the seminar. If a failing grade is earned upon repetition of a seminar, any previous credit earned will be lost. Credit by examination does not constitute a repetition under this provision.

Readmission

Readmission of Dismissed or Administratively Withdrawn Student

Students whose enrollment in a graduate program is interrupted due to an academic dismissal or administrative withdrawal may apply for readmission to the program following a one-semester separation.

1. A written request for readmission should be addressed to the program director and filed with the student services advisor;
2. The request must include an explanation of the change in the student's circumstances, which now permit successful completion of the program, as well as the measures taken to ensure satisfactory academic progress upon re-enrollment;
3. A financial aid eligibility request must be filed with the Student Financial Planning office;
4. Individuals who are dismissed for academic deficiency may be conditionally readmitted to the University. Failure to adhere to the mandatory conditions of readmission may result in dismissal from the University prior to the conclusion of the semester.

Readmission of Student-initiated Withdrawn Student

Students whose enrollment in a graduate program is interrupted due to a student-initiated withdrawal may apply for readmission to the program by contacting a student services advisor.

Transfer Credit

The College of Graduate and Continuing Studies may award graduate credit, not grade points, to fulfill masters' degree requirements for:

1. academic work, at the course level and/or degree level, successfully completed at regionally accredited institutions;
2. academic work, at the course level and/or degree level, successfully completed at nationally accredited institutions recognized by the U.S. Department of Education;
3. academic work, at the course level and/or degree level, successfully completed at international institutions recognized by an approved academic credential evaluation service;
4. military training, in accordance with the Guide to the Evaluation of Educational Experiences in the Armed Forces, published by the American Council on Education (ACE);
5. graduate courses successfully completed through third-party entities with which Norwich University has agreements;
6. other extra-institutional learning as recommended in nationally recognized guides and publications or by national review bodies such as the American Council on Education (ACE);
7. other extra-institutional learning as reviewed and approved by the CGCS Academic Credit Transfer Evaluation Committee.

Exceptions to this policy may be made only with a positive recommendation from the Dean of the College of Graduate and Continuing Studies and approval from the Norwich University Committee on Academic Standing and Degree (CASD).

Norwich University complies with Veterans Administration regulations and guidelines as they pertain to transfer credits.

Guidelines for Awarding Graduate Credit

1. In order for prior graduate credit to be considered as transfer credit it must (a) preserve the integrity of the degree being sought, and (b) be validated by the institution of origin through an official transcript (or its equivalent) issued directly by the awarding institution to Norwich University.
2. The Program Director (PD) determines the applicability of credit toward the degree. If a request for transfer is not granted, the student may appeal the PD's decision to the chair of the division whose decision is final.
3. The maximum allowable transfer credit at the master's degree level is one-third of the stated degree requirement credits unless otherwise stated in an official agreement between Norwich University's College of Graduate and Continuing Studies and the awarding institution.
4. Prior experiential, life-long learning or non-college sponsored learning sources are not acceptable sources of transfer credit at the graduate level.
5. Credits transferred at the graduate level require a grade of "B" or better 4.0 scale.
6. Grade points will not be transferred.
7. In order to be applied to the degree sought, all transfer credit must have been earned within ten years of completing the Norwich degree to which the transfer credit is applied.
8. Graduate students requesting transfer of credit after admission to the program must petition the Program Director.

Residence Requirement

At least two-thirds of the credits required for the master's degree must be earned at Norwich. There are exceptions to this policy as they pertain to established articulation agreements with specific institutions. Exceptions to this policy can also be obtained on an individual basis by appealing to the Norwich University's Committee on Academic Standing and Degrees as outlined in the University's regulations.

Statute of Limitations

Students must satisfy all degree requirements within ten years of the date at which they begin the program.

Withdrawals from the University

A withdrawal is generally a permanent separation from the University. Either the student or the University may initiate the withdrawal process.

Withdrawals Initiated by the Student

When a withdrawal is necessary, the student must direct the following requests in writing to the appropriate institutional officer.

- Requests for withdrawal must be submitted in writing to the program's Student Service Advisor.
- Requests for a refund must be submitted in writing to the University Bursar.

Students using financial aid in the form of federal loans, who anticipate returning to the university within a reasonable length of time from the withdrawal, should notify their Financial Aid Advisor in writing of their intent.

Norwich University must make commitments to faculty and staff in advance of actual student enrollment, therefore only a partial refund of tuition paid will be made if the student leaves for any reason prior to the end of any semester. The only exception to this policy is for activation or deployment of military personnel to a combat zone or in direct support of or proximity to a combat zone during the period of enrollment (see below regarding Military Activation and Deployment to a Combat Zone).

Scholarships, grants, and federally funded loans will be refunded, in the appropriate ratio, using federal guidelines for financial aid, either to the University or to the agency from which the aid funds were received. In many cases, this will result in an additional amount due from the student to the University.

Withdrawals Initiated by the University

The University, through the Dean of the College of Graduate and Continuing Studies, may also initiate an Administrative Withdrawal. Such instances might occur for student failure to participate, unexcused absence of 14 days or more, violation of the academic honesty policy, failure to pay tuition, or in cases where the student is a distraction to other students and instructors.

Military Activation and Deployment to or in Support of a Combat Zone

1. Students serving in the military who are notified after the start of enrollment that they are being activated or deployed to a combat zone or in direct support of or proximity to a combat zone, or;
2. Any student, or the spouse of a student if the student has a dependent child, who is a member of the National Guard or reserve forces of the United States and who is ordered to state military service or federal service or duty may:
 - a. Withdraw from the entire registration and receive a full refund of tuition and mandatory fees;
 - b. Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed according to the policy on incomplete grades. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full;
 - c. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed according to the policy on incomplete grades. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded, or;
 - d. If having successfully completed at least 60% of a seminar or course and whose cumulative grade represents sufficient knowledge of the seminar or course, request to have a grade assigned at the time of withdrawal.
3. Students will be required to provide a copy of orders confirming that the date of activation/deployment was during the currently enrolled academic semester. Upon any future re-matriculation at Norwich University, the student will be charged tuition and fees at the rate in force at the time of re-matriculation.

Programs of Study

The following programs of study are offered online through the College of Graduate and Continuing Studies.

Master of Arts in Diplomacy (p. 35)

Master of Arts in History (p. 41)

Master of Arts in Military History (p. 45)

Master of Business Administration (p. 48)

Master of Civil Engineering (p. 53)

Master of Public Administration (p. 57)

Master of Science in Information Security and Assurance (p. 63)

Master of Science in Leadership (p. 66)

Master of Science in Nursing (p. 71)

Master of Arts in Diplomacy

Program Director: Lasha Tchantouridzé

Associate Program Director of Academics: Charles Lerche

The Master of Arts in Diplomacy degree is designed for government, military, non-governmental, and business professionals who must operate within a challenging international environment. The curriculum offers a unique combination of seminars that provide students with an effective understanding of the international system. This includes a substantial grounding in the theories behind that system, the structural constraints of the system (international law), and knowledge of the prime motivator to interact within the system (international economics). The degree then moves into its concentrations. There are three concentrations within the program; International Conflict Management, International Terrorism, and International Commerce.

With the increase in globalization, there is a growing need to demonstrate a mastery of the international environment and the challenges it presents. The Diplomacy program gives students the tools by which to more effectively operate within this increasingly complex international system. All students will complete a 36 credit-hour program (a maximum of 12 credits can be transferred into the program with the approval of the Program Director) that culminates in a June residency at the Norwich University campus. The program is divided between a core of 18 credit hours and a concentration of 18 credit hours. All students must complete the core before moving on to their chosen concentration. In addition, in order to graduate all students must complete the comprehensive examination or its equivalent offering, and an exit portfolio.

Curriculum Map

| Semester 1 | Credits | Semester 2 | Credits | Semester 3 | Credits |
|--|-----------|---|-----------|--|-----------|
| GD 510 Theory and the International System or 511 The History of Diplomacy in the International System | 6 | GD 530 Economics and the International System | 6 | Select one concentration course | 6 |
| GD 520 Law and the International System | 6 | Select one concentration course | 6 | GD 555 Comprehensive Exam ¹ | 0 |
| | | | | Select one concentration course | 6 |
| | | | | GD 595 Residency ² | 0 |
| | 12 | | 12 | | 12 |
| Total Credits: 36 | | | | | |

¹ Students must complete the comprehensive exam prior to enrollment in their final course.

² Students are required to attend a one-week, on campus Residency Conference in the June following or concurrent with their final course.

Curriculum Requirements

Core Curriculum

The core seminars are designed to give students a solid understand of central concepts within the international system. Like many other academic disciplines, the field of International Relations does not have a single unifying theory as to why things happen within the global system. Therefore, it is essential to acquire a firm grounding in the contending theories as to why the system works the way it does. This will give students a firm foundation when building their own views as to which theory more effectively explains the international system.

Once this foundation is established, students then go on to look at the constraints or lack of constraints on the "actors" within the international system (such as states, multi-national organizations, non-governmental organizations, etc.) These constraints are established by international norms delineated in the international legal system. Once the basics of the system are understood, students explore what makes the system "go" or work. Here the international political economy is explored. What motivates "actors" to interact is their desire to exchange goods or services or dominate those goods or services. The very fact that the world is now talking in terms of increasing "globalization" is reflective of the fact that almost all "actors" are thinking in terms of a global impact. Insights into this phenomenon are essential to a student's understanding of the international system.

All students start with either the Theory seminar (GD 510) or the History seminar (GD 511), and then move to GD 520 and GD 530, both of which must be completed before moving into a concentration, unless specific exceptions are approved by the Program Director. Concentration seminars are to be taken in sequence unless specific exceptions are approved by the Program Director.

Core Courses

| | | |
|-----------|--|---|
| GD 510 | Theory and the International System | 6 |
| or GD 511 | The History of Diplomacy in the International System | |
| GD 520 | Law and the International System | 6 |
| GD 530 | Economics and the International System | 6 |

Culminating Academic Requirement

| | | |
|--------|-----------|---|
| GD 595 | Residency | 0 |
|--------|-----------|---|

Total Credits

18

Concentrations

All concentrations follow the same format; 18 credit hours composed of three, six-credit, eleven-week seminars. The Diplomacy degree consists of two distinct parts: core and concentration. Within the first three seminars students are exposed to the core concepts while the final three seminars comprise the concentration, wherein students conduct in-depth study related to the concentration's topic. This in-depth analysis of a subfield within international relations gives the student the expertise and understanding to be more effective in dealing with the challenges the concentration presents.

International Conflict Management Concentration (18 Credits)

This concentration is designed to allow students to further study all aspects of conflict within the international arena. The first seminar explores the various methods by which "actors" (be they states, corporations or individuals) in the international system can avoid getting embroiled in conflict. This seminar further explores the various methods actors have used to contain the impact and spread of the conflict, if they could not avoid it. The second seminar deals with the very important task of resolving a conflict. This approach is coupled to the aspect that actors must consider in terms of a post-conflict cleanup. A successful reconstruction is a vital aspect of post-conflict reconciliation. Finally, the Conflict Management concentration ends with a choice for students: in one elective the student delves further into the nature of international conflict; or alternatively, a student can explore the growing

field of human rights within conflict studies. The idea motivating human rights research is to promote peace by defusing the problems that are seen to cause conflict.

International Conflict Management Courses

| | | |
|--------|--|---|
| GD 540 | Conflict Avoidance, Prevention & Containment in the International System | 6 |
| GD 550 | Conflict Resolution & Post-Conflict Reconstruction in the International System | 6 |
| GD 555 | Comprehensive Exam | 0 |

Select one of the following 6-credit seminars:

| | | |
|--------|---|---|
| GD 546 | International Security | 6 |
| GD 560 | Military Intervention & Conflict Management in the International System | 6 |
| GD 561 | Human Rights and Conflict in the International System | 6 |
| GD 567 | Diplomacy and Communication | 6 |

Total Credits 18

International Terrorism Concentration (18 Credits)

This concentration explores the multifaceted concept of terrorism in both the 20th and 21st centuries. The first seminar provides an historical introduction and explores the more "traditional" state supported or sponsored forms of terrorism. The second seminar of the concentration delves into the emerging concept of terrorism that is conducted internationally, primarily by non-state actors, terrorist organizations. Such groups would include those engaged in narco-terrorism, religiously motivated violence, and so forth. Finally, the last seminar of this concentration explores various mechanisms developed in the international system to address the threat of international terrorism.

International Terrorism Courses

| | | |
|--------|---|---|
| GD 542 | Terrorism: Introduction and State Sponsored Terrorism | 6 |
| GD 552 | International Terrorism by Non-State Actors | 6 |
| GD 555 | Comprehensive Exam | 0 |

Select one of the following 6-credit seminars:

| | | |
|--------|---|---|
| GD 546 | International Security | 6 |
| GD 562 | International Response to Transnational Terrorism | 6 |
| GD 567 | Diplomacy and Communication | 6 |

Total Credits 18

International Commerce Concentration (18 Credits)

This concentration is for students of international commerce and business who would like to enhance their understanding of conducting business in the global economy. In the first seminar students examine private sector business and, in particular, focus on exploring internal and external environmental conditions when conducting business in a global environment. The second seminar of the concentration turns toward the idea of a multi-national workforce and the unique set of challenges such a workforce presents. This involves human resource management on an international scale. The final seminar of the concentration deals with the need for international business actors to build their diplomatic or public relations image. This effort is analogous to countries having ministries for foreign affairs or state departments -- a good international public image is increasingly seen as a need in the business world, as well.

International Commerce Courses

| | | |
|-----------|---|---|
| GD 544 | Global Commerce and the International System | 6 |
| GD 554 | Cross Cultural Management in the International System | 6 |
| GD 555 | Comprehensive Exam | 0 |
| GD 564 | Global Corporate Diplomacy | 6 |
| or GD 567 | Diplomacy and Communication | |

Total Credits 18

Additional Program Requirements

In addition to the degree requirements for each concentration there are a few other program elements that students are required to complete in order to qualify for the Master of Arts degree in Diplomacy. Each requirement is graded on a pass/fail or satisfactory/unsatisfactory basis.

Comprehensive Exam

All students will take a written exam where, typically, they will be given eight questions in four groups of two questions per group (the format may vary slightly). Students must choose one of the two questions in each group, thus answering four questions. The questions will be devised by program faculty and will not be given to students in advance. The test will be proctored and four hours in length. The exam is typically administered during the break

between GD 55X and GD 56X or at the beginning of GD 56X. It is a closed book exam; in other words, no sources other than what is in a student's mind can be used or consulted. The exam will be graded by a minimum of two faculty members. A grade of pass, fail one question (immediate re-sit), or fail will be awarded. Students who publish an article in a peer-reviewed academic journal may be exempt from the Comprehensive Exam requirement. Students may either publish or defend a thesis in lieu of the comprehensive exam.

Exit Portfolio

All students will be required to maintain and present to their final seminar instructor an Exit Portfolio. This requirement will consist of electronic copies of all FINAL research papers in each preceding seminar. The portfolio is to be divided up by seminar with each paper written under that seminar listed separately. Therefore, from the outset, a student must retain a MARKED readable copy of all his or her FINAL research papers throughout the degree program. If a seminar does not have a "final paper" assignment, the written assignment with the biggest grade weight will be submitted. Instructors in the final seminar will examine each portfolio and report a grade of satisfactory/unsatisfactory or pass/fail to the Program Director. If a student fails the exit portfolio requirement, the Program Director will identify a further course of action to meet program graduation requirements. The final seminar instructors report will be part of the graduation criteria and a grade of satisfactory/pass will be required in order for the student to graduate from the program.

One-Week Residency

All degree candidates of the Master of Arts in Diplomacy are required to attend a one-week Residency Conference (p. 74) on the Norwich University campus, during which they may attend professional presentations, participate in roundtable discussions with faculty, and present papers. The one-week residency is a degree requirement.

Thesis Track

Students may submit a proposal to pursue a thesis on a topic of their choosing in addition to all other requirements for the degree. Students may apply to the thesis track at the conclusion of their second seminar and propose a topic. Students should also present the endorsements of the instructors from their first two seminars. Students accepted into the Thesis Track must enter the thesis seminar either by the beginning of the fifth seminar of the program or at the end of the student's seminar work. A student in the Thesis Track will have a thesis supervisor, a faculty member specializing in the chosen area of research. All students will follow the established rules and procedures identified in Norwich University's Thesis Handbook for Diplomacy students. Upon completion of the thesis seminar, the student must defend the work before a committee comprised of the thesis advisor, two additional readers, and a chair. A grade of Pass, Pass with Minor Revisions, Pass with Major Revisions, or Fail will be identified by the committee.

- For those students who complete the Thesis Track outside the degree process, the thesis is not a degree requirement. This allows students to complete a thesis after graduation.
- For those students who request to have the Thesis Track counted as part of their degree requirements and in lieu of the comprehensive exam requirement, the thesis is a degree requirement. If this comprehensive exam exemption is granted, the student will not graduate from the program until successful defense of the thesis.

Thesis Seminar (12 Credits)

GD 570

Thesis Seminar

12

| Faculty Member | Institution at which highest degree was earned |
|---|--|
| Lasha Tchantouridze, PhD (Program Director) | Queens University |
| Charles Lerche, PhD (Associate Program Director of Academics) | University of Ibadan (Nigeria) |
| Clifford Bates, PhD | Northern Illinois University |
| Narain Batra, PhD | Gujarat University |
| John Becker, PhD | Denver University |
| Najiba Benabess, PhD | University of Wisconsin |
| Bond Benton, PhD | University of Vienna |
| Stefan Brooks, PhD | University of Houston |
| Rowland Brucken, PhD | Ohio State University |
| Eric Bush, PhD | Widener University |
| Anthony Cain, PhD | Ohio State University |
| Stanley Carpenter, PhD | Florida State University |
| Emily Copeland, PhD | The Fletcher School of Law and Diplomacy |
| Paula Doherty, PhD | Nova Southeastern University |
| Robert Farkasch, PhD | York University |
| David Gray, PhD | University of Southern California |
| Don Harrington, PhD | University of Connecticut |
| Michael Jackson, PhD | Brandeis University |
| David Jones, PhD | State University of New York at Albany |
| William Jong-Ebot, PhD | University of Wisconsin |

| | |
|--------------------------|--|
| Seung-Ho Joo, PhD | Pennsylvania State University |
| Angela Kachuyevski, PhD | Fletcher School of Law and Diplomacy (Tufts) |
| James Kraska, PhD | Indiana University |
| Brian Kupfer, PhD | Claremont Graduate University |
| Jonathan Levy, PhD | William Howard Taft Law School |
| James Miskel, PhD | State University of New York |
| Darryl Mitry, PhD | University of Southern California |
| Amit Mukherjee, PhD | Syracuse University |
| Eric Nelson, PhD | University of Illinois at Urbana-Champaign |
| Scott Nelson, PhD | Arizona State University |
| Alex Norsworthy, PhD | American University |
| Robert Pauly, PhD | Old Dominion |
| Daniela Peterka-Benton | |
| Russell Ramsey, PhD | University of Florida |
| Tim Riesen, PhD | Claremont Graduate University |
| Eileen Scully, PhD | Georgetown University |
| Steven, Shirley, PhD | Old Dominion |
| Vlad Suchan, PhD | Carleton University |
| Eugene Tadie, PhD | Northern Illinois University |
| Stephen Twing, PhD | University of South Carolina |
| Shelton L. Williams, PhD | Johns Hopkins |

Courses

GD 510 Theory and the International System 6 Credits

In this seminar students will review the basic theories that govern the international relations discipline. As no one theory fully explains the international system, a firm grasp of the leading paradigms gives a student a solid foundation on which to build the degree. This seminar will also trace the historical evolution of diplomacy within the international system giving the student a sense of its progression and an awareness of the milestones of diplomatic interaction within that system.

GD 511 The History of Diplomacy in the International System 6 Credits

This seminar is a comprehensive overview of diplomacy, international relations, and world order in the context of the modern state system, from 1648 to the present. The seminar provides an introduction to the international political environment through studies in foreign policy decision-making. The seminar combines the fields of history and political science by using an analytical framework of historiography and International Relations methodology.

GD 520 Law and the International System 6 Credits

In this seminar students will explore some of the important principles, norms, customs, laws, and transactions in international relations. Student will be introduced to international law terminology, history, and dominant theories. The laws surrounding conflict, war and war crimes will be explored. Of special interest will be the laws and norms pertaining to international organizations. Finally, the more up and coming areas of international law will be explored, such as, environmental law and the growing body of law concerning humanitarian intervention.

GD 530 Economics and the International System 6 Credits

In this seminar students will explore the international economic system. The impact of modernization and economic development within the system will be examined. The controversy over the concept of globalization will be explored. The seminar will address the dominant theories of international political economy. Students will become familiar with institutions of international finance and trade. Special attention will be given to Third World development issues. Also, the idea of economics as a tool of diplomacy and military power will be raised.

GD 540 Conflict Avoidance, Prevention & Containment in the International System 6 Credits

In this seminar students will address a number of schools of thought and debates concerning the causes of inter and intra-state conflicts. The increasingly controversial topics of peacekeeping, peace-making and peace enforcement will be reviewed with an eye toward lessons learned. Transnational forces, including non-governmental organizations will be investigated. Finally, the important concept of multilateral diplomacy as a tool used to avoid conflict in the international system will be examined.

GD 542 Terrorism: Introduction and State Sponsored Terrorism 6 Credits

This seminar examines how states have used terrorism as a tool in managing their international rivalries. The seminar also evaluates the actions that the international community takes to deter state-sponsored terrorism. Case studies will be used to complement theory, and to allow for comparative analysis of actions taken by the international community in different cases and circumstances.

GD 544 Global Commerce and the International System 6 Credits

This seminar evaluates the role of private-sector commerce in the international system. It focuses on examining internal and external environmental conditions when conducting commerce in a global environment; in particular, students will explore the impact of economics, law, politics, and culture on multinational business endeavors. Country specific data and internal organizational factors that influence managerial decision-making in multinational organizations are addressed as well.

GD 546 International Security 6 Credits

This course surveys some of the major debates and topics in international security. It is designed to give students an understanding of the most important substantive areas in the field of International Security and to tie academic research on security-related issues to policy. The course will examine both traditional understandings of and approaches to international security. New actors and issues considered relevant since the end of the Cold War will be discussed. The tension between the relative importance of traditional approaches to security, interstate relations, and the relevance or impact of less immediate but important influences such as human security and climate change will also be examined.

GD 550 Conflict Resolution & Post-Conflict Reconstruction in the International System 6 Credits

In this seminar students will examine the "dos" and "don'ts" of negotiating peace, hazards of negotiations and peace settlements, their unexpected consequences, and lessons learned. Of increasing importance is learning how to recover from atrocities through trials, truth commissions, and amnesties. Post-conflict political, economic, and social recoveries are also explored. The seminar also addresses such issues as reestablishing the rule of law, reconstruction of civil society, and of the institutions of governance. Finally, students will examine the politics and cultural impacts of rebuilding, including the economic and financial costs.

GD 552 International Terrorism by Non-State Actors 6 Credits

This seminar examines the phenomenon of transnational terrorism by non-state actors, that is, by terrorist organizations. Ideology, psychology, and strategies of major transnational groups are addressed to provide an understanding of their long-term goals and operations. Terrorist groups' relationships with WMD proliferation and organized crime are examined, together with possible future trends in terrorist operations. Case studies of key groups will be used to provide comparative analysis.

GD 554 Cross Cultural Management in the International System 6 Credits

Students will review fundamental topics in human resources management as these pertain to globally active organizations: corporate, not-profit, and governmental. The seminar focuses on building personal skills in dealing with intercultural Human Resources, management differences; selecting, evaluating, and compensating employees in international assignments; training and developing expatriate employees; dealing with culture shock; and examining the effects of repatriation. Students will be asked to apply the concepts of conflict managements, conflict resolution, and conflict avoidance to specific "at-work" situations.

GD 555 Comprehensive Exam 0 Credits

The Comprehensive exam is a degree completion requirement for all Diplomacy students.

GD 560 Military Intervention & Conflict Management in the International System 6 Credits

In this seminar students will examine conflict in all its forms. Such aspects as covert operations, psychological warfare, special operations, and limited warfare will be introduced. The increased emphasis on multinational coalitions and conflicts will be explored. A renewed emphasis will be given to terrorism, including the use of chemical, biological and nuclear agents. Special cases of civil war and collapsed state conflicts will be reviewed. Finally, the impact of modern warfare, most notably on the environment will be investigated.

GD 561 Human Rights and Conflict in the International System 6 Credits

In this seminar students will probe the complicated connections between the protection and enforcement of human rights norms and the roots, unfolding, and termination of armed conflicts. Borrowing from the fields of peace-building, conflict resolution, diplomacy, and law, the seminar builds upon the themes of conflict prevention and post-conflict reconstruction developed in previous seminars by focusing on how human rights abuses make conflicts, especially violent conflicts more likely, and how a respect for the political, civil, economic, and social claims of individuals might repair and restore post-conflict societies.

GD 562 International Response to Transnational Terrorism 6 Credits

This seminar surveys the strategies and policies used by states to combat transnational terrorism. It includes the development of international law as a tool against terrorism. It focuses on diplomatic and multilateral approaches to deal with cross-border issues, and government policies designed to improve internal and multinational anti-terrorism coordination and cooperation. Differences and commonalities among states in their approaches to terrorism are highlighted in an effort to examine best practices.

GD 564 Global Corporate Diplomacy 6 Credits

The final seminar in the Commerce concentration addresses the issue of how international commerce depends upon the public goodwill, the development of which is the function of corporate diplomacy. The seminar will enable students to develop knowledge, competencies, and tools for implementing strategic communication in order to deal effectively with international constituencies, including the government, the news media and the Internet, and NGOs. Special emphasis will be laid on developing analytical skills to shape public opinion, build corporate reputation, and deal with crisis in a cross-cultural environment.

GD 567 Diplomacy and Communication 6 Credits

This seminar examines the role of communication in diplomatic endeavors. The historical influence of communication is considered along with the evolving theoretical basis that has informed diplomatic communication. In addition to examining the role communication has played throughout the history of diplomacy, key challenges related diplomatic communication will be considered. These include cultural challenges, the evolving nature of communication technology, the movement towards transparency, and the development of public diplomacy.

GD 570 Thesis Seminar 12 Credits

Students allowed to pursue a thesis track will explore the purposes, problems, and strategies of empirical and theoretical research. Students will work individually with their supervisors (thesis advisors) and identify a proper methodological approach, and a research design for their thesis project. Within this option, students may be assigned readings to improve their understanding and knowledge of elements of quantitative or qualitative research, designing and conducting empirical or qualitative research projects, as well as discussions of conceptualization and operationalization, rules and problems of measurement, logics of research design or a range of observational and data-gathering techniques. Supervisors will guide the thesis students through all stages of research – from developing a research design to writing up the final product. The thesis track concludes with both written and oral examinations conducted by individually selected theses committees.

GD 575 Exit Portfolio 0 Credits

The Exit Portfolio is a degree completion requirement for all Master of Arts in Diplomacy students.

GD 595 Residency 0 Credits

Master of Arts in History

Program Director: James M. Ehrman

Capstone Director: John Grenier

The mission of the Norwich University Master of Arts in History program is to:

- provide students with a base of historical knowledge within the field of history,
- build an awareness of differing historical interpretations and the ability to synthesize diverse types of historical knowledge,
- build and refine student research, writing, analysis and presentation skills,
- provide students with an introduction to historical pedagogy,
- provide students with a foundation for developing a professional identity as a historian and,
- help students “learn to think like a historian” and develop “historiographical sensibilities” and “historical habits of mind.”

The Master of Arts in History curriculum is guided by the goals for history M.A. degrees outlined by the American Historical Association. The curriculum is designed to provide students with a base of historical knowledge, graduate level historical research skills, an introduction to historical pedagogy, the foundation for an identity as a historian, and the “habits of mind” of a professional historian.

Curriculum Map

| Semester 1 | Credits | Semester 2 | Credits | Semester 3 | Credits |
|--|-----------|--|-----------|--|-----------|
| MH 510 Introduction to Military History: Historiography and Method | 6 | HI 530 Nineteenth Century American History | 6 | Select one elective | 6 |
| HI 520 American Colonial, Revolutionary and Early National History | 6 | HI 540 Twentieth Century American History | 6 | Select one capstone academic exercise ¹ | 6 |
| | | | | MH 595 Residency ² | 0 |
| | 12 | | 12 | | 12 |
| Total Credits: 36 | | | | | |

¹ Students selecting to take the comprehensive exam as their completion course must also enroll in one additional elective.

² Students are required to attend a one-week, on campus Residency Conference the June following or concurrent with their final course.

Curriculum Requirements

U.S. History Concentration

Core Seminars

| | | |
|--------|---|---|
| MH 510 | Introduction to Military History: Historiography and Method | 6 |
| HI 520 | American Colonial, Revolutionary and Early National History | 6 |
| HI 530 | Nineteenth Century American History | 6 |
| HI 540 | Twentieth Century American History | 6 |
| HI 550 | Directed Readings in History | 6 |

Capstone Academic Exercise

Select one of the following:

| | | |
|---|---------------------------------|----|
| MH 562 | Capstone Paper | 6 |
| MH 569 | Comprehensive Exam ¹ | 0 |
| MH 570 | M.A. Thesis ² | 6 |
| Culminating Academic Requirement | | |
| MH 595 | Residency | 0 |
| Total Credits | | 36 |

¹ Co-requisite: one six-credit elective

² By permission only

M.A. Examination

The master's examination exercise consists of one or more written examinations covering the subject matter studied in previous seminars. Students will be assigned a faculty advisor in seminar 4 who will assist the student in preparing for the written examination. A committee of three consisting of the student's advisor, the Capstone Director and one Norwich M.A. in History faculty member will evaluate and grade the written examinations. The M.A. examination is intended to test the student's knowledge of their specific field of study and is a final validation of performance for the Norwich M.A. in History.

Capstone Paper

In this final seminar students will, under the direction of single Norwich faculty member assigned by the program's Capstone Director, research and write a capstone paper of approximately fifty pages in length. The paper must utilize scholarly secondary sources as well as primary source documents and demonstrate the student's mastery of the historiography of his or her topic. The paper must contain a well developed historical question and a compelling interpretation/argument answering the question posed.

One-Week Residency

All degree candidates of the Master of Arts in History are required to attend a one-week Residency Conference (p. 74) on the Norwich University campus, during which they may attend professional presentations, participate in roundtable discussions with faculty, and present papers. The one-week residency is a degree requirement.

Master's Thesis

This option is recommended for those interested in continuing their studies in history at the doctoral level. Interested students must petition the Program Director, provide two letters of recommendation of support from Norwich M.A. in History faculty, and a complete M.A. thesis prospectus outlining the proposed M.A. research question, the historiography of the topic, and the primary and/or archival sources they will use for their M.A. thesis. Petitions to exercise the M.A. thesis project will be reviewed by a committee composed of the Program Director, Associate Program Director for Academics and Capstone Director. If the student petition is approved a committee consisting of two professors and the Capstone Director will advise the student throughout the thesis seminar. The paper must contain a well developed historical question and a compelling interpretation/argument answering the question posed.

The thesis option in Seminar 6 is, at minimum, a semester-long (22-week) project with accompanying sustaining and thesis fees.

| Faculty Member | Institution at which highest degree was earned |
|---------------------------------------|--|
| James Ehrman, PhD (Program Director) | Kansas State University |
| John Grenier, PhD (Capstone Director) | University of Colorado |
| Mark Danley, PhD | Kansas State University |
| Joseph Fischer, PhD | Pennsylvania State University |
| Ricardo Herrera, PhD | Marquette University |
| Beth Hillman, PhD | Yale University |
| Dave Hogan, PhD | Duke University |
| Sean Kalic, PhD | Kansas State University |
| Peter Kindsvatter, PhD | Temple University |
| Deborah Kidwell, PhD | Kansas State University |
| John Kuehn, PhD | Kansas State University |
| Robert Mackey, PhD | Texas A & M |
| John Maass, PhD | The Ohio State University |
| Lisa Munday, PhD | Kansas State University |
| Michael Pearlman, PhD | University of Illinois |
| Chris Rein, PhD | University of Kansas |

| | |
|------------------------|------------------------------|
| Charles Sanders, PhD | Kansas State University |
| Mark Snell, PhD | University of Missouri |
| Patrick Speelman, PhD | Temple University |
| James Tucci, PhD | University of Wisconsin |
| David Ulbrich, PhD | Temple University |
| Kenneth Underwood, PhD | University of Las Vegas |
| John Votaw, PhD | Temple University |
| James Westheider, PhD | University of Cincinnati |
| Bradford Wineman, PhD | Texas A & M |
| Bobby Wintermute, PhD | Temple University |
| Greg Witkowski, PhD | State University of New York |
| Mitch Yockelson, PhD | Cranford University |

History Courses

HI 500 Writing Workshop 0 Credits

This workshop offers students an intensive refresher course in writing fundamentals with a focus on grammar, style, editing and organization. In the second half of this workshop students are introduced to the Chicago Manual of Style system of citation, research and information literacy "best practices" and the various types of assignments and writing required in the field of history. Prerequisites: none.

HI 520 American Colonial, Revolutionary and Early National History 6 Credits

This seminar explores American history from the era of contact through the early nineteenth century. The seminar is organized on a thematic rather than chronologic basis. It introduces students to the main themes and historiography of the period. Discussions and readings will lead students to examine areas of early seventeenth through early nineteenth-century American history and historiography.

HI 526 Hunter-Gatherer and Agrarian Eras 6 Credits

This seminar examines the development of human civilization from dawn of human civilization and the development of agriculture to the era of European discovery and colonization of the New World. In addition to examining the forces responsible for the development of human civilization in this period, major historiographic debates, historical themes and problems will be explored.

HI 530 Nineteenth Century American History 6 Credits

This seminar explores American history from the Early National period to the eve of the First World War. This seminar is organized on a thematic rather than chronologic basis. It introduces students to the major themes and historiographic debates of this period of U.S. history. Discussions and readings will lead students to examine areas of nineteenth-century American history and historiography.

HI 536 The Late Agrarian Era to 1800 6 Credits

This seminar examines the development of human civilization from the late agrarian era to the beginning of the industrial revolution. In addition to examining the forces responsible for the development of human civilization in the period 1500-1800, major historiographic debates, historical themes and problems will be explored.

HI 540 Twentieth Century American History 6 Credits

This seminar explores American history from the turn of the twentieth century and focuses on both internal developments and a greater American role in global affairs. It introduces students to main themes and historiography of the period, including the struggle for equality at home for women, immigrants and minorities, increasing American involvement in foreign conflicts, social, political and economic developments, and the relationship with the natural and built environments. Discussions and readings will lead students to examine other areas of twentieth-century American history and historiography.

HI 546 World History from 1800 to 1991 6 Credits

This seminar examines the development of human civilization from the beginning of the industrial revolution to the end of the Cold War. In addition to examining the major forces shaping world history in this period, major historiographic debates, historical themes and problems will be explored.

HI 550 Directed Readings in History 6 Credits

This seminar is designed to help students gain a detailed, graduate-level understanding of specific areas or topics in American or Global history and historiography that will prepare students for comprehensive examinations, capstone papers/theses, and teaching. Topics and readings are subject to the approval of the seminar's supervising faculty members and/or Program Director.

HI 595 Residency 0 Credits

Military History Courses

MH 510 Introduction to Military History: Historiography and Method 6 Credits

The first seminar examines how military history developed as a distinct discipline, and will train you in the "tools of the trade": historiography and methodology. Historiography, or the art of practicing history as a distinct discipline, is an examination of the history of historical thought, from the first works of history in the classical world to the present time. The seminar will cover some of the varied historiographical schools and concepts that have evolved. Historical methodology and informational literacy will also be studied. How do historians gather information and formulate hypotheses? The development of research methods, including the use of primary and secondary sources, are discussed. History involves interpretation; the role of objectivity, selectivity, and bias are examined.

MH 520 Global Military History to 1800 6 Credits

This seminar explores the military history of the United States and Europe from classical Greece to the 19th century. The emphasis is on the "Western Way of War" as defined by historians Geoffrey Parker and Victor Davis Hanson. In virtually every conflict between Western states and non-Western powers, from the Persian Wars through the colonial era, the west has emerged victorious. Are there experiences and characteristics that have distinguished warfare in the West from the rest of the world? Other prominent military historians, including John Lynn, have challenged the notion that a distinct, continuous Western Way of War exists. The seminar consists of an in-depth examination of these conflicting interpretations of military history and the major themes in the military history of the West.

MH 530 Military Thought and Theory 6 Credits

This seminar studies the most influential military theoreticians and strategists from the period of the Thirty Years War to the present day. Students will examine the theories of Clausewitz, Jomini, Douhet, Mahan, Corbett, and Mao Tse-Tung. This seminar also examines theories of deterrence and nuclear war as well as post-Maoist revolutionary warfare.

MH 540 Non-Western Military History 6 Credits

This seminar will present an introduction to Non-Western military history, covering a wide range of topics including military thought, strategy and tactics, technologies, and cultural factors as they pertained to the waging of war. Non-Western military history is rapidly maturing as a field of scholarly inquiry, particularly with respect to Asia. Therefore, this seminar will introduce students to the latest scholarship and interpretations, which both challenge and complement aspects of the debates about Western superiority mentioned above. Due to the wider availability of source materials and the research expertise of the seminar designer, this seminar will devote more attention to East Asia than to other parts of the non-Western world. Nevertheless, weekly lessons will be arranged topically and will in many cases encompass a variety of geographical areas. Students will be strongly encouraged to think comparatively throughout the class. Students will be challenged to determine if any society had definitely unique approaches to warfare or if the universals are far more important than the specifics.

MH 541 Chinese Military History 6 Credits

This seminar will provide an introduction to Chinese military history, covering a wide range of topics including military thought, strategy and tactics, technologies, and cultural factors as they pertained to the waging of war. This offering will introduce students to the latest scholarship and interpretations, which both challenge and complement aspects of the debates about the "Western way of war." Students will be strongly encouraged to think comparatively throughout the class. In the process we will attempt to determine if any society had definitely unique approaches to warfare or if the universals are far more important than the specifics.

MH 543 Amphibious Warfare 6 Credits

This seminar examines amphibious operations from antiquity to the present. It also sketches broader contexts for amphibious warfare as it has affected political, diplomatic, and economic change by determining to what degree, if at all, various amphibious actions figured in what has been labeled as an early-modern "military revolution" that contributed to the "Rise of the West."

MH 550 U.S. Military History 6 Credits

This seminar will present an introduction to American military history from the colonial era to the present. Students will be challenged to critically evaluate Russell Weigley's "American Way of War" thesis and examine the impact American conflicts and the U.S. military has had on American Society.

MH 551 Race and Gender in Military History 6 Credits

This seminar will cover the complex issues surrounding racial integration in military institutions, including intriguing questions around citizenship and ethnicity. Students will also examine the history of women's participation in warfare and issues of gender integration in the military.

MH 552 Total War 6 Credits

This seminar will examine the origins of the concept and practice of "total war" in the period from the French Revolution to the end of the Cold War. The French Revolution, Napoleonic Wars, American Civil War, First World War and Second World War will be examined. Students will examine the evolution of modern war, the characteristics of "total war" as well as the usefulness of the concept of "total war" in describing these massive conflicts.

MH 553 Directed Readings Military History 6 Credits

This seminar is designed to help students gain a detailed, graduate level understanding of specific areas or topics in military history and historiography that will prepare students for comprehensive examinations, capstone papers/thesis projects and for teaching. Topics and readings are subject to the approval of the seminar's supervising faculty members and/or Program Director.

MH 562 Capstone Paper 6 Credits

Norwich requires a "Capstone Paper" that must be written and submitted during the latter part of Seminar 6. The Capstone has all the elements of the traditional thesis, including a program-approved topic of the student's own choosing to be explored in depth, the use of appropriate academic sources, and a defense of the Capstone during the student's Residency.

MH 569 Comprehensive Exam 0 Credits

This degree completion exercise is designed to assess students' knowledge of military history in general and the specific sub-fields they have studied during their program of study. The goal of the written examination is to assess student knowledge in the field of military history gained during the students' program of study. In each examination students must demonstrate graduate level knowledge of the pertinent historiography of the field(s) examined in their course of study, graduate level analysis, an ability to synthesize information from various scholarly sources and develop and defend their interpretation of historical events. Students must also make a credible case regarding their argument's historical and historiographic significance. Prerequisites: Successful completion of Seminars 1-6. Additional fees may apply.

MH 570 M.A. Thesis 6 Credits

The M.A. thesis is an original research project demonstrating the student's ability to conduct primary source research and mastery of the historiography germane to the research question. The thesis must also demonstrate graduate level analysis, synthesis, and argument and make a compelling case for the argument's historical and historiographic significance. The M.A. thesis will require students to make an individual, original, extended, and in-depth study of an approved research question within the field of military history. The M.A. thesis requires research utilizing primary documents. Students pursuing a research question requiring primary and/or secondary sources in a foreign language must demonstrate advanced reading proficiency in the pertinent foreign language(s). Proficiency will be demonstrated via an external assessment such as the Defense Language Proficiency Examinations, Foreign Service Institute examinations or reading comprehension tests approved by the American Council on the Teaching of Foreign Languages. If required for the research project, proof of foreign language competency must accompany the petition for the thesis option. Thesis and additional fees will be applied. Prerequisites: approval of Program Director, Associate Program Director for Academics and Capstone Director, successful completion of Seminars 1-5, and, if applicable, advanced reading knowledge of the pertinent foreign language(s).

MH 595 Residency 0 Credits**MH 697 Staff Ride 0 Credits**

Master of Arts in Military History

Program Overview

Program Director: James M. Ehrman

Associate Program Director of Academics: John Broom

Capstone/Thesis Director: John Grenier

The mission of the Norwich University Master of Arts in Military History program is to:

- provide students with a base of historical knowledge within the field of military history,
- build an awareness of differing historical interpretations and the ability to synthesize diverse types of historical knowledge,
- build and refine student research, writing, analysis and presentation skills,
- provide students with an introduction to historical pedagogy,
- provide students with a foundation for developing a professional identity as a historian and,
- help students "learn to think like a historian" and develop "historiographical sensibilities" and "historical habits of mind."

The Master of Arts in Military History curriculum is guided by the goals for history M.A. degrees outlined by the American Historical Association. The curriculum is designed to provide students with a base of historical knowledge, graduate level historical research skills, an introduction to historical pedagogy, the foundation for an identity as a historian, and the "habits of mind" of a professional historian.

Master of Arts in Military History students come from all walks of life and a variety of different professions and seek to earn their M.A. in Military History for both personal and professional reasons. Some students enter the program simply to learn more about a field they care deeply about. Many students who are professional educators utilize the Masters of Arts in Military History to further their expertise in the field of military history. The degree is also a means of professional development to military personnel who see the degree as highly relevant to their profession. A few students use the degree as preparation for further work in the field at the Ph.D. level.

Curriculum Map

| Semester 1 | Credits | Semester 2 | Credits | Semester 3 | Credits |
|--|-----------|------------------------------------|-----------|--|-----------|
| MH 510 Introduction to Military History: Historiography and Method | 6 | MH 530 Military Thought and Theory | 6 | Select one elective course | 6 |
| MH 520 Global Military History to 1800 | 6 | Select one elective course | 6 | Select one capstone academic exercise ¹ | 6 |
| | | | | MH 595 Residency ² | 0 |
| | 12 | | 12 | | 12 |
| Total Credits: 36 | | | | | |

¹ Students selecting to take the comprehensive exam as their completion course must also enroll in one additional elective.

² Students are required to attend a one-week, on campus Residency Conference the June following or concurrent with their final course.

Curriculum Requirements

Core Seminars

| | | |
|--------|---|---|
| MH 510 | Introduction to Military History: Historiography and Method | 6 |
|--------|---|---|

| | | |
|---|-------------------------------------|----|
| MH 520 | Global Military History to 1800 | 6 |
| MH 530 | Military Thought and Theory | 6 |
| Elective Seminars | | |
| Select two of the following: | | |
| MH 540 | Non-Western Military History | 6 |
| MH 541 | Chinese Military History | 6 |
| MH 543 | Amphibious Warfare | 6 |
| MH 550 | U.S. Military History | 6 |
| MH 551 | Race and Gender in Military History | 6 |
| MH 552 | Total War | 6 |
| Capstone Academic Exercise | | |
| Select one of the following: | | |
| MH 562 | Capstone Paper | 6 |
| MH 569 | Comprehensive Exam ¹ | 0 |
| MH 570 | M.A. Thesis ² | 6 |
| Culminating Academic Requirement | | |
| MH 595 | Residency | 0 |
| Total Credits | | 36 |

¹ Co-requisite: One six-credit elective

² By permission only

Capstone Paper

Students have the option of writing a capstone paper as a degree completion exercise in their sixth and final seminar. The capstone paper is the opportunity to conduct research in an area of interest to the student and is designed to be an article-length original paper which builds upon skills and knowledge developed in the program. The capstone paper is completed during MH 562.

Comprehensive Examination

In lieu of a capstone paper or thesis students elected to complete their degree via written comprehensive examinations following the successful completion of their sixth seminar. If students choose this degree completion option they may take an elective in their sixth seminar and enroll in the comprehensive examination sessions held each quarter. For students selecting this option the degree cannot be conferred until the student successfully completes this degree requirement. Pre-requisite: successful completion of seminars 1-6.

One-Week Residency

All degree candidates of the Master of Arts in Military History are required to attend a one-week Residency Conference (p. 74) on the Norwich University campus, during which they may attend professional presentations, participate in roundtable discussions with faculty, and present papers. The one-week residency is a degree requirement.

M.A. Thesis

The M.A. thesis is an original research project demonstrating the student's ability to conduct primary source research and mastery of the historiography germane to the research question. The thesis must also demonstrate graduate level analysis, synthesis, and argument and make a compelling case for the argument's historical and historiographic significance. Students interested in this degree completion option must petition the Program Director, Associate Program Director for Academics and Capstone Director during their fourth seminar. The petition must be accompanied by two letters of recommendation from two M.A. in Military History faculty and a thesis proposal.

| Faculty Member | Institution at which highest degree was earned |
|---|--|
| James Ehrman, PhD (Program Director) | Kansas State University |
| John Broom, PhD (Associate Program Director of Academics) | The Union Institute |
| John Grenier, PhD (Capstone/Thesis Director) | University of Colorado |
| Mark Danley, PhD | Kansas State University |
| Kelly DeVries, PhD | University of Toronto |
| Sviatoslav Dmitriev, PhD | Harvard University |
| Antulio Echevarria, PhD | Princeton University |
| Mark Fissel, PhD | University of California, Berkley |
| David Hogan, PhD | Duke University |

| | |
|------------------------|-----------------------------------|
| Jonathan House, PhD | University of Michigan |
| John Jennings, PhD | University of Hawaii |
| Sean Kalic, PhD | Kansas State University |
| Bill Kautt, PhD | University of Ulster |
| John Kuehn, PhD | Kansas State University |
| Xiao Bing Li, PhD | Carnegie Mellon University |
| Stephen Morillo, PhD | Jesus College, Oxford University |
| Lisa Munday, PhD | Kansas State University |
| Mike Neiberg, PhD | Carnegie Mellon University |
| Charles Oliviero, PhD | Royal Military College of Canada |
| Joyce Sampson, PhD | Florida State University |
| Dennis Showalter, PhD | University of Minnesota |
| Ken Swope, PhD | University of Michigan |
| David Ulbrich, PhD | Temple University |
| John Votaw, PhD | Temple University |
| Robert Wintermute, PhD | Temple University |
| Miles Yu, PhD | University of California, Berkley |
| Xiaoming Zhang, PhD | University of Iowa |
| Pingchao Zhu, PhD | Miami University |

Courses

MH 510 Introduction to Military History: Historiography and Method 6 Credits

The first seminar examines how military history developed as a distinct discipline, and will train you in the "tools of the trade": historiography and methodology. Historiography, or the art of practicing history as a distinct discipline, is an examination of the history of historical thought, from the first works of history in the classical world to the present time. The seminar will cover some of the varied historiographical schools and concepts that have evolved. Historical methodology and informational literacy will also be studied. How do historians gather information and formulate hypotheses? The development of research methods, including the use of primary and secondary sources, are discussed. History involves interpretation; the role of objectivity, selectivity, and bias are examined.

MH 520 Global Military History to 1800 6 Credits

This seminar explores the military history of the United States and Europe from classical Greece to the 19th century. The emphasis is on the "Western Way of War" as defined by historians Geoffrey Parker and Victor Davis Hanson. In virtually every conflict between Western states and non-Western powers, from the Persian Wars through the colonial era, the west has emerged victorious. Are there experiences and characteristics that have distinguished warfare in the West from the rest of the world? Other prominent military historians, including John Lynn, have challenged the notion that a distinct, continuous Western Way of War exists. The seminar consists of an in-depth examination of these conflicting interpretations of military history and the major themes in the military history of the West.

MH 530 Military Thought and Theory 6 Credits

This seminar studies the most influential military theoreticians and strategists from the period of the Thirty Years War to the present day. Students will examine the theories of Clausewitz, Jomini, Douhet, Mahan, Corbett, and Mao Tse-Tung. This seminar also examines theories of deterrence and nuclear war as well as post-Maoist revolutionary warfare.

MH 540 Non-Western Military History 6 Credits

This seminar will present an introduction to Non-Western military history, covering a wide range of topics including military thought, strategy and tactics, technologies, and cultural factors as they pertained to the waging of war. Non-Western military history is rapidly maturing as a field of scholarly inquiry, particularly with respect to Asia. Therefore, this seminar will introduce students to the latest scholarship and interpretations, which both challenge and complement aspects of the debates about Western superiority mentioned above. Due to the wider availability of source materials and the research expertise of the seminar designer, this seminar will devote more attention to East Asia than to other parts of the non-Western world. Nevertheless, weekly lessons will be arranged topically and will in many cases encompass a variety of geographical areas. Students will be strongly encouraged to think comparatively throughout the class. Students will be challenged to determine if any society had definitely unique approaches to warfare or if the universals are far more important than the specifics.

MH 541 Chinese Military History 6 Credits

This seminar will provide an introduction to Chinese military history, covering a wide range of topics including military thought, strategy and tactics, technologies, and cultural factors as they pertained to the waging of war. This offering will introduce students to the latest scholarship and interpretations, which both challenge and complement aspects of the debates about the "Western way of war." Students will be strongly encouraged to think comparatively throughout the class. In the process we will attempt to determine if any society had definitely unique approaches to warfare or if the universals are far more important than the specifics.

MH 543 Amphibious Warfare 6 Credits

This seminar examines amphibious operations from antiquity to the present. It also sketches broader contexts for amphibious warfare as it has affected political, diplomatic, and economic change by determining to what degree, if at all, various amphibious actions figured in what has been labeled as an early-modern "military revolution" that contributed to the "Rise of the West."

MH 550 U.S. Military History 6 Credits

This seminar will present an introduction to American military history from the colonial era to the present. Students will be challenged to critically evaluate Russell Weigley's "American Way of War" thesis and examine the impact American conflicts and the U.S. military has had on American Society.

MH 551 Race and Gender in Military History 6 Credits

This seminar will cover the complex issues surrounding racial integration in military institutions, including intriguing questions around citizenship and ethnicity. Students will also examine the history of women's participation in warfare and issues of gender integration in the military.

MH 552 Total War 6 Credits

This seminar will examine the origins of the concept and practice of "total war" in the period from the French Revolution to the end of the Cold War. The French Revolution, Napoleonic Wars, American Civil War, First World War and Second World War will be examined. Students will examine the evolution of modern war, the characteristics of "total war" as well as the usefulness of the concept of "total war" in describing these massive conflicts.

MH 553 Dir Readings Military History 6 Credits

This seminar is designed to help students gain a detailed, graduate level understanding of specific areas or topics in military history and historiography that will prepare students for comprehensive examinations, capstone papers/thesis projects and for teaching. Topics and readings are subject to the approval of the seminar's supervising faculty members and/or Program Director.

MH 562 Capstone Paper 6 Credits

Norwich requires a "Capstone Paper" that must be written and submitted during the latter part of Seminar 6. The Capstone has all the elements of the traditional thesis, including a program-approved topic of the student's own choosing to be explored in depth, the use of appropriate academic sources, and a defense of the Capstone during the student's Residency.

MH 569 Comprehensive Exam 0 Credits

This degree completion exercise is designed to assess students' knowledge of military history in general and the specific sub-fields they have studied during their program of study. The goal of the written examination is to assess student knowledge in the field of military history gained during the students' program of study. In each examination students must demonstrate graduate level knowledge of the pertinent historiography of the field(s) examined in their course of study, graduate level analysis, an ability to synthesize information from various scholarly sources and develop and defend their interpretation of historical events. Students must also make a credible case regarding their argument's historical and historiographic significance. Prerequisites: Successful completion of Seminars 1-6. Additional fees may apply.

MH 570 M.A. Thesis 6 Credits

The M.A. thesis is an original research project demonstrating the student's ability to conduct primary source research and mastery of the historiography germane to the research question. The thesis must also demonstrate graduate level analysis, synthesis, and argument and make a compelling case for the argument's historical and historiographic significance. The M.A. thesis will require students to make an individual, original, extended, and in-depth study of an approved research question within the field of military history. The M.A. thesis requires research utilizing primary documents. Students pursuing a research question requiring primary and/or secondary sources in a foreign language must demonstrate advanced reading proficiency in the pertinent foreign language(s). Proficiency will be demonstrated via an external assessment such as the Defense Language Proficiency Examinations, Foreign Service Institute examinations or reading comprehension tests approved by the American Council on the Teaching of Foreign Languages. If required for the research project, proof of foreign language competency must accompany the petition for the thesis option. Thesis and additional fees will be applied. Prerequisites: approval of Program Director, Associate Program Director for Academics and Capstone Director, successful completion of Seminars 1-5, and, if applicable, advanced reading knowledge of the pertinent foreign language(s).

MH 595 Residency 0 Credits**MH 697 Staff Ride 0 Credits**

Master of Business Administration

Program Director: Jose A. Cordova

Norwich University's Master of Business Administration is specifically designed for working business professionals. The core curriculum covers the foundation of a traditional Master of Business Administration program and includes seminars in Finance, Operations, Strategic Resource Management, Marketing, and Strategic Management. Students may pursue a general MBA degree or focus their studies on one of three concentrations: Project Management, Organizational Leadership, or Finance.

The Master of Business Administration program, offered by the College of Graduate and Continuing Studies in partnership with the School of Business and Management, is fully accredited by the Accreditation Council of Business Schools and Programs, formerly known as the Association of Collegiate Business Schools and Programs (ACBSP). The mission of the ACBSP is to establish, promote, and recognize educational standards that contribute to the continuous improvement of business education and to recognize business schools that adhere to these standards. Additionally, the Project Management concentration in the Master of Business Administration degree is accredited by the PMI Global Accreditation Center for Project Management Education Programs (GAC).

At the center of the Master of Business Administration program is a rigorous academic environment emphasizing use of the case study in an interactive e-learning environment, mentoring relationships with faculty and extensive experiential learning. The program will develop traits common among leaders in every profession — discipline, integrity, confidence, critical thinking, and adaptability.

The Master of Business Administration program is designed to provide the student with the knowledge and skills to become an effective business leader within all areas of business enterprise. The program has been designed to allow its graduates to demonstrate the following outcomes:

Subject Knowledge:

- Develop a working knowledge of the key concepts of strategic resource management, managerial finance, marketing management, operations management, and strategic management.
- Understand and apply key concepts from primary functional areas of business management.

Business Problem Solving:

- Acquire the critical and creative thinking skills to identify business problems and recommend implementable solutions that meet business objectives.
- Demonstrate an understanding of the process for solving business problems and making sound business decisions.
- Effective Written and Oral Communication:
 - Gain the ability to write and orally present ideas and proposals persuasively and effectively.
 - Follow the principles of effective communication when writing reports and making oral presentations.

Curriculum Map

| Semester 1 | Credits | Semester 2 | Credits | Semester 3 | Credits |
|---------------------------------------|-----------|--|-----------|---------------------------------|-----------|
| GB 511 Strategic Resources Management | 6 | GB 532 Strategic Marketing & Operations Management | 6 | Select one concentration course | 6 |
| GB 522 Managerial Finance | 6 | Select one concentration course | 6 | Select one concentration course | 6 |
| | | | | GB 595 Residency ¹ | 0 |
| | 12 | | 12 | | 12 |
| Total Credits: 36 | | | | | |

¹ Students are required to attend a one-week, on campus Residency Conference the June following or concurrent with their final course.

Curriculum Requirements

The MBA program is made up of six eleven-week seminars of six credits each. The seminars must be taken in the order presented and are strategically sequenced to build context as students move through the program. Following completion of the core courses, students may choose from four concentration areas, each of which consists of three seminars (18 credits): General MBA, Project Management, Finance, or Organizational Leadership. The program culminates with a one-week Residency and graduation ceremony at Norwich University in June.

Core Seminars

| | | |
|--------|---|---|
| GB 511 | Strategic Resources Management | 6 |
| GB 522 | Managerial Finance | 6 |
| GB 532 | Strategic Marketing & Operations Management | 6 |

Culminating Academic Requirement

| | | |
|---------------|-----------|----|
| GB 595 | Residency | 0 |
| Total Credits | | 18 |

Concentration Seminars

General MBA Seminars

| | | |
|---------------|-----------------------------------|----|
| GB 552 | International Business Management | 6 |
| GB 553 | Organizational Leadership | 6 |
| GB 560 | Strategic Management | 6 |
| Total Credits | | 18 |

Project Management Seminars

| | | |
|--------|--|---|
| GB 544 | Project Management Techniques, Tools and Practices | 6 |
|--------|--|---|

| | | |
|---------------|---|----|
| GB 554 | Project Management Leadership, Communications and Teams | 6 |
| GB 564 | Strategic Management in Project Management | 6 |
| Total Credits | | 18 |

Finance Seminars

| | | |
|---------------|--------------------------------------|----|
| GB 545 | Multinational Business Finance | 6 |
| GB 555 | Investments and Portfolio Management | 6 |
| GB 565 | Strategic Management in Finance | 6 |
| Total Credits | | 18 |

Organizational Leadership Seminars

| | | |
|---------------|--|----|
| OL 530 | Leading Change in Organizations | 6 |
| OL 550 | Strategic Organizational Behavior | 6 |
| OL 560 | Strategic Organizational Leadership & Developing a Learning Organization | 6 |
| Total Credits | | 18 |

Strategic Supply Chain Management Concentration

The Supply Change Management Concentration focuses on three key areas of study:

1. Supply Chain Management - Strategy Planning and Operation
2. Supply Chain Management - Logistics Design and Execution
3. Supply Chain Management - Optimization

These three seminars will explore key supply chain concepts related to strategy, planning, processes, technologies, warehousing, distribution, transportation, procurement, contracts, networks, inventory, capacity, business operations, tools, supply and demand, forecasting and the language of supply chain management. Studies in these three seminars will provide a graduate MBA student with a solid foundation of supply chain management concepts, principles, application and assessment, with a focus on continuous improvement. In effect, addressing three important business questions related to supply chain management:

"What are we going to do?" (Strategy)

"How do we implement it? (Logistics)

"How do we improve upon what we are doing?" (Optimization)

Strategic Supply Chain Management Seminars

| | | |
|---------------|---|----|
| GB 547 | Supply Chain Management Strategy, Planning and Operations | 6 |
| GB 557 | Supply Chain Management Logistics, Design and Execution | 6 |
| GB 567 | Supply Chain Management Assessment, Integration, and Optimization | 6 |
| Total Credits | | 18 |

Construction Management Concentration

The Construction Management concentration focuses on three key areas of study:

1. Project Management – Techniques, Tools and Practices
2. Contracts and Insurance in Construction
3. Project Finance and Accounting

The three seminars will explore key construction management concepts related to strategy, planning, processes, technologies, project management framework, project life cycle, project process and key project management knowledge areas. Additionally, project integration, scope, time, cost, quality, resource and schedule management will be studied. Other key areas of focus will be project management procurement and overall project communication requirements, risk characteristics of various construction contracts deliver methods, contractual formats/forms and the place that insurance and surety plays in the AEC arena. The emergence of new contractual forms from AIA, DBIA and the ConsensusDocs require a new perspective on contracts and project organization. This concentration will develop a strategic understanding of contract variables that span plans and specs to Project Delivery, construction project finance, accounting, and risk across all project stakeholders. Also addressed will be traditional financial arrangements as well as new models such as Public Private Partnerships and other unique joint ventures, and the language of supply chain management & logistics. Studies in these three seminars will provide a graduate MBA student with a solid foundation of construction management concepts, principles, application and assessment, with a focus on continuous improvement.

Construction Management Seminars

| | | |
|--------|--|---|
| GB 544 | Project Management Techniques, Tools and Practices | 6 |
| CE 539 | Contracts and Insurance | 6 |
| CE 559 | Project Finance and Accounting | 6 |

Comprehensive Exam

Taking an outcomes assessment exam is a requirement of the Master of Business Administration program. A comprehensive exam is part of your graduation requirement. Your comprehensive exam will cover business concepts discussed throughout the program. The dates for the exam will be provided by the Norwich Staff during the last seminar of the program.

One-Week Residency

All degree candidates of the Master of Business Administration are required to attend a one-week Residency Conference (p. 74) on the Norwich University campus, during which they may attend professional presentations, participate in roundtable discussions with faculty, and present papers. The one-week residency is a degree requirement.

| Faculty Member | Institution at which highest degree was earned |
|--------------------------------------|---|
| Jose Cordova, PhD (Program Director) | Ohio University |
| Magdalena Barreiro, PhD | Illinois Institute of Technology |
| Miguel Blanco, PhD | Universidad Rey Juan Carlos |
| Laurette Brady, MBA | St. Joseph's University |
| David Castle, PhD | Northcentral University |
| Robert Deemer, MBA | Pepperdine University |
| Carmen DePablos, PhD | Universidad Complutense de Madrid |
| Bashar Elkhatab, DBA | California Southern University - Irvine |
| Alan Harper, PhD | Capella University |
| Eric Harter, PhD | Case Western Reserve University |
| Thomas Luckett, PhD | Walden University |
| Mitchell Miller, PhD | Nova Southeastern University |
| Sanford Miller, MBA | Fairfield University |
| Mehdi Mohaghegh, PhD | Clark University |
| Stacie Morgan, PhD | Union Institute and University |
| George Nixon, DPA | The University of Alabama |
| Phyllis Rhodes, MBA | Belhaven College |
| William Saunders, MBA | University of Maryland |
| James Schaap, PhD | Pepperdine University |
| Janice M. Spangenburg, PhD | Regent University |
| Juan Stegmann, PhD | University of Warsaw |
| Mike Thirtle, PhD | Wright State University |
| John VanVliet, PhD | Capella University |
| Keith Wade, PhD | North Central University |

Courses**GB 501 Fundamentals of Business Management 6 Credits**

This seminar presents broad-based fundamental learning in economics, management, and marketing and operations management from the perspective of a business manager. Students will focus on the economic framework for business decision-making, learning the importance of an ability to assess market conditions as the context for all business strategy development and implementation. The seminar will emphasize management's ability to plan for an execute advantageous strategy so as to achieve organization objectives through efficient and effective allocation of its human, capital and intellectual resources. Marketing and operations management will be a core seminar component in which students will learn theory and skills that represent best practices in the marketing and operations management of products and services. Prerequisites: None.

GB 502 Quantitative Methods and Financial Analysis for Managers 6 Credits

Since accounting is a well defined system of activities to record, measure and interpret financial information, this seminar will concentrate on the learning and demonstration of competency in the accounting process, consisting of understanding of the accounting equation, the basics of double-entry bookkeeping which results in the creation of the three primary financial statements, the income statement, the balance sheet and the statement of cash flow. Furthermore, learning the meaning of the important constituent accounts in these statements, what effects them and the calculation of financial ratios as tests of enterprise profitability, asset utilization, risk and liquidity will be required.

GB 511 Strategic Resources Management 6 Credits

This seminar focuses on the strategic management of the intangible assets of an organization: human capital, information capital, and organizational capital. Human motivation, workforce utilization, performance measurement, leadership, organizational culture and change, management information systems, knowledge management, and contingency planning are discussed in detail during the seminar. You learn to translate strategy into operational terms and to align the organization to its strategy.

GB 522 Managerial Finance 6 Credits

This seminar is designed to introduce the student to the problems of finance function and to the responsibilities of the chief financial executive and his/her staff in the ongoing operations of the firm. Emphasis will be on efficient allocation and uses of funds. The seminar includes many topics such as Financial Analysis, Cash Flow and Financial Planning, Capital Budgeting, Valuation Models, Risk and Return Analysis, Leverage and Capital Structure, Working Capital Management, and International Business Finance.

GB 532 Strategic Marketing & Operations Management 6 Credits

This seminar centers on Marketing and Operations Management each from their own functional perspectives in a business organization and how to achieve integration of the two functions for optimal business performance. The seminar uses the Product Life Cycle (PLC) model as a framework for integrating the two disciplines and demonstrating how the nature and interface of marketing and operations change as the firm's products evolve through the PLC. Prerequisite: Completion of Seminar 522.

GB 544 Project Management Techniques, Tools and Practices 6 Credits

This seminar focuses on the "nuts and bolts" or fundamentals of project management and practices. The course will explore the key elements of project management from the project management framework, the project life cycle, project process and key project management knowledge areas. Additionally, the project integration, scope, time, cost, quality, resource and schedule management will be studied. Other key areas of focus will be project management procurement and overall project communications requirements.

GB 545 Multinational Business Finance 6 Credits

This seminar focuses both on Advanced Topics in Corporate Finance and on Multinational Business Finance. Multinational Enterprises (MNEs) are unique institutions that act as catalysts and facilitators of international trade and as important producers and marketers in host countries where their subsidiaries are located. This seminar builds on seminar 2 but it also identifies and describes in details the differences between multinational business finance and domestic financial management. The major topics presented in this seminar are Global Financial Environment, Foreign Exchange Theory, The Foreign Exchange Market and Derivatives, Foreign Exchange Exposure, Financing The Global Firm, Foreign Investment Decisions, and Managing Multinational Operations. Prerequisites: Completion of Seminar 2, or permission of the program director.

GB 547 Supply Chain Management Strategy, Planning and Operations 6 Credits

The focus of this seminar is on the building of business supply chain strategies, which include: supply chain performance, fit and scope, supply chain drivers and metrics, processes, the management of suppliers, inventory strategies, parts management and distribution. Additionally this seminar will examine demand forecasting, aggregate planning and sales and operation planning, uncertainty, and archetype strategies with a focus on flexibility, speed and technology. Think of this seminar as a journey from supply chain management & logistics strategies to manufacturing research planning (MRP).

GB 551 Project Management 6 Credits

This seminar examines the technical and behavioral tools and techniques of project management. The seminar uses a holistic approach to project management. The seminar covers the planning, scheduling, organizing, and controlling of projects. The seminar includes major topics of strategy, priorities, budgets, organization, project tools and leadership. Emphasis is on the project management process, project management tools, and organizational behavior in the project environment.

GB 552 International Business Management 6 Credits

The International Business Seminar addresses the strategic management of internationally active organizations. A theoretical framework is provided that will enable learners to compare, contrast, and evaluate the differences between domestic-only and internationally active organizations. Learners will examine and apply concepts pertaining to the globalization of business, the internationalization of a specific organization, and the factors that influence to these two outcomes. Learners will learn how to make decisions rooted in the increasingly international context of today's business world.

GB 553 Organizational Leadership 6 Credits

Each component of this seminar will contribute to a single integrated learning experience about leading change in an organization. As leaders, you will try out proven change management processes and techniques while learning to develop action plans to help in the achievement of tangible successful results. Topics will consider both a global virtual world and on-site workplace environments. Learn about different change management models and problem-solving techniques to apply to different scenarios. Learn to apply information effectively as you lead change.

GB 554 Project Management Leadership, Communications and Teams 6 Credits

This seminar focuses on the important aspects of project management leadership, effective communications and the management of project teams. In this seminar the students will explore the fundamental principles of good project management, which will include: leadership skills, winning stakeholder cooperation, writing the rules to manage expectations, project risk management, creating realistic schedules, achieving accurate project estimates, trade-offs between project cost, schedule and quality, building strong project teams, clear communications, measuring progress, problem solving, defining clear requirements and applying lean principles in project management. This seminar will take these important project leadership, communication and team management skills and integrate them with some of the key concepts and ideas coming out of Seminar 4's "nuts and bolts" seminar, resulting in fundamental principles of project management being integrated with leadership, communications and team building practices and challenges.

GB 555 Investments and Portfolio Management 6 Credits

This seminar is concerned with the characteristics and analysis of individual securities as well as with the theory and practice of optimally combining securities into portfolios. The recent creation of new securities and trading strategies that would have been impossible without concurrent advances in computer and communications technology combined with continuing progress in the theory of investments have made the field of investments and portfolio management much more complex and exciting. This seminar will be organized around two basic themes that security market is a highly efficient market and an investor who diversifies and takes a long-term approach to investing is generally rewarded with higher returns and less risk. These simple observations are, extremely, powerful in their implications for planning and implementation of investment strategies.

GB 556 Strategic Organizational Behavior 6 Credits

This seminar focuses on strategic organizational behavior in business organizations. Students learn about the importance of strategic alignment in order to enable effective organizational behavior. Systems thinking and organizational behavior provide a framework which the student can use both to analyze and influence the behavior of individuals and groups within the organization. This seminar is broad-based and will focus on analyzing and applying various holistic strategic organizational behavior models in order to assist the student in understanding the best ways to assess and impact the strategic alignment of organizations. Students will learn the importance of a manager's ability to understand and use various organizational behavior and organizational strategy models. The seminar will help students learn about and practice management skills that foster strategic alignment and effective behavior in people and organizations.

GB 557 Supply Chain Management Logistics, Design and Execution 6 Credits

This seminar is focused on supply chain warehousing and logistics which includes supply chain "movement", warehouse design, capacity management, delivering customer value, measuring logistics cost and performance, matching up supply with demand, creation of a responsive supply chain and the management of complexity and risk.

GB 560 Strategic Management 6 Credits

This seminar addresses the strategic management of entire organizations, which implies total responsibility for integrating and coordinating all activities and the accomplishment of long-term goals that determine organizational survival. Analytical models are used to dissect actual case scenarios, identify the real nature of business problems, and develop strategic recommendations for their resolution. Students will debate the topical and controversial issues of the day in corporate management and will have the opportunity to interact with industry leaders. The seminar concludes with a project that integrates results of prior seminars into a cohesive strategic analysis of an international company. A comprehensive outcomes assessment examination will be administered during this seminar.

GB 564 Strategic Management in Project Management 6 Credits

This seminar focuses on the application of the concepts and ideas coming from the GB544 and GB 554. In this seminar, the students will apply the fundamental principles of project management from the project management framework, the project life cycle, project integration, scope, time, cost, quality, and schedule management. Students will also include the integration of leadership skills, winning stakeholder cooperation, project risk management, building strong project teams, clear communications, measuring progress and problem solving in the completion of a proposed project. Prerequisites: GB544 and GB554, or permission of the Program Director.

GB 565 Strategic Management in Finance 6 Credits

The aim of this seminar is to illustrate and exercise the application of tools and concepts of modern finance. This seminar represents the culmination of the study of finance at Norwich University MBA program. The seminar relies on the techniques and theories of Corporate Finance, Multinational Business Finance, and Investments to expand the students' strategic perspectives and enhance their financial analysis skills. Case analysis is the approach used in this seminar and managing for corporate value creation is the focus of all cases used in this seminar. Prerequisites: GB522, GB545, and GB555.

GB 566 Strategic Management in Organizational Leadership 6 Credits

Students apply principles of Leading Change, Strategic Organizational Behavior and Strategic Management to people and organizations to impact performance and ensure future success. This seminar develops an understanding of the implications of strategic alignment to organizational success. It differentiates conceptual and theoretical change models to assist students in understanding the best ways to lead change while considering individual and group behavior as tied to strategy. The seminar demonstrates how strategic leadership, organizational behavior, and change theories are applied in a collaborative manner and will lead to aligning stakeholder's interest. Prerequisites: GB546 and GB556, or permission of the program director.

GB 567 Supply Chain Management Assessment, Integration, and Optimization 6 Credits**GB 595 Residency 0 Credits**

Master of Civil Engineering

Program Director: Thomas J. Descoteaux

Medicine, law, architecture, accounting, pharmacy – all professions that require education in excess of four years, whether by a separate "Professional School" or by simply requiring more than four years to obtain an undergraduate degree. Much discussion has occurred lately in the engineering community concerning the "status" of the profession in the eyes of the public. Concerns over compensation, loss of respect from society in general, and the increasing trend toward viewing engineers as a commodity instead of as valued and skilled professionals has prompted some to take a hard look at the current educational system. Many engineers agree that, in light of the explosive growth of technology, the steady decrease in the number of credits required for an undergraduate engineering degree (from an average of 150 semester hours in 1950 to 133 today), and the loss of influence and control in the worlds of finance and politics (both critical to successfully solving the world's problems through engineering), the skill set provided by a four year education is no longer adequate.

In light of these problems, the Board of Directors of the American Society of Civil Engineers unanimously adopted Policy 465 in 2001:

"The American Society of Civil Engineers (ASCE) supports the concept of the Master's degree or Equivalent as a prerequisite for licensure and the practice of civil engineering at a professional level."

ASCE encourages institutions of higher education, governmental units, employers, civil engineers, and other appropriate organizations to endorse, support, and promote the concept of mandatory post-baccalaureate education for the practice of civil engineering at a professional level. The implementation of this effort should occur through establishing appropriate curricula in the formal education experience, appropriate recognition and compensation in the workplace, and congruent standards for licensure."

Norwich University saw ASCE's Policy 465 as an opportunity to create a graduate program unlike any other. The Master of Civil Engineering program stresses the fundamental skills needed for success by tomorrow's civil engineer. These skills include not only technical competency in your field of expertise but also the broad range of communication and management skills needed in the highly entrepreneurial business environment that comprises our profession.

Curriculum Map

| Semester 1 | Credits | Semester 2 | Credits | Semester 3 | Credits |
|---|-----------|---------------------------------|-----------|---------------------------------|-----------|
| GB 544 Project Management Techniques, Tools and Practices | 6 | Select one concentration course | 6 | Select one concentration course | 6 |
| EG 501 Engineering Mathematics | 6 | Select one concentration course | 6 | CE 561 Capstone Design Project | 6 |
| | | | | CE 595 Residency ¹ | 0 |
| | 12 | | 12 | | 12 |
| Total Credits: 36 | | | | | |

¹ Students are required to attend a one-week, on campus Residency Conference the June following or concurrent with their final course.

Curriculum Requirements

The 18-month Master of Civil Engineering program is divided into six, eleven-week, six-credit courses. There are also prerequisite courses available for those not meeting the admissions requirements with respect to coursework. Three courses comprise the program "core" and are required of all Master of Civil Engineering students. For the other three courses students choose from four available concentrations: structural engineering, environmental/water resources engineering, geotechnical engineering, or construction management.

Pre-requisite Courses

(If needed per admission committee assessment)

| | | |
|--------|---|---|
| CE 501 | Hydraulics for Environmental Engineers | 3 |
| CE 503 | Fundamentals of Soil Mechanics and Foundation Engineering | 6 |
| CE 505 | Engineering Analysis Techniques | 3 |
| CE 506 | Engineering Mechanics I | 3 |
| CE 507 | Fundamentals of Structural Engineering | 6 |
| CE 509 | Fundamentals of Environmental/Water Resources Engineering | 6 |
| CE 571 | Elementary Geotechnical Tools Laboratory | 1 |
| GB 501 | Fundamentals of Business Management | 6 |
| GB 502 | Quantitative Methods and Financial Analysis for Managers | 6 |

Core Courses (18 Credits)

| | | |
|--------|--|---|
| GB 544 | Project Management Techniques, Tools and Practices | 6 |
| EG 501 | Engineering Mathematics | 6 |
| CE 561 | Capstone Design Project | 6 |

Culminating Academic Requirement

| | | |
|--------|-----------|---|
| CE 595 | Residency | 0 |
|--------|-----------|---|

Total Credits 18

Concentration Courses (18-19 Credits)

Environmental/Water Resources Concentration (18 credits)

| | | |
|---------------|---|----|
| CE 525 | Physiochemical & Biological Processes in Water & Wastewater Treatment | 6 |
| CE 535 | Stormwater Management and GIS Applications for Water Resources | 6 |
| CE 555 | Geoenvironmental Engineering - Groundwater Flow and Waste Containment | 6 |
| Total Credits | | 18 |

Structural Concentration (18 credits)

| | | |
|---------------|--|----|
| CE 528 | Classical, Matrix, and Dynamic Analysis of Structures | 6 |
| CE 538 | Design of Steel and Timber Structures | 6 |
| CE 558 | Design of Reinforced and Prestressed/Precast Concrete Structures | 6 |
| Total Credits | | 18 |

Geotechnical Concentration (19 credits)

| | | |
|---------------|---|----|
| CE 523 | Intermediate Soil Mechanics and Foundation Engineering | 6 |
| CE 533 | Earthquake Engineering and Soil Stabilization | 6 |
| CE 553 | Computer Modeling in Geotechnical Engineering and Geotechnical Engineering Case Histories | 6 |
| CE 572 | Intermediate Geotechnical Tools Laboratory | 1 |
| Total Credits | | 19 |

Construction Management Concentration (18 credits)

| | | |
|---------------|--------------------------------|----|
| CE 529 | Information Technology | 6 |
| CE 539 | Contracts and Insurance | 6 |
| CE 559 | Project Finance and Accounting | 6 |
| Total Credits | | 18 |

One-Week Residency

All degree candidates of the Master of Civil Engineering are required to attend a one-week Residency Conference (p. 74) on the Norwich University campus, during which they may attend professional presentations, participate in roundtable discussions with faculty, and present capstone design projects. The one-week residency is a degree requirement.

| Faculty Member | Institution at which highest degree was earned |
|---|--|
| Thomas Descoteaux, PhD, PE (Program Director) | University of Connecticut |
| William Barry, PhD | Carnegie Mellon University |
| Michael S. Blount, MS, PE | Georgia Institute of Technology |
| Matthew Bovee, PhD | University of Kansas |
| Arif Cekic, PhD, PE | Wayne State University |
| Kenneth Edwards, PhD, PE | Iowa State University |
| Andrew Ernest, PhD, PE | Texas A&M |
| Thaddeus Gabryszewski, MCE, PE | Norwich University |
| Kenneth Lamb, PhD, PE | University of Nevada – Las Vegas |
| Roger Lautzenheiser, PhD | Indiana University |
| W. Nicholas Marianos, PhD, PE | Tulane University |
| Joseph Miller, PhD, PE | Michigan Technological University |
| Bryan Pascarella, MBA | University of Pittsburgh |
| Michael Puddicombe, DBA | Boston University |
| Linda Ratsep, MCE, MBA, PE | Villanova University; Drexel University |
| Jared Reigstad, MCE, PE | Norwich University |
| Adam Sevi, PhD | University of Missouri - Rolla |
| William Sitzabee, PhD, PE | North Carolina State University |
| Timothy Tyler, PhD, PE | Virginia Polytechnic University |
| Loren Wehmeyer, PhD | The University of Iowa |

| | |
|------------------------|--------------------|
| Ruth Wertz, MSCE, PE | Purdue University |
| Brent White, MCE, PE | Norwich University |
| Anthony Young, MCE, PE | Norwich University |

Courses

CE 501 Hydraulics for Environmental Engineers 3 Credits

A review of fluid mechanics and hydraulics fundamentals. Pipe flow and networks, open channel flow, measurement techniques for fluids.

CE 503 Fundamentals of Soil Mechanics and Foundation Engineering 6 Credits

Fundamentals of Soil Mechanics: an introduction to the engineering properties of soils: theory of soil compression and shear strength with practical applications. Fundamentals of Foundation Engineering: determination of bearing capacity and settlement characteristics of shallow and deep foundations. Design and evaluation of earth slopes and earth retaining structures. Prerequisite: acceptance into the Master of Civil Engineering program.

CE 505 Engineering Analysis Techniques 3 Credits

A fast-paced review of fundamental techniques from typical undergraduate level calculus courses. Mastery of these topics is required for success in the differential equations and engineering analysis courses in the MCE program.

CE 506 Engineering Mechanics I 3 Credits

A review of engineering mechanics fundamentals from the fields of statics, dynamics, and mechanics of materials. Free body diagrams, force systems, equilibrium, geometric properties, kinematics, kinetics, stress and strain.

CE 507 Fundamentals of Structural Engineering 6 Credits

A review of the basic concepts of structural engineering that form the required background for later courses. Types of structures, construction materials, structural design, and safety issues are discussed. Students will become familiar with a number of typical structural design calculation methods for later use.

CE 509 Fundamentals of Environmental/Water Resources Engineering 6 Credits

A review of the basic concepts of environmental and water resources engineering that form the required background for later courses. Basic concepts from environmental chemistry, ecology, biology, microbiology, geology, and soil science along with an introduction to environmental engineering field. Designed to prepare students for entry into the Environmental Engineering / Water Resources concentration of the Master of Civil Engineering program.

CE 523 Intermediate Soil Mechanics and Foundation Engineering 6 Credits

Intermediate Soil Mechanics: general principles of soil mechanics and their applications, including soil structure, mineralogy, fluid flow through porous media, shear strength, slope stability, primary consolidation and secondary consolidation. Classical earth pressure theories. Subjects will be presented from a theoretical perspective and include practical applications. Foundation Engineering: analysis of shallow and deep foundations including bearing capacity and settlement of shallow footings, floating foundations, drilled piers and piles. Analysis of stability and design of retaining walls and anchored bulkheads. Prerequisite: EG 501 (Engineering Mathematics) or permission of Program Director.

CE 525 Physiochemical & Biological Processes in Water & Wastewater Treatment 6 Credits

Physical, chemical, biological, and advanced treatment unit processes. This course will cover basic physical, chemical and biological concepts, reactor kinetics, water and wastewater qualities and quantities, and physical, chemical, and biological unit processes. Design of individual unit processes and integration of unit processes into treatment trains capable of meeting treatment objectives will be emphasized. Prerequisite: EG 501.

CE 528 Classical, Matrix, and Dynamic Analysis of Structures 6 Credits

This course addresses two tracks of analysis. First, static analysis is investigated with advanced classical methods and with matrix methods, the cornerstone of the finite element method. Second, dynamic analysis is presented using both classical and matrix approaches for single and multiple degree of freedom systems. Analysis issues related to design codes are addressed for both static and dynamic conditions. The use of commercially available software is introduced. Prerequisite: EG 501.

CE 529 Information Technology 6 Credits

This course develops a base level competency in a host of project management software products. Virtual Design and Construction applications as well as enterprise wide IT solutions will be examined. In addition it develops an understanding of the importance of integrating an information technology strategy across all aspects of the project and the organization. Prerequisite: EG 501 (Engineering Mathematics) or permission of Program Director.

CE 533 Earthquake Engineering and Soil Stabilization 6 Credits

Earthquake Engineering: evaluation of geotechnical earthquake hazards and mitigation. Plate tectonics, seismicity, wave propagation, characterization of ground motions, theory of vibrations, effect of local soil conditions on ground response, development of design ground motions, liquefaction, dynamic lateral earth pressures, slope stability and deformation, earthquake design codes. Soil Stabilization: the application of mineralogical and physicochemical principals to soil stabilization problems, and stabilization techniques for highway and foundation applications. Prerequisite: CE 523 (Intermediate Soil Mechanics and Foundation Engineering) or permission of Program Director.

CE 535 Stormwater Management and GIS Applications for Water Resources 6 Credits

Storm water management issues, from both flood control and water quality points of view, are integral water resource components associated with land development, urbanization, and watershed hydrology. This course will examine rainfall-runoff relationships (including statistical analysis), channel and basin routing, storm water treatment, low impact development, best management practices, and wetland utilization and benefit/cost ratio analysis. Geographic Information Systems (GIS) software will be introduced and applied for examining and analyzing decision-making processes involved with the storm water management components of the course.

CE 538 Design of Steel and Timber Structures 6 Credits

An exploration of advanced structural design issues in the areas of both steel and timber. Using the latest provisions from the American Institute of Steel Construction and the National Design Specification for Wood Construction the course will cover the design and behavior of 2-D and 3-D framing, framing members and connections under various loading conditions, including wind and seismic. Strength and serviceability issues.

CE 539 Contracts and Insurance 6 Credits

This course addresses the risk characteristics of various contractual forms and the place that insurance and surety plays in the AEC arena. The emergence of new contractual forms from AIA and the Consensus Docs require a new perspective on contracts and the project organization. This seminar will develop a strategic understanding of contract variables that span plans and specs to Integrated Project Delivery. Prerequisite: CE 529 (Information Technology) or permission of Program Director.

CE 553 Computer Modeling in Geotechnical Engineering and Geotechnical Engineering Case Histories 6 Credits

Survey of computer methods and applications for analysis of complex geotechnical engineering problems. Finite element, finite difference and closed form solution techniques, modeling applications. Review of select geotechnical engineering case studies. The course will also spend time formulating proposals for the student's upcoming capstone design project in CE 561. Prerequisite: CE 533 (Earthquake Engineering and Soil Stabilization) or permission of Program Director.

CE 555 Geoenvironmental Engineering - Groundwater Flow and Waste Containment 6 Credits

This course approaches the field of geoenvironmental engineering from two points of view: groundwater flow and contaminant transport issues and the principals related to solid waste disposal and containment. The groundwater portion of the course will focus on flow and contaminant transport including aquifer properties, principles of ground-water flow, flow into wells, soil moisture and ground-water recharge, regional ground-water flow and the advection, diffusion and attenuation of ground-water contaminants. The solid waste portion of the course will focus on landfill siting, design and construction. Material properties and engineering design of geosynthetic components including geomembranes, geotextiles, geocomposites, and geosynthetic clay liners. Methods to estimate and design landfill leachate quantities and gas generation. The course will also spend time formulating proposals for the student's upcoming capstone design project in CE 561.

CE 558 Design of Reinforced and Prestressed/Precast Concrete Structures 6 Credits

This course focuses on advanced topics in reinforced concrete design and an introduction to prestressed / precast concrete using the provisions of the American Concrete Institute. Beams, slabs, columns, deflections, analysis and design of prestressed members, loss calculations, use of standard precast members. Design and detailing for seismic loads. The course will also spend time formulating proposals for the student's upcoming capstone design project in CE 561.

CE 559 Project Finance and Accounting 6 Credits

This course focuses on understanding project risk and financial performance across all project participants. It will address traditional financial arrangements as well as new models such as the Special Purpose Entity (SPE) and Public Private Partnerships (PPP). This seminar will enable the student to address the ever increasing complexity of the financial arena. The course will also spend time formulating proposals for the student's upcoming capstone design project in CE 561. Prerequisite: CE 539 (Contracts and Insurance) or permission of Program Director.

CE 561 Capstone Design Project 6 Credits

Civil engineering projects have always had social, political, economic, and environmental impacts. The capstone design project requires you to anticipate these impacts prior to project implementation. As the engineer in a leadership position you will direct the project from conception to completion. This includes the preparation of a comprehensive project business plan that will include project goals, political hurdles, anticipated revenues and expenses, marketing, facility design, etc.; all pertaining to the design of a major civil engineering project.

CE 571 Elementary Geotechnical Tools Laboratory 1 Credit

Survey of techniques for classification of soils, assessment of hydraulic properties, consolidation, and assessment of shear strength parameters of soils. Field experience in geotechnical exploration. Corequisite: CE 503 (Fundamentals of Soil Mechanics and Foundation Engineering) or permission of Program Director.

CE 572 Intermediate Geotechnical Tools Laboratory 1 Credit

Survey of techniques for assessing permeability of soils using the flexible wall apparatus, Proctor compaction and triaxial shear testing. Field visit to geotechnical project site. Prerequisite: CE 553 (Numerical Methods in Geotechnical Engineering) or permission of Program Director.

CE 595 Residency 0 Credits

Master of Public Administration

Program Director: Rosemarie Pelletier

The Master of Public Administration program is designed for working professionals that seek to become leaders in the field of the administration of public services. The curriculum places a high emphasis on experiential learning with a focus on demonstrating knowledge of the principles and concepts of leadership, implementation of ethical principles in operations, program evaluation, critical analysis of operational practices, policy making and strategic planning, management of groups, workforce development, fostering community relations and identifying stakeholders.

The challenge for the administrator of the public service organization is to find a balance between the needs of society, best practices and the financial constraints of public financing. Only by developing a sense of inquiry, mastering the skills of research of relevant and up-to-date studies and publications and focusing on evidence-based practices will the leader of the public organization achieve organizational success. The Master of Public Administration program requires its students to develop and exhibit superior skills of research, effective communication, excellent integration of relevant

concepts and principles appropriate to mission accomplishment and the ability to accomplish operational objectives in an evolving environment of federal and state rules of employment practices, laws of liability, and statutory mandates.

The Master of Public Administration program provides students with the tools to meet these objectives by creating an environment of academic interaction between the students and faculty, all of whom are leaders in the field of public administration. Emphasis is placed on problem-solving, using scenarios that replicate real-world operational and policy-oriented situations. Each student is required to submit a capstone project prior to completion of the program as well as a publishable paper addressing the capstone project.

Curriculum Map

| Semester 1 | Credits | Semester 2 | Credits | Semester 3 | Credits |
|--|-----------|--|-----------|---|-----------|
| AD 511 Foundations of Public Administration and Policy | 6 | AD 531 Public Organization Resources & Processes | 6 | Select one concentration or elective course | 6 |
| AD 521 Public Administration Research and Analysis | 6 | Select one concentration or elective course | 6 | AD 561 Capstone Studies | 6 |
| | | | | AD 595 Residency ¹ | 0 |
| | 12 | | 12 | | 12 |
| Total Credits: 36 | | | | | |

¹ Students are required to attend a one-week, on campus Residency Conference the June following or concurrent with their final course.

Curriculum Requirements

Required Courses (24 Credits)

Core Courses

| | | |
|--------|---|---|
| AD 511 | Foundations of Public Administration and Policy | 6 |
| AD 521 | Public Administration Research and Analysis | 6 |
| AD 531 | Public Organization Resources & Processes | 6 |
| AD 561 | Capstone Studies | 6 |

Culminating Academic Requirement

| | | |
|---------------|-----------|----|
| AD 595 | Residency | 0 |
| Total Credits | | 24 |

Concentrations and Electives

Students must complete two courses in any one of the listed concentrations, or two courses from two different concentrations, in order to complete their program requirements.

Public Works and Sustainability Concentration (12 credits)

| | | |
|---------------|--------------------------------------|----|
| AD 557 | Public Works Administration, Part I | 6 |
| AD 567 | Public Works Administration, Part II | 6 |
| Total Credits | | 12 |

Leadership Concentration (12 credits)

Select two courses from the following:

| | | |
|--------|--|---|
| OL 510 | Leadership Fundamentals | 6 |
| OL 520 | Emotional Intelligence | 6 |
| OL 530 | Leading Change in Organizations | 6 |
| OL 540 | Strategic Communication and Information Leadership | 6 |

Organizational Leadership Concentration (12 credits)

Select two courses from the following:

| | | |
|--------|--|---|
| OL 540 | Strategic Communication and Information Leadership | 6 |
|--------|--|---|

| | | |
|--------|--|---|
| OL 550 | Strategic Organizational Behavior | 6 |
| OL 560 | Strategic Organizational Leadership & Developing a Learning Organization | 6 |

Criminal Justice and Public Safety Concentration (12 credits)

Select two courses from the following:

| | | |
|--------|--|---|
| GJ 551 | Law Enforcement Administration | 6 |
| GJ 552 | Corrections Administration | 6 |
| GJ 556 | Critical Incident Management for Public Safety | 6 |

Fiscal Management Concentration (12 credits)

| | | |
|---------------|--|----|
| AD 558 | Certified Government Financial Manager Studies | 6 |
| AD 559 | Public Organization Financial Management | 6 |
| Total Credits | | 12 |

International Development Concentration (12 credits)

| | | |
|---------------|---|----|
| AD 564 | International Development and Influence I | 6 |
| AD 574 | International Development and Influence | 6 |
| Total Credits | | 12 |

Nonprofit Management Concentration (12 credits)

Required course:

| | | |
|--------|------------------------------------|---|
| AD 542 | Leading the Nonprofit Organization | 6 |
|--------|------------------------------------|---|

Select one course from the following:

| | | |
|--------|--|---|
| AD 552 | Nonprofit Administration | 6 |
| AD 562 | Transformational Organizational Culture, Human Resources Devel and Mngt in NonProfit Organizations | 6 |
| AD 572 | Resource Development, Management & Efficiency by Nonprofit Organizations | 6 |

Exit Portfolio

The Exit Portfolio is a graduation requirement for students who enter the program on or after December 2014. Upon entering their sixth and final course, students are required to submit to their portfolio the final graded assignment from each of their first five (5) courses. The student's final course instructor will assess the portfolio and assign a grade of Satisfactory (S) or Unsatisfactory (U) and provide an assessment summary for each student, noting the student's strengths, interests, and improvements.

One-Week Residency

All degree candidates of the Master of Public Administration are required to attend a one-week Residency Conference (p. 74) on the Norwich University campus, during which they may attend professional presentations, participate in roundtable discussions with faculty, and present papers. The one-week residency is a degree requirement.

| Faculty Member | Institution at which highest degree was earned |
|----------------------------|--|
| Paula Beiser, MBA | College of William and Mary |
| Frank Colaprete, EdD | Nova Southeastern University |
| Tracy Connors, PhD | Capella University |
| Susan Craig, PhD | Pennsylvania State University |
| Lori Demeter, PhD | University of Maryland |
| George Franks, PhD | Texas A and M University |
| Brenda Lewis, PhD | Capella University |
| Inglis Morgan-Gardner, PhD | Capella University |
| Daniel O'Shea, JD | New England School of Law |
| Deborah Rhyne, EdD | University of Central Florida |
| Linda Roseburr, MPA | California State University |
| Tanya Settles, PhD | University of Colorado at Denver |
| Emmanuel Tettah, PhD | Walden University |
| Geraldine Waite, PhD | Capella University |

Roberta Walsh, PhD
Robert Wright, DPA

Brandeis University
University of Leverage

Graduate Administration Courses

AD 511 Foundations of Public Administration and Policy 6 Credits

This course introduces students to public administration in the United States. The course focuses on governance, inter-governmental relationships, organizational theory, policies, and strategic planning as affected by fiscal constraints, public needs, social change and politics. Students are introduced to the role of leadership, the necessity for professional ethics and accountability, and personal competence. Students also begin the program-long requirement of developing their skills of critical analysis, research, integration of information, and effective writing.

AD 521 Public Administration Research and Analysis 6 Credits

This course reviews major research method designs and their application to policy development and evaluation. Students are also exposed to statistical techniques commonly found in public administration and social science research from the perspective of managerial control and application to evaluation of research design/program evaluation. Particular focus is placed on quality assurance and best-evidence management.

AD 531 Public Organization Resources & Processes 6 Credits

This course explores three areas of public administration; the legal environment for the public organization, human resources, and organizational leadership. The first part of the course focuses on creating agency authority, public participation, civil liability, employment law, and due process. The second part of the course focuses on selecting and retaining quality employees and managers, evaluations, coaching and training. The third part of the course focuses on strategic leadership, organizational analysis and culture, managing conflict, and organizational vision and change.

AD 542 Leading the Nonprofit Organization 6 Credits

This course explores the broad scope of leadership responsibilities challenging senior leaders within the nonprofit sector. Among the topics to be studied are strategic planning, fundraising, stakeholder engagement, governance, marketing, and performance management. Students will also examine trends in social entrepreneurship and the use of technology, such as social media, that are transforming the field. The course focuses on developing flexible leadership skills that can be applied in a variety of settings, across the life cycle of both small and large scale nonprofit organizations.

AD 543 Municipal Governance 6 Credits

This course introduces students to the work of local government managers in the United States. The core of the course is the study of best practices for municipal leadership, including the challenges of providing direction to a wide scope of departments and agencies necessary to serve the needs of communities. Students will also study how to create and maintain intergovernmental relationships and form partnerships with elected officials, staff employees such as directors, managers, and department heads, private sector businesses, bargaining units, citizens and representatives of the media.

AD 544 Strategies and Principles for Sustainability I 6 Credits

This course introduces students to the principles and strategies of sustainability as it applies to public works services in the community. Specifically, the course will present students with a study of: 1) The connections between the environment and mankind, 2) How air and water pollution affect public health, 3) The impact to the economy when water and transportation policies are not well thought out, 4) The importance of using long-term economic models in public policy decision making, 5) Learning how to think in a holistic manner, 6) The attributes of a sustainable work culture, and 7) How to build community support for a sustainable program.

AD 552 Nonprofit Administration 6 Credits

This course of study focuses on the administration and management of tax-exempt organizations that derive their funding and mandates from individuals, foundations, and governmental sources. Topics include the legal framework of nonprofit organizations, organizational design, fiscal management, fundraising, grants, contracts, assessment and planning. Students will study best practices for leadership and management, nonprofit governance, and the effective use of volunteers. Finally, students will review the role of technology with special attention to information integration and assurance.

AD 553 Rural Municipal Governance 6 Credits

This graduate level course explores the role of the public service leader, divisions and sectors within the rural municipality, organizing stakeholder collaborations and developing an action plan in support of accountability, good governance, and improvement of quality of life. Specifically, discussions will examine interdisciplinary and multidisciplinary cultural competence and effective leadership skills uniquely identified in rural communities as well as exploration of key issues affecting education, economic development, water supply, sewer systems, internet and broadband access, housing, health care access, and mental health status of those living in rural counties and towns.

AD 554 Principles and Strategies for Sustainability 6 Credits

AD 557 Public Works Administration, Part I 6 Credits

This course of study focuses on the local, state, regional, and national legal, political, technological, and operational issues key to public works administration in the areas of public utilities, water resources, transportation, facilities and structures, and parks and grounds. Topics include the historical development of, and technological advances in, public works management; the public works policy-making process and current public works policy; internal and external communication challenges; public affairs, enforcement, and emergency management roles of public works officials.

AD 558 Certified Government Financial Manager Studies 6 Credits

This course explores the legal and regulatory foundation for financial reporting and accountability for public organizations. Topics include development of transactions, enactment of appropriations, and incurrence of obligations or encumbrances. Other topics include financial reporting, analysis of governmental financial performance, costing of government services, and auditing of governmental organizations. For course readings students are provided current study guides published by the Association of Government Accountants' Certified Government Financial Manager, designed specifically to prepare professionals and students for the CGFM certification examination.

AD 559 Public Organization Financial Management 6 Credits

This course introduces students to four major areas of financial concern: Preparation of budgets; creating management strategies for the organization based on the principles of strategic financial management; obtaining financial resources from issuing bonds and levying taxes; and managing cash and employee retirement funds. Students will also examine contemporary perspectives on professional ethics and ethical behavior by leaders in the public sector especially in regards to their fiduciary responsibility in investing and managing public funds.

AD 561 Capstone Studies 6 Credits

The core course in capstone studies provides students the opportunity to synthesize learning from all previous seminars and to apply the concepts and principles in two ways: the preparation of a written capstone project that offers a practical or theoretical solution to a program, operation, policy, problem or issue of contemporary importance and relevance to the work or career goals of each student; and a 1500-word paper suitable for publication in a professional journal. Students will be required to exhibit in-depth critical thinking, policy analysis, and effective writing. Course assignments will maximize the exchange of student suggestions and comments on the various stages of the capstone project, to include but not limited to topic section, thesis, resources and supporting information. Prerequisites: Completion of all prior required core and concentration/elective courses, or permission of the program director.

AD 562 Transformational Organizational Culture, Human Resources Devel and Mngt in NonProfit Organizations 6 Credits

This course addresses nonprofit organization professional and volunteer staff management, nonprofit law, ethics, and risk management, leadership and governance excellence in nonprofit organizations. The course concentrates heavily on competencies and knowledge, skills, and abilities needed by senior managers with major responsibilities for human resource development and management, board and committee development, volunteer resource management, ethics and ethical behavior, organizational core values, diversity awareness and legal and risk management.

AD 563 Urban Municipal Governance 6 Credits

This graduate level course introduces students to the public administrator in their role as an elected public service leader committed to identifying, examining, and working collaboratively toward effectively improving municipal services and the quality of life for constituents living in urban America. Particular focus will be placed on multidisciplinary collaborations and action plan development, through discussions and reflections of key issues including the unique needs affecting public safety, emergency management, medical services, animal control, and public and mental health concerns. In addition, discussions will further examine the public administrator's responsibilities surrounding civic engagement, waste-water, storm water, street maintenance, solid waste collection and disposal, forestry, parks and recreation.

AD 564 International Development and Influence I 6 Credits

This course focuses on world politics and the historical background of U.S. efforts to foster development in developing countries, foreign policy and levels of analysis, nationalism and globalization (which includes transportation, communications, economic and cultural factors). Transnationalism, with a focus on nongovernmental organizations (NGO's), religious power, and the women's movement will be explored. Particular focus will be placed on power, international diplomacy and how states are governed.

AD 567 Public Works Administration, Part II 6 Credits

This course of study focuses on local, state, regional, and national master public works planning, contract administration and project management; multi-year financing of public works projects; environmental impacts and other cost-benefit analyses, and decision-making modeling; multi-jurisdictional services and public-private joint ventures; and, trends and future challenges.

AD 572 Resource Development, Management & Efficiency by Nonprofit Organizations 6 Credits

This course focuses heavily on competencies and knowledge, skills, and abilities needed by senior managers with major responsibilities in such areas as: financial management, accounting, and economics, fundraising, grant writing, mission-focused information technology and knowledge management for nonprofit organizations. Course objectives and learning outcomes emphasize professional and managerial competencies associated with efficient, resource conservative nonprofits, including: Revenue/Resource Development: Fund-Raising and Grantsmanship; Nonprofit Accountability and Economics; Financial Management and Accounting; Performance/Results Measurement, Analysis, Improvement; Information Technology and Management; and, Knowledge Management.

AD 574 International Development and Influence 6 Credits

This course builds on the concepts presented in AD564 International Development I. Students will continue to explore world conditions relevant to international development and influence. In addition to those covered in AD564, conditions explored in this course include the history and roles of intergovernmental organizations, the United Nations, the European Union, international law and human rights. Security issues such as the causes of war, terrorism, unconventional and conventional force, weapons of mass destruction, and global and international security concerns will also be discussed. Finally, the course will examine theories of international political economy, environmental concerns and international cooperation.

AD 590 MPA Portfolio 0 Credits

The Portfolio is a required element of the MPA Degree Program. Students submit the final graded assignment from each of the first five seminars for evaluation of overall growth and improvement throughout the course of the MPA degree program.

AD 595 Residency 0 Credits

Graduate Justice Admin. Courses

GJ 551 Law Enforcement Administration 6 Credits

This course examines law enforcement best practices, police leadership, workforce development, accountability, internal affairs, productivity, and managing special units. Students will also study the role of community policy, community policing, restorative justice programs, crime prevention, and the role of technology, integrated justice systems, and information system security.

GJ 552 Corrections Administration 6 Credits

This course examines administration in the corrections environment. Topics include personnel management, budgeting and public finance, workforce development, staffing, special units, correctional policy development and planning, The role of technology and integrated justice systems are examined, as well as information system security.

GJ 556 Critical Incident Management for Public Safety 6 Credits

This course explores public administration within the scope of critical incidents and crisis management. Among the topics to be studied are domestic terrorism and counterterrorism, the roles of the National Incident Management System and the National Response Framework, best practices for first responders, and constitutional issues related to the execution of first responder duties. Students will also study the use of specially trained and equipped units such as SWAT teams, and the role of community policing and community partnerships in responding to crises, whether manmade or natural. Prerequisites: Completion of all prior core courses in seminars one, two and three or permission of the program director.

Organizational Leadership Courses

OL 510 Leadership Fundamentals 6 Credits

This course focuses on differentiating the conceptual and theoretical aspects and models of leadership and leadership studies in order for students to apply leadership skills and principles to their place of work. The fundamentals of leadership are taught within the context of present and past leaders with an emphasis on how to live out these fundamentals in an ethical manner.

OL 520 Emotional Intelligence 6 Credits

This course provides information about the new way of evaluating intelligence in individuals. This new measure of intelligence is called EQ or emotional intelligence. Students are given the opportunities and tools to evaluate their capacity to think about work through the lens of reflection and introspection as a guide to understanding the behavioral aspects of working together and providing customer service. By examining thinking patterns students will take away new skills in developing intuitive reasoning to enhance professional interpersonal relationships with peers and customers.

OL 530 Leading Change in Organizations 6 Credits

A leader's ability to understand and follow the change management process in a collaborative manner is a vital skill to master. This seminar focuses on the strategic leadership of change in organizations. Students learn about change from a leadership as well as a management perspective in organizations, national and multinational. This broad-based seminar differentiates the conceptual and theoretical change models in order to assist the student in understanding the best ways to lead and manage change. Students learn the importance of understanding and following the change management process in a collaborative manner. The seminar helps students learn about and practice leadership skills that foster positive changes in people and organizations.

OL 540 Strategic Communication and Information Leadership 6 Credits

Strategic communication is a vital skill in today's demanding, fast-paced, virtual or global workplaces. This course requires students to identify a personal leadership style, tendencies and preferences as a professional, and how one assimilates and applies information. Experiential learning is a large component of this course as students practice their skills at work and relay their experiences through a Leadership Development Portfolio (LDP).

OL 541 Hospitality Leadership Strategies 6 Credits

This course introduces leadership practices and strategies in the expanding hospitality industry. The core of the course is the study of best practices for hospitality leadership, including the challenges of providing exceptional service with limited resources and changes to the global marketplace. Students study different types of industry best practices, focusing on internal and external stakeholder relationships, and forming strategic directions to ensure success in a chosen type of organization.

OL 543 Theories and Innovative Practices of Public Sector/Government/Military Leadership 6 Credits

This course addresses the dynamic economic, social, and cultural transformations faced by contemporary public sector/government/military leaders as they strengthen agencies for tomorrow's challenges. Combining the latest leadership theories of public sector/government/military leadership with the most effective lessons from the private sector, students will gain theoretical frameworks and practical tools to effectively improve and enhance their skills to manage complex systems, influence organizational context, engage stakeholders, and shape institutional culture. The topics covered include: history and theories of successful public sector/government/military management; contemporary leadership strategies; and innovative response to public sector challenges in a growing global marketplace.

OL 550 Strategic Organizational Behavior 6 Credits

This seminar focuses on strategic organizational behavior in organizations. Students learn about the importance of strategic alignment in order to enable effective organizational behavior. Systems thinking and organizational behavior provide a framework that the student can use both to analyze and influence the behavior of individuals and groups within the organization. This broad-based seminar analyzes and applies various holistic strategic organizational behavior models in order to assist the student in understanding the best ways to assess and impact the strategic alignment of organizations. Students learn the importance of a leader's ability to understand and use various organizational behavior and organizational strategy models. The seminar helps students learn about and practice leadership skills that foster strategic alignment and effective behavior in people and organizations.

OL 551 Hospitality Management Systems: Leveraging Capacity in Service Organizations 6 Credits

This seminar focuses on various management systems utilized within the hospitality industry to leverage capacity to expand services via human resources and innovative knowledge management. This course introduces students to hospitality management systems and the strategies used to create an adaptive, dynamic and customer-focused hospitality organization. The course examines management tools and tactics geared to improve customer loyalty, employee satisfaction and revenue management. The core of the course is the study of best practices for hospitality management systems, and the science behind the correct utility of those systems.

OL 553 Influence in the Public Sector/Government/Military: Collaborating Across Organizational Lines 6 Credits

This course addresses challenges faced by public sector/government/military leadership in developing collaborative relationships spanning across agency borders. Managing adaptation to changing environments and successfully dealing with multi-faceted variables using planning and control strategies, students will learn new people management strategies, implementing fundamentals of strategic and performance management, by leading effective change initiatives within an organization, and fostering teamwork by creating a work culture that values collaboration. The topics covered include: creating operational synergy, and managing internal and external stakeholder relationships to promote information sharing and create collaborative partnerships.

OL 560 Strategic Organizational Leadership & Developing a Learning Organization 6 Credits

Students apply principles of Leading Change, Strategic Organizational Behavior and Strategic Leadership to people and organizations to impact performance and ensure future success. This seminar develops an understanding of the implications of strategic alignment and organizational learning to the organization's success. It differentiates conceptual and theoretical change models to assist students in understanding the best ways to lead change and foster a learning organization while considering individual and group behavior as tied to strategy. The seminar demonstrates how strategic leadership, organizational behavior, and change theories are applied in a collaborative manner and will lead to aligning stakeholder's interest. Prerequisites: OL530 and OL550 or permission of the program director.

OL 561 Capstone Studies 6 Credits

This course in capstone studies provides students the opportunity to synthesize learning from all previous seminars and to apply the concepts and principles in two ways: the preparation of a written capstone project that offers a practical or theoretical solution to an organizational challenge or issue of contemporary importance and relevance to the work or career goals of each student; and a 1500- word paper suitable for publication in a professional journal. Students will be required to exhibit indepth critical thinking, organizational analysis, and effective writing. Course assignments will maximize the exchange of student suggestions and comments on the various stages of the capstone project, to include but not limited to topic section, thesis, resources and supporting information. Prerequisites: Completion of all prior required core and concentration courses, or permission of the program director.

OL 595 Residency 0 Credits

Master of Science in Information Security and Assurance

Program Overview

Interim Program Director: Rosemarie Pelletier

The Master of Science in Information Security and Assurance program delivers state-of-the-art, high-quality, and convenient education to busy professionals committed to furthering their careers in information security and assurance. In particular, the Master of Science in Information Security and Assurance program appeals to chief information, technology, and information security officers of business and governmental organizations. Additionally, it is designed for security administrators, network administrators, information technology specialists, professionals in the information technology field, and military personnel. Master of Science in Information Security and Assurance graduates are leaders and innovators in information security and assurance, bringing sound interdisciplinary perspectives to the field.

The program balances academic rigor with convenience. This combination maintains and respects Norwich University's long educational heritage while it meets the needs of today's working students. The program hires instructors of high professional stature and demands highly personal and extraordinary academic interactions with students.

The program's information security and assurance curriculum includes exploration of the current state of the information security and assurance marketplace. White papers, Web sites, discussion groups, conference proceedings, professional association meetings – all provide opportunities to learn about which products and services are being discussed and used by practitioners of information security and assurance.

The case study is a required part of the Master of Science in Information Security and Assurance program and each student is required to demonstrate access to an organization or industry segment which will serve as their case study during the program. Throughout the program, students read about and discuss the topics at hand; as they study various aspects of information security and assurance, students must analyze the situation at their workplace or case study site every week with respect to the week's topics, and to complete three writing assignments applying the seminar principles and lesson to the case study. Students use their research findings to prepare a report with recommendations for improvement of specific areas of information security and assurance to be submitted in the last week of each seminar to the program's instructors.

Curriculum Map

| Semester 1 | Credits | Semester 2 | Credits | Semester 3 | Credits |
|--|-----------|---|-----------|---------------------------------|-----------|
| GI 512 Foundations and Historical Underpinnings of Information Assurance | 6 | GI 532 Human Factors and Managing Risk | 6 | Select one concentration course | 6 |
| GI 522 Information Assurance Technology | 6 | GI 542 Information Assurance Management and Analytics | 6 | Select one concentration course | 6 |
| | | | | GI 595 Residency ¹ | 0 |
| | 12 | | 12 | | 12 |
| Total Credits: 36 | | | | | |

¹ Students are required to attend a one-week, on campus Residency Conference the June following or concurrent with their final course.

Curriculum Requirements

Four of the six seminars in the 36 credit hour program are core requirements and two courses comprise an elective concentration. All courses are focused on providing an opportunity for students to acquire and exercise the knowledge and skill expected of top-level managers of information security and assurance in today's demanding security environment.

Required Core Courses (24 credits)

| | | |
|--------|---|---|
| GI 512 | Foundations and Historical Underpinnings of Information Assurance | 6 |
| GI 522 | Information Assurance Technology | 6 |
| GI 532 | Human Factors and Managing Risk | 6 |
| GI 542 | Information Assurance Management and Analytics | 6 |

Culminating Academic Requirement

| | | |
|---------------|-----------|----|
| GI 595 | Residency | 0 |
| Total Credits | | 24 |

Concentrations (12 credits)

One of the following two-seminar, 12-credit concentrations is required to complete the 36 credit hour program: Computer Forensic Investigation/Incident Response Team Management; or Private Sector Business Continuity Management.

Computer Forensic Investigation/Incident Response Team Management

| | | |
|---------------|---|----|
| GI 551 | Computer Forensic Investigations | 6 |
| GI 554 | Computer Security Incident Response Team Management | 6 |
| Total Credits | | 12 |

Private Sector Business Continuity Management

| | | |
|---------------|--|----|
| BC 510 | Foundations of Business Continuity Management | 6 |
| BC 520 | Principles of Incident Management and Emergency Response | 6 |
| Total Credits | | 12 |

One-Week Residency

All degree candidates of the Master of Science in Information Security and Assurance are required to attend a one-week Residency Conference (p. 74) on the Norwich University campus, during which they may attend professional presentations, participate in roundtable discussions with faculty, and present papers. The one-week residency is a degree requirement.

| Faculty Member | Institution at which highest degree was earned |
|---|--|
| Martin J. Devine, MA, CISSP, CISM, CBCP | Naval War College |
| Cris Ewell, PhD, CISSP, CISM | Nova Southeastern University |
| Robert Guess, MSIA, CISSP, NSA-IAM, -IEM | Norwich University |
| Dawn Hendricks, MSSE, CISSP | Johns Hopkins University |
| Thomas Hendricks, MESCS, CISSP | Loyola College (MD) |
| Rebecca Herold, MA, CISSP, CISM, CISA, FLMI | University of Northern Iowa, Cedar Falls |

| | |
|--|--|
| Donald Holden, MBA, CISSP-ISSMP | University of Pennsylvania |
| Christopher King, MS | Carnegie Mellon University |
| John Mason, MBA, CISA, CISM, CFE, CFSSP, CFS | University of Phoenix |
| Michael Miora, MA, CISSP-ISSMP, FBCI | University of California, Berkeley |
| Matthias Plass, MS | University of Maryland, University College |
| George Silowash, MSIA, CISSP | Norwich University |
| Ric Steinberger, MSME, CISSP | Catholic University |

Business Continuity Courses

BC 510 Foundations of Business Continuity Management 6 Credits

This seminar introduces students to the field of Business Continuity Management with an emphasis on the steps needed to develop a business continuity plan and risk management program. Students will learn about the functions and goals of a business continuity manager, and will experience first-hand the challenges of developing a continuity plan. Weekly sessions target the major steps in plan development such as project initiation, risk and business impact analysis, risk mitigation and control strategy development and implementation, response strategies, plan testing, as well as the organizational structure needed to sustain a continuity program over time.

BC 511 Continuity of Government Operations 6 Credits

This course teaches all of the elements needed to develop a Continuity of Operations plan for a governmental agency. The topics include organizational analysis, risk and threat analysis, mitigation.

BC 520 Principles of Incident Management and Emergency Response 6 Credits

This seminar teaches how to develop a plan for responding to a business disruption. Topics will include response procedures, notification, communication, and event management. Students will also learn how to manage public perceptions, and work with outside agencies and public sector emergency responders during and after an incident.

BC 521 Public Sector Incident Management and Emergency Response 6 Credits

This course teaches how to respond to incidents that effect governmental agencies. The topics include developing a response plan, emergency operations centers, emergency communication, and working with the first responder community. Students will also learn how to develop off-site backups and work areas, and how to get people and equipment in place for continuing operations during an emergency.

BC 595 Residency 0 Credits

Graduate Info. Assurance Courses

GI 512 Foundations and Historical Underpinnings of Information Assurance 6 Credits

This seminar explores the historical foundations of information assurance from the early days of mainframes to the foundations of today's sophisticated networks and distributed computing systems. It examines the earliest thinking about data structures and domains, interoperability between different computing platforms and mechanisms for data transfer and proceeds to the emergence of encryption as a defense against early forms of computer crime. This seminar looks at privacy, policies, and security standards and regulatory requirements. Finally, the seminar addresses the underlying models that define information assurance and takes a first look at IA architecture.

GI 522 Information Assurance Technology 6 Credits

This seminar focuses on the use of technological defenses against threats and exploitations of vulnerabilities in information systems. Topics include physical security measures, access controls, security elements of operating systems, network security measures, anti-malware tools, anti-spam measures, anti-piracy systems, software development methods supporting security, and security certifications for software products.

GI 532 Human Factors and Managing Risk 6 Credits

This seminar focuses on the ways that business objectives, user attitudes and user activities significantly influence both the development of an information assurance program and its successful implementation. The first week focuses on Operations Security and why it is the foundation for an IA program and the key to the program's effectiveness. The following five weeks explore security awareness as a component of organizational culture: crafting the information assurance message; understanding ethical decision-making as a factor in security; understanding social psychology and how behaviors will influence the effectiveness of security activities; using employment practices and policies to support information security; and creating Acceptable Use and e-mail policies. The final four weeks examine different elements of Risk Management from basic principles through application. The NIST Special Publication 800-30 provides a solid foundation for the risk management issues. Two popular risk assessment processes, and several other processes that help identify risk will be discussed.

GI 542 Information Assurance Management and Analytics 6 Credits

This seminar is arranged in four general areas beginning with examining and exploring the strategic and gradually narrowing down to the tactical level: Compliance -> Management, Leadership, & Policy Development -> Relationships & Adding Value -> Project Management. The curriculum explores the aspects, methods, and alternatives in information assurance management and compares/utilizes them with respect to non-IT-related management approaches and styles. Additionally, it explores alternatives in building support and consensus for projects and activities and focuses heavily on adding value to the organization. Developing an information assurance marketing plan is examined and is used to help identify techniques of improving the information assurance awareness. Analytics are explored both in terms of metrics and measuring business impact and problem solving and project management techniques and alternatives are included.

GI 551 Computer Forensic Investigations 6 Credits

This course focuses on the spectrum of tools and techniques used to investigate digital incidents whether in a civil or criminal environment. Information assurance professionals are expected to have a broad understanding of digital incidents, their management, investigation and analysis. This seminar provides that broad understanding and places it in the context of other information assurance domains. These discussions of digital investigation and forensics cover topics from both the technical and management perspectives. This coverage aids the information assurance professional's understanding and application of domain-specific knowledge.

GI 554 Computer Security Incident Response Team Management 6 Credits

Students will analyze and apply the key points in creating and managing a computer security incident response team (CSIRT), also sometimes known as a computer incident response team (CIRT) or a computer emergency response team (CERT). Major topics include establishing CSIRTs; responding to computer emergencies; securing the CSIRT; managing the CSIRT with respect to professionalism, setting priorities for triage, and protecting personnel against burnout; and learning from emergencies using the incident postmortem and by establishing continuous process improvement within the organization. Students will use their case study to apply their knowledge to real-world situations and will prepare recommendations for establishment of a new CSIRT or improvement of their existing CSIRT.

GI 562 Penetration Testing I 3 Credits**GI 563 Penetration Testing II 3 Credits****GI 595 Residency 0 Credits**

Master of Science in Leadership

Program Director: Stacie L. L. Morgan

Program Vision and Mission

The Norwich University Master of Science in Leadership (MSL) program is offered to provide relevant educational experience to graduates who positively impact their organizations and communities as leaders or future leaders. Our vision is to develop graduates capable of addressing organizations' toughest leadership challenges with character, integrity, and distinction.

It is the mission of the Master of Science in Leadership program to deliver a graduate educational experience to adults around the world that teaches them how to *leverage human capacity to achieve strategic results*. We do this through a blend of academic excellence and rigorous application in our students' practical worlds using the engaged interaction of our online classroom and faculty.

MSL Program Strategy and the Role of Student Engagement

The Master of Science in Leadership has a strong application/demonstration component that allows students to not only learn about leadership, but to also synthesize course content and demonstrate understanding through both academic assignments and professional practice.

The marketplace and global economy require understanding of strategy and strategic communication for the contemporary leader. Contemporary leaders also must understand how to lead change within their organizations or support change efforts made by others—often in an environment that is continually transitioning. Realities of the global economy have created what is now commonly called the “knowledge-based economy” and the Master of Science in Leadership is structured to provide students with tools, understanding and vision to address the leadership challenges of our time.

The Leadership Development Portfolio (LDP) is a required element of the program and a vehicle by which students assimilate course objectives into their professional role within their organization. The LDP is comprised of student work that demonstrates leadership development consistent with a plan of academic study and professional objectives. Students use the LDP to relate academic content to their professional lives and role within their organization so that they may “live what they learn.”

The core curriculum is designed to integrate major leadership issues relevant to individuals who work in organizations at either a direct leadership level, those positioned to directly lead in the future, or those individuals who aspire to lead. Current demographic trends have seen growth among younger executives and added responsibilities for those who may lack experience leading others. Contemporary workforce dynamics illustrate different values than prior generations and the need for new leaders to study topics such as emotional intelligence, knowledge management and leadership theory.

The MSL program will rely upon the quality of our engagement in our student's practical lives to differentiate our offerings and strive toward our vision—translating theory into our students' real-world practices every day, online, and on the fly.

Curriculum Map

| Semester 1 | Credits | Semester 2 | Credits | Semester 3 | Credits |
|--------------------------------|-----------|--|-----------|---------------------------------|-----------|
| OL 510 Leadership Fundamentals | 6 | OL 530 Leading Change in Organizations | 6 | Select one concentration course | 6 |
| OL 520 Emotional Intelligence | 6 | Select one concentration course | 6 | Select one concentration course | 6 |
| | | | | OL 595 Residency ¹ | 0 |
| | 12 | | 12 | | 12 |
| Total Credits: 36 | | | | | |

¹ Students are required to attend a one-week, on campus Residency Conference the June following or concurrent with their final course.

Curriculum Requirements

The Master of Science in Leadership program is made up of six, eleven-week seminars of six credits each for a total of 36 credit hours. The seminars must be taken in the order presented and are strategically sequenced to build context and the Leadership Development Portfolio as students move through the program. Students may select the general leadership degree or one of the concentrations.

Required Courses

| | | |
|---|---------------------------------|----|
| OL 510 | Leadership Fundamentals | 6 |
| OL 520 | Emotional Intelligence | 6 |
| OL 530 | Leading Change in Organizations | 6 |
| Culminating Academic Requirement | | |
| OL 595 | Residency | 0 |
| Total Credits | | 18 |

Concentrations

Students must select and complete one of the following concentrations.

Hospitality Leadership and Management Systems Concentration (18 credits)

The Hospitality Leadership and Management Systems concentration focuses on two areas of study. These two seminars explore innovative leadership strategies and management systems utilized globally within the hospitality industry. Studies in these two seminars provide a graduate MSL student with a solid foundation of hospitality leadership principles and management systems with a focus on organizational sustainability and growth. In effect, they address three important business questions related to hospitality leadership and management:

1. What contemporary leadership strategies have been successfully applied within the hospitality industry?
2. How have management systems been successfully implemented to leverage capacity within the hospitality industry?
3. What types of assessment instruments have been successfully used to measure and improve organizational performance?

Hospitality Leadership and Management Systems Courses

| | | |
|---------------|--|----|
| OL 541 | Hospitality Leadership Strategies | 6 |
| OL 551 | Hospitality Management Systems: Leveraging Capacity in Service Organizations | 6 |
| OL 561 | Capstone Studies | 6 |
| Total Credits | | 18 |

Human Resources Leadership Concentration (18 credits)

The Human Resources Leadership concentration focuses on two key areas of study:

1. Human Resource Leadership
2. Leveraging Human Capacity for Strategic Results

These two seminars will explore key Human Resources Leadership concepts and best practice development related to strategic and operational planning, process management, maximized use of supportive technology and human capital resources.

- This Human Resources Leadership concentration has been developed in response to and anticipation of the needs in the marketplace. The MSL program has demonstrated its effectiveness and proven its value through its ongoing success as a viable academic program. The Human Resources Leadership concentration helps meet a global need to broaden the scope of skills needed to better address the strategic and operational

management of human capital in an increasingly complex world. If people are an organization's greatest asset, then so too is complimentary recognition that a higher level of education and expertise is needed to maximize the utilization of this asset.

- The MSL degree from Norwich University gives students a solid foundation in Leadership through the completion of coursework and the IRP. The Human Resources Leadership concentration is a natural and more focused extension of that offering that prepares graduates to be a strong strategic business partner.

The seminars in this concentration give students specialized coursework that will allow them to excel in their chosen careers. Human Resources, as a function, has become much more than the basic people components of hiring, managing and paying them on a local level. The importance of human resources leadership continues to expand, and is frequently considered the foundation for success in every organization that engages people.

Human Resources Leadership Courses

| | |
|--|----|
| OL 542 Human Resource Leadership | 6 |
| OL 552 Leveraging Human Capacity for Strategic Results | 6 |
| OL 561 Capstone Studies | 6 |
| Total Credits | 18 |

Leading Change Management Consulting Concentration (18 credits)

The Leading Change Management Consulting concentration focuses on three key areas of study:

- Consulting Models
- The Role of the Consultant
- Implementing Change Initiatives

These two seminars will explore consulting models, how to be a change management consultant and how to implement a change initiative. Studies in these two seminars will provide a MSL student with a solid foundation for being an external or internal consultant. The seminars will address three important questions for prospective students and employers:

1. "What models and methodologies have proven successful?"
2. "What are the tips, tools and techniques for being a successful consultant?"
3. "What are the keys to implementing a change initiative?"

Leading Change Management Consulting Courses

| | |
|---|----|
| OL 544 Change Management Consulting | 6 |
| OL 554 Implementing Organizational Change | 6 |
| OL 561 Capstone Studies | 6 |
| Total Credits | 18 |

Public Sector/Government/Military Leadership Concentration (18 credits)

The Public Sector/Government/Military Leadership concentration focuses on two key areas of study. These two seminars explore key best practices for public sector/government/military leadership, including the challenges of providing direction to a wide scope of departments and agencies necessary to serve the needs of communities. The seminars also study how to create and maintain intergovernmental relationships, form partnerships with elected officials, staff, and private sector business. Studies in these two seminars provide a graduate MSL student with a skill set that includes interdisciplinary and multidisciplinary competence, and effective cross-discipline leadership skills.

Public Sector/Government/Military Leadership Courses

| | | |
|---------------|---|----|
| OL 543 | Theories and Innovative Practices of Public Sector/Government/Military Leadership | 6 |
| OL 553 | Influence in the Public Sector/Government/Military: Collaborating Across Organizational Lines | 6 |
| OL 561 | Capstone Studies | 6 |
| Total Credits | | 18 |

Organizational Leadership Concentration (18 credits)

The Organizational Leadership concentration requires that students embark on an independent research project, complete it in three phases, by the end of the sixth (last) course. Students are encouraged to identify a corporate partner to focus on in a case study and with whom to practice the skills gained in the organizational concentration courses. If students are unable to use their own employer, they may select another enterprise. Students will receive instructions for completing each phase of the independent research project in the first week of the three concentration courses.

Organizational Leadership Courses

| | | |
|--------|--|---|
| OL 540 | Strategic Communication and Information Leadership | 6 |
|--------|--|---|

| | | |
|---------------|--|----|
| OL 550 | Strategic Organizational Behavior | 6 |
| OL 560 | Strategic Organizational Leadership & Developing a Learning Organization | 6 |
| Total Credits | | 18 |

Capstone

The capstone course is a degree requirement for all students entering the program beginning in March 2015 and selecting any concentration except Organizational Leadership. All students who entered the program prior to March 2015 will be required to complete OL 560, Strategic Organizational Leadership and Developing a Learning Organization, in lieu of the capstone.

One-Week Residency

All degree candidates of the Master of Science in Leadership are required to attend a one-week Residency Conference (p. 74) on the Norwich University campus, during which they may attend professional presentations, participate in roundtable discussions with faculty, and present papers. The one-week residency is a degree requirement.

| Faculty Member | Institution at which highest degree was earned |
|---------------------------|--|
| Darrell Aubrey, PhD | University of Phoenix |
| Brandy Blount, PhD | Walden University |
| Matthew Boyne, MS | Pepperdine University |
| James Catone, EdD | University of Massachusetts |
| Lowell Doringo, MS | Norwich University |
| Christopher Eberle, DM | University of Phoenix |
| William Edson, MS | Norwich University |
| Shalaina Harlan-Yuya, EdD | Grand Canyon University |
| Suzanne Hart, MS | University of Washington |
| Paul Katsampes, DPA | University of Colorado at Denver |
| Jill Long, MS | Troy State University |
| Tom Lockett, PhD | Walden University |
| Rex Marks, MS | Norwich University |
| Warren Martin, PhD | Northcentral University |
| Katherine McQuade, PhD | Capella University |
| Michael Miller, PhD | Argosy University |
| Maureen Nixon, PhD | North Carolina State University |
| Thomas Norbutus, PhD | Regent University |
| Sydney Parlour, MS | Wilfred Laurier University |
| Audrey Rabas, PhD | Chicago School of Professional Psychology |
| William Shirey, PhD | Regent University |
| Janice Spangenburg, PhD | Regent University |
| Vanita Varma, MS | Norwich University |

Courses

OL 510 Leadership Fundamentals 6 Credits

This course focuses on differentiating the conceptual and theoretical aspects and models of leadership and leadership studies in order for students to apply leadership skills and principles to their place of work. The fundamentals of leadership are taught within the context of present and past leaders with an emphasis on how to live out these fundamentals in an ethical manner.

OL 520 Emotional Intelligence 6 Credits

This course provides information about the new way of evaluating intelligence in individuals. This new measure of intelligence is called EQ or emotional intelligence. Students are given the opportunities and tools to evaluate their capacity to think about work through the lens of reflection and introspection as a guide to understanding the behavioral aspects of working together and providing customer service. By examining thinking patterns students will take away new skills in developing intuitive reasoning to enhance professional interpersonal relationships with peers and customers.

OL 530 Leading Change in Organizations 6 Credits

A leader's ability to understand and follow the change management process in a collaborative manner is a vital skill to master. This seminar focuses on the strategic leadership of change in organizations. Students learn about change from a leadership as well as a management perspective in organizations, national and multinational. This broad-based seminar differentiates the conceptual and theoretical change models in order to assist the student in understanding the best ways to lead and manage change. Students learn the importance of understanding and following the change management process in a collaborative manner. The seminar helps students learn about and practice leadership skills that foster positive changes in people and organizations.

OL 540 Strategic Communication and Information Leadership 6 Credits

Strategic communication is a vital skill in today's demanding, fast-paced, virtual or global workplaces. This course requires students to identify a personal leadership style, tendencies and preferences as a professional, and how one assimilates and applies information. Experiential learning is a large component of this course as students practice their skills at work and relay their experiences through a Leadership Development Portfolio (LDP).

OL 541 Hospitality Leadership Strategies 6 Credits

This course introduces leadership practices and strategies in the expanding hospitality industry. The core of the course is the study of best practices for hospitality leadership, including the challenges of providing exceptional service with limited resources and changes to the global marketplace. Students study different types of industry best practices, focusing on internal and external stakeholder relationships, and forming strategic directions to ensure success in a chosen type of organization.

OL 543 Theories and Innovative Practices of Public Sector/Government/Military Leadership 6 Credits

This course addresses the dynamic economic, social, and cultural transformations faced by contemporary public sector/government/military leaders as they strengthen agencies for tomorrow's challenges. Combining the latest leadership theories of public sector/government/military leadership with the most effective lessons from the private sector, students will gain theoretical frameworks and practical tools to effectively improve and enhance their skills to manage complex systems, influence organizational context, engage stakeholders, and shape institutional culture. The topics covered include: history and theories of successful public sector/government/military management; contemporary leadership strategies; and innovative response to public sector challenges in a growing global marketplace.

OL 550 Strategic Organizational Behavior 6 Credits

This seminar focuses on strategic organizational behavior in organizations. Students learn about the importance of strategic alignment in order to enable effective organizational behavior. Systems thinking and organizational behavior provide a framework that the student can use both to analyze and influence the behavior of individuals and groups within the organization. This broad-based seminar analyzes and applies various holistic strategic organizational behavior models in order to assist the student in understanding the best ways to assess and impact the strategic alignment of organizations. Students learn the importance of a leader's ability to understand and use various organizational behavior and organizational strategy models. The seminar helps students learn about and practice leadership skills that foster strategic alignment and effective behavior in people and organizations.

OL 551 Hospitality Management Systems: Leveraging Capacity in Service Organizations 6 Credits

This seminar focuses on various management systems utilized within the hospitality industry to leverage capacity to expand services via human resources and innovative knowledge management. This course introduces students to hospitality management systems and the strategies used to create an adaptive, dynamic and customer-focused hospitality organization. The course examines management tools and tactics geared to improve customer loyalty, employee satisfaction and revenue management. The core of the course is the study of best practices for hospitality management systems, and the science behind the correct utility of those systems.

OL 553 Influence in the Public Sector/Government/Military: Collaborating Across Organizational Lines 6 Credits

This course addresses challenges faced by public sector/government/military leadership in developing collaborative relationships spanning across agency borders. Managing adaptation to changing environments and successfully dealing with multi-faceted variables using planning and control strategies, students will learn new people management strategies, implementing fundamentals of strategic and performance management, by leading effective change initiatives within an organization, and fostering teamwork by creating a work culture that values collaboration. The topics covered include: creating operational synergy, and managing internal and external stakeholder relationships to promote information sharing and create collaborative partnerships.

OL 560 Strategic Organizational Leadership & Developing a Learning Organization 6 Credits

Students apply principles of Leading Change, Strategic Organizational Behavior and Strategic Leadership to people and organizations to impact performance and ensure future success. This seminar develops an understanding of the implications of strategic alignment and organizational learning to the organization's success. It differentiates conceptual and theoretical change models to assist students in understanding the best ways to lead change and foster a learning organization while considering individual and group behavior as tied to strategy. The seminar demonstrates how strategic leadership, organizational behavior, and change theories are applied in a collaborative manner and will lead to aligning stakeholder's interest. Prerequisites: OL530 and OL550 or permission of the program director.

OL 561 Capstone Studies 6 Credits

This course in capstone studies provides students the opportunity to synthesize learning from all previous seminars and to apply the concepts and principles in two ways: the preparation of a written capstone project that offers a practical or theoretical solution to an organizational challenge or issue of contemporary importance and relevance to the work or career goals of each student; and a 1500- word paper suitable for publication in a professional journal. Students will be required to exhibit in-depth critical thinking, organizational analysis, and effective writing. Course assignments will maximize the exchange of student suggestions and comments on the various stages of the capstone project, to include but not limited to topic section, thesis, resources and supporting information. Prerequisites: Completion of all prior required core and concentration courses, or permission of the program director.

OL 595 Residency 0 Credits**Master of Science in Nursing**

Program Director: Janice Hansen

Norwich University offers the Master of Science in Nursing with a concentration in either Nursing Administration or Nursing Education. The Norwich University Master of Science in Nursing with a concentration in Nursing Administration is a 36 credit hour program designed to provide students with the knowledge and skills necessary to succeed as nurse leaders in a variety of health care settings. The Norwich University Master of Science in Nursing with a concentration in Nursing Education is a 36 credit hour program designed to prepare nurses to assume roles in formal academic settings or in staff development positions. The program is fully approved by the Vermont State Nursing Board and accredited by the Commission on Collegiate Nursing Education (CCNE).

Program Outcomes for the Master of Science in Nursing Administration

The program is designed to help students achieve the following outcomes:

- Use a variety of strategies to communicate effectively with stakeholders regarding nursing and health care system issues.
- Identify problems and seek interventions to improve health care delivery outcomes using appropriate data, effective critical analysis and decision-making skills.
- Apply leadership and management theory to develop collaborative partnerships across health care disciplines in current and future practice settings.
- Use appropriate data to make decisions in determining the effective use of human and fiscal resources.
- Develop and utilize evidence based practices to improve quality of healthcare.
- Implement the role of the nurse leader/manager as defined by the American Nurses Association scope and standards of practice.
- Demonstrate the abilities of nurse leader/manager as outlined by American Association of Colleges of Nursing and American Organization of Nurse Executives.
- Apply theories of nursing, systems, change, leadership and management in the delivery of healthcare services.

Program Outcomes for the Master of Science in Nursing Education:

- Use a variety of strategies to communicate effectively with stakeholders regarding nursing and healthcare system issues.
- Identify problems and seek interventions to improve healthcare delivery outcomes using appropriate data, and effective critical thinking and decision-making skills.
- Apply leadership and management theory to develop collaborative partnerships across healthcare disciplines in own-practice setting
- Effectively facilitate learning, learner development and role socialization.
- Utilize evidence based assessment strategies to evaluate learning in the cognitive, psychomotor and affective domains.
- Implement the role of the nurse educator in terms of teaching, leadership, mentorship, scholarship, research, service, and clinical practice.
- Demonstrate a commitment to role competence through the pursuit of continuous quality improvement in the nurse educator role.
- Function within the educational environment as a leader and a change agent

Mission

The purpose of the Master of Science in Nursing program is to prepare visionary nurse leaders who demonstrate advanced critical thinking, communication, and decision making skills to ensure quality outcomes within the complex systems of the health care continuum. Graduates are prepared to initiate and effectively utilize research findings to improve outcomes, as well as utilize knowledge of health promotion, health care policy and systems, change and finance to effectively manage available resources in the changing health care environment. Masters prepared nurses utilize this knowledge base integrated with theories from nursing and related disciplines to create and implement ethical practices and policies to improve the environment in which health care is delivered.

The Masters prepared nurse engages in an expanded scope of practice that is characterized by critical analysis of problems and creative problem solving, and application of theories in the decision making process. The graduate manages change effectively and utilizes effective communication skills and technologies to create collaborative partnerships within nursing and across health care disciplines. Graduate education prepares the nurse to identify and evaluate personal and organization values and to implement ethical decisions and strategies to improve outcomes

Curriculum Map

| Semester 1 | Credits | Semester 2 | Credits | Semester 3 | Credits |
|---|-----------|---------------------------------|-----------|---------------------------------|-----------|
| NR 510 Health Systems Analysis Policy, Environment, and Structure | 6 | NR 530 Evidence-Based Practice | 6 | Select one concentration course | 6 |
| NR 520 Theoretical Constructs for Leadership Roles in Nursing | 6 | Select one concentration course | 6 | Select one concentration course | 6 |
| | | | | NR 595 Residency ¹ | 0 |
| | 12 | | 12 | | 12 |
| Total Credits: 36 | | | | | |

¹ Students are required to attend a one-week, on-campus Residency Conference the June following or concurrent with their final course.

Curriculum Requirements

The program's first three seminars (18 credits) are common core content seminars and provide the foundation for specialization, addressing the study of health care delivery systems, ethical issues, and theoretical bases for nursing, leadership, and research. The remaining seminars (18 credits) address the specific content essential for either the concentration in nursing administration or in nursing education.

Core Courses (18 credits)

| | | |
|---|--|----|
| NR 510 | Health Systems Analysis Policy, Environment, and Structure | 6 |
| NR 520 | Theoretical Constructs for Leadership Roles in Nursing | 6 |
| NR 530 | Evidence-Based Practice | 6 |
| Culminating Academic Requirement | | |
| NR 595 | Residency | 0 |
| Total Credits | | 18 |

Concentrations (18 credits)

Nursing Administration Concentration

| | | |
|---------------|--|----|
| NR 540 | The Health Care Organization: Behavior and Development | 6 |
| NR 550 | Nursing Resource Management | 6 |
| NR 560 | Strategic Management in the Nursing Environment | 6 |
| Total Credits | | 18 |

Nursing Education Concentration

| | | |
|---------------|---|----|
| NR 541 | Clinical Concepts: Advanced Pharmacology | 3 |
| NR 542 | Clinical Concepts: Advanced Health Assessment | 3 |
| NR 551 | Theoretical Foundations of Curriculum and Instruction | 6 |
| NR 561 | Scholarship of Teaching, Learning, and Evaluation | 6 |
| Total Credits | | 18 |

Electives

| | | |
|--------|---|-----|
| NR 531 | Clinical Concepts: Advanced Pathophysiology | 3 |
| GU 590 | Selected Topics | 1-6 |

One-Week Residency

All degree candidates of the Master of Science in Nursing are required to attend a one-week Residency Conference (p. 74) on the Norwich University campus, during which they may attend professional presentations, participate in roundtable discussions with faculty, and present papers. The one-week residency is a degree requirement.

| Faculty Member | Institution at which highest degree was earned |
|------------------|--|
| Betty Fair, PhD | University of Texas |
| Roger Green, PhD | Rush University |

| | |
|-------------------------|---------------------------------|
| Jo Anne Grunow, PhD | Rush University |
| Nancy Kupka, DNS | Rush University |
| Linda Susan McCord, DHA | University of Phoenix |
| Mario Ortiz, PhD | Loyola University |
| Linda Tjong, DBA | University of Sarasota |
| Richard Watters, PhD | University of Western Australia |

Courses

NR 510 Health Systems Analysis Policy, Environment, and Structure 6 Credits

This seminar presents a global perspective of the healthcare system. Content includes an historical overview of healthcare systems in the United States, issues of cost, quality and access, as well as trends, such as, cultural diversity, demographic shifts, economics, technological influences and ethical issues impacting health care delivery. The student will gain the essential understanding of the continuum of care and examine the impact of integrated delivery systems on care delivery processes and patient outcomes.

NR 520 Theoretical Constructs for Leadership Roles in Nursing 6 Credits

This seminar prepares the student with the theoretical foundation to function in management level nursing roles across a variety of nursing specialties and health care settings. The student will be prepared to understand, evaluate, and utilize appropriate theories within his/her own practice. Theoretical constructs will include nursing and other relevant theories from the social, organizational, and behavioral sciences. Specific theories addressed include: systems, change, nursing management, and leadership theories, as well as ethical principles in health care and professional role development. Theoretical concepts are augmented by individual projects that require the student to examine his/her practice setting using the above constructs.

NR 530 Evidence-Based Practice 6 Credits

This seminar prepares the student to become proficient in the utilization of research, the critical evaluation of research, identification of researchable problems within a variety of practice settings, and the application of research to clinical problems. The course incorporates both quantitative and qualitative research methods, application of statistical analysis of data, the utilization of information systems for accessing, storing and analyzing data, identification of researchable clinical problems, critical analysis and application of existing research, and application of theoretical constructs to frame a research proposal. Class assignments related to evidence based practice are augmented as the student identifies a researchable nursing problem within his/her own practice setting and develops a related research proposal.

NR 531 Clinical Concepts: Advanced Pathophysiology 3 Credits

This seminar may be taken at any point during the latter half of the Master's program, either concurrently with one of the other seminars or after completion of the 6-seminar concentration. It will satisfy the requirements of some states (e.g., Texas and California) that stipulate advanced coursework in pharmacology, pathophysiology, and health assessment for nurse educators. The course will focus on the pathophysiology, assessment, and evidence based interventions of select acute and chronic conditions across the lifespan. This course will expand on undergraduate level knowledge of disease entities commonly found in patient populations cared for by students.

NR 540 The Health Care Organization: Behavior and Development 6 Credits

This seminar prepares the student to incorporate systems theory as a basis of understanding the impact of market forces on health care delivery. Course content includes theories of leadership and organizational behavior, design and culture as well as group dynamics (i.e., communication, conflict, negotiation). In addition,, concepts which focus on governance, decision making, performance improvement will be discussed. Class work is augmented by case studies and individual project work that require the students to examine practices in their own organizations.

NR 541 Clinical Concepts: Advanced Pharmacology 3 Credits

This seminar focuses on clinical applications of pharmacotherapeutic agents used in the care of patients. The seminar content is designed to build on prior pharmacological study of actions and effects of drugs on the human system across life span. Students will study pharmacologic mechanisms of action, effects on organ systems, routes of administration, pharmacokinetics, therapeutic uses, considerations related to age and physiological state, adverse reactions, contraindications, and regulatory issues related to nursing education practice.

NR 542 Clinical Concepts: Advanced Health Assessment 3 Credits

This seminar will focus on advanced clinical history taking and physical assessment for patients across the lifespan, Course content focuses on concepts, theory and practice of comprehensive health histories and assessments for patients of all ages and states of health. Both components will require a comprehensive examination: a proctored paper and pencil exam for pharmacology and a videotaped health assessment demonstration for the latter portion of the seminar.

NR 550 Nursing Resource Management 6 Credits

This seminar focuses on the critical aspects of human and financial resource management. Human resource management including hiring practices, disciplinary action, and performance appraisal and performance improvement are examined in this seminar. Healthcare finance incorporating nursing unit based budget preparation, management control systems, and operations management are addressed. In addition, quality improvement, risk management and marketing are explored in this seminar. The student is expected to utilize his/her workplace environment for the exploration, development and application of the course objectives.

NR 551 Theoretical Foundations of Curriculum and Instruction 6 Credits

This seminar prepares students to apply theoretical concepts related to education and nursing to the development and implementation of curricula. Topics will include history of curriculum in nursing, theories of teaching and learning, instructional design theory and method, technology in education, learner diversity, and curriculum development. A precepted practicum experience will coincide with didactic coursework. Students will choose a preceptor in an educational role who can facilitate role development and the implementation of the students' work. Students will be required to develop a curriculum for a course or unit of study and implement a portion of the course or program using technology. Student work will become part of the student's portfolio and shared with peers in the electronic classroom.

NR 560 Strategic Management in the Nursing Environment 6 Credits

This seminar is the capstone course in the Master of Science in Nursing-concentration in Nursing Administration. The seminar consists of two integrated components: 1) online-classes, consisting of study and discussions related to the development of a learning contract, concepts related to strategic management and professional practice; 2) a 60-hour, self-directed administrative practicum to implement the learning contract objectives. Discussions will relate to the acquisition of the necessary tools for successful practice as a Master's prepared nurse administrator. This culminating experience is designed to enable students to apply the knowledge and skills learned throughout the graduate program and to guide their future career goals.

NR 561 Scholarship of Teaching, Learning, and Evaluation 6 Credits

This seminar prepares students to measure and assess learners in a variety of nursing contexts (e.g., clinical evaluation, via simulation) as well as evaluate curriculum on the program level. Foundations of educational measurement and evaluation, learner assessment, objective development, the evaluation of critical thinking as well as the context of nursing education will be discussed. Students will take part in a concurrent precepted practicum in which they will be required to engage in clinical education and evaluation of learners, as well as the development of assessment strategies for previously developed curriculum. Students will have an opportunity to reflect on the multiple roles of the nurse educator in practice. Prerequisites: completion of NR 510, 520, 530, 541, 551, and national certification in an area of specialty nursing practice, or permission of the Program Director.

NR 595 Residency 0 Credits

Residency Conference Requirement

Master's Degree Students and the Residency Conference

Attendance at, and participation in, the College of Graduate and Continuing Studies' June Residency Conference is a degree requirement for all master's degree candidates.

In order to meet the Residency Conference degree requirement, all master's degree students must:

1. be in good academic standing at the time of attendance;
2. attend and participate in the June Residency Conference immediately following or during enrollment in their final course;
3. achieve financial clearance through the university bursar's office by May 15 of the year in which they are scheduled to attend.

Students who fail to meet the criteria outlined above will be required to delay residency attendance, graduation participation, and degree conferral by a minimum of one year. Students with outstanding financial balances after May 15 will not be permitted to attend residency.

Unless impacted by highly unusual and extenuating circumstances beyond the student's control, all students are expected to be present for the entire Residency Conference week, but are required, at a minimum, to attend and participate in the academic components for no less than three (3) days. Students who cannot be present for the minimum 3-day required attendance and participation are expected to meet the requirement at a Residency Conference the following year. Students who meet the minimum attendance requirement, but must leave the Residency Conference prior to graduation must obtain approval from the program director or designee.

Exemptions from the residency attendance and participation requirement must be approved in advance by the dean and may be considered only for highly unusual and extenuating circumstances beyond the student's control. In cases where an exemption is approved, an alternate academic assignment will be required prior to the conferral of the master's degree.

Graduation Requirements

The annual Residency Conference includes program-specific academic recognition ceremonies and a college-wide graduation ceremony.

In order to participate in the academic recognition and graduation ceremonies, all master's degree students must have:

1. completed all required courses or be enrolled in the final course of the program;
2. completed or be on track to complete all capstone papers, capstone projects, or comprehensive examinations, if required by the specific degree program;
3. earned a grade point average of 3.0 and accumulated no more than six (6) credits worth of C grades;
4. fulfilled the Residency Conference requirements as noted above.

Participation in the academic recognition and graduation ceremonies is optional, but strongly recommended.

Certificates

Dean: William H. Clements

Associate Dean of Administration: Debra R. Wick

Associate Dean of Enrollment Management: Melissa K. Marcello

Chair, Division of Continuing Studies: Mark L. Parker

Certificate Programs:

The College of Graduate and Continuing Studies is committed to lifelong and experiential learning in a distance education delivery format. The College of Graduate and Continuing Studies offers graduate certificates in:

- Teaching and Learning (p. 78)

Academic Policies

These academic policies pertain to graduate certificates offered online through the College of Graduate and Continuing Studies. These policies are subject to change. Norwich University students and faculty will be notified through the quarterly catalog supplement if changes are made during the academic year.

Academic Records

Student and Progress Records

All student academic records are available through the University Registrar. Unofficial records are available through the University's Self-Service web pages at the completion of each semester. In-progress grades are maintained in the online classroom grade book.

Transcripts and Academic Records, Official Transcripts

The Registrar's Office provides official transcripts of student academic records. Official transcripts will be withheld until all financial accounts are settled. Unofficial transcripts are available to students on the University's Self-Service web pages via the online classroom.

Attendance and Discipline

Attendance

Online students are required to be active and participate academically in the online classroom on a weekly basis. Students who fail to access the online classroom and participate for more than fourteen (14) calendar days without prior instructor approval **will be administratively withdrawn** from the university. Students who are unable to maintain weekly attendance in the online classroom due to an expected absence are required to notify their instructor in advance of the absence.

Discipline

A student's online behavior is expected to be professional, ethical, and in compliance with university rules and regulations and the Norwich University Honor Code.

Certificate Requirements, Credits, and Award

Requirements

All candidates for Norwich University graduate certificates are required to:

- Complete 12 credit hours of course work as prescribed by the program of admission.
- Maintain an overall GPA of 3.0 or above.

Credits for Award of Certificates

Certificate requirements are measured in seminars and credits. Certificate students may take the certificate for credit, for no credit, or as an auditor. The specific seminars required for each certificate are:

- Teaching and Learning I (6 credits)
- Teaching and Learning II (6 credits)

Certificates Awarded

The certificate awarded is at the graduate level for the Certificate of Teaching and Learning. If taken for credit, the certificate credits will be recorded on the student's permanent academic record. The student will receive a paper certificate indicating the certificate name and date earned. Certificates taken for no credit will not be recorded on the student's permanent academic record.

Course Audits

Students taking certificate seminars as auditors will receive the notation “AU” on their permanent academic record in lieu of a grade and credits if the obligations of the auditor have been satisfactorily met. If the auditing student’s performance is not deemed to have been satisfactory, no seminar entry will be indicated on the student’s academic record. Audit students are expected to participate as outlined by the relevant program director or department chair. Audited seminars may not be applied against degree requirements.

Grades

Grades and Grade Points

Official grade reports are issued by the University Registrar within 15 days of the end of each seminar. Students may also retrieve unofficial electronic copies of final seminar grades through the University’s Self-Service web pages.

Grades of F are failing, and will prompt a student’s immediate academic dismissal from the University. Students will not receive credit for these grades and will be required to petition for re-enrollment to repeat any seminar in which a failing grade is received.

Grades and grade points shall be awarded as follows:

| Grade | Percentage | Grade Points |
|-------|-------------------------|--------------|
| A | 93-100% | 4.0 |
| A- | 90-92.9% | 3.7 |
| B+ | 87-89.9% | 3.3 |
| B | 80-86.9% | 3.0 |
| C+ | 77-79.9% | 2.3 |
| C | 70-76.9% | 2.0 |
| F | 0-69.9% | 0.0 |
| W | Withdrawal from program | 0.0 |
| AU | Audit | 0.0 |

Grade Point Average

The grade point average (GPA) is computed by dividing grade points earned by credit hours attempted after applying the repeat seminar policy and including failing grades. Only grade points earned and semester credit hours attempted in seminars completed at Norwich will be included in computing the student’s grade point average.

Grades for Withdrawal

A student who withdraws from the University, for any reason, prior to the end of the certificate will receive a grade of “W” in each seminar not completed prior to the withdrawal.

Grading Practices Notification for Students

At the beginning of a seminar, on the syllabus within the online classroom, a student must be made aware of the method of grading in the seminar and of the weight that is attached to all seminar requirements.

Grade Reporting By the Faculty

Faculty will record assignment and final grades in the online classroom grade book. Students may view assignment, in-progress, and final grades for current seminars inside the online classroom. Students may view their final grades for all completed seminars by accessing the University’s Self-Service web pages via the online classroom. The College of Graduate and Continuing Studies maintains assignment grade records for a minimum of one year.

Minimum Grade Standards

Students enrolled for credit in certificates must maintain a grade point average of 3.0 in order to satisfactorily complete the certificate.

Grade Appeals

Grade Appeals

Final-grade appeals must begin with a written request from the student to the instructor. If resolution is not achieved with the instructor, the written grade appeal may be filed with the program director or department chair. Failing resolution at the program director or department chair level, the student may appeal in writing to the Vice President and Dean of the College of Graduate and Continuing Studies (VPAA). If the issue is still unresolved, the final avenue of appeal must be directed in writing to the Senior Vice President for Academic Affairs (SVPAA), who has final authority over matters involving grade appeal.

Grade Changes

Instructors assign final grades after careful and thorough evaluation of a student's academic performance in the seminar. A final grade will be changed only for cause and only at the request of the instructor and with the approval of the Program Director or Department Chair and Vice President of Academic Affairs and Dean of the College of Graduate and Continuing Studies. Requests for change of grade must be made within 120 days after the grade was awarded. If a seminar is repeated, only the last earned grade will be calculated in the grade point average. Tuition and fee rates in effect at the time of the repeat enrollment apply to all repeat seminars.

Withdrawals from the University

A withdrawal is generally a permanent separation from the University. Either the student or the University may initiate the withdrawal process.

Withdrawals Initiated by the Student

When a withdrawal is necessary, the student must direct the following requests in writing to the appropriate institutional officer.

- Requests for withdrawal must be submitted in writing to the program's Student Service Advisor.
- Requests for a refund must be submitted in writing to the University Bursar.

Students using financial aid in the form of federal loans, who anticipate returning to the university within a reasonable length of time from the withdrawal, should notify their Financial Aid Advisor in writing of their intent.

Norwich University must make commitments to faculty and staff in advance of actual student enrollment, therefore only a partial refund of tuition paid will be made if the student leaves for any reason prior to the end of any semester. The only exception to this policy is for activation or deployment of military personnel to a combat zone or in direct support of or proximity to a combat zone during the period of enrollment (see Military Activations and Deployments to a Combat Zone).

Scholarships, grants, and federally funded loans will be refunded, in the appropriate ratio, using federal guidelines for financial aid, either to the University or to the agency from which the aid funds were received. In many cases, this will result in an additional amount due from the student to the University.

Withdrawals Initiated by the University

The University, through the Dean of the College of Graduate and Continuing Studies, may also initiate an Administrative Withdrawal. Such instances might occur for student failure to participate, unexcused absence of 14 days or more, violation of the academic honesty policy, failure to pay tuition, or in cases where the student is a distraction to other students and instructors.

Military Activations and Deployments to or in Support of a Combat Zone

1. Students serving in the military who are notified after the start of enrollment that they are being activated or deployed to a combat zone or in direct support of or proximity to a combat zone, or;
2. Any student, or the spouse of a student if the student has a dependent child, who is a member of the National Guard or reserve forces of the United States and who is ordered to state military service or federal service or duty may;
3. Withdraw from the entire registration and receive a full refund of tuition and mandatory fees;
4. Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full;
5. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded, or;
6. If having successfully completed at least 60% of a seminar or course and whose cumulative grade represents sufficient knowledge of the seminar or course, request to have a grade assigned at the time of withdrawal. In lieu of requesting a grade, certificate students may submit to their Program Director a study plan outlining how the final weeks of academic work will be completed. Upon approval of the study plan, a grade of Incomplete will be assigned. Incomplete grades assigned as a result of approved study plans for activated or deployed students must be resolved within 180 days of the issuance of the original incomplete grade.
7. Students will be required to provide a copy of orders confirming that the date of activation/deployment was during the currently enrolled academic semester.

Upon any future re-matriculation at Norwich University, the student will be charged tuition and fees at the rate in force at the time of re-matriculation.

Programs of Study

This section of the university catalog contains programs of study and academic regulations for certificates offered online through the College of Graduate and Continuing Studies.

Certificates Awarded

Teaching and Learning (p. 78)

Certificate in Teaching and Learning

Program Overview

The Teaching & Learning Certificate consists of two eleven-week seminars that will give students the introductory knowledge and skills needed to begin teaching face-to-face or online at two- or four-year universities or in military or corporate educational settings. Students may choose to take both ED 570 Teaching and Learning I and ED 571 Teaching and Learning II for six graduate level credits each, for a total of twelve graduate credits, or they may choose a non-credit option.

The program has been designed to be a challenging and appealing blend of theory and practice. Students earning the certificate will learn classic and contemporary theories of teaching and learning, address key skills needed for effective teaching, and apply their learning to design, deliver and assess effective learning experiences and classroom materials. All seminar topics will include a dual focus on online and face-to-face teaching and learning.

Students who complete the certificate will gain knowledge and skills needed to function as beginning teachers in a range of learning environments. They will understand the role and responsibility of the teacher, characteristics and needs of students, how students learn, how to design and assess learning experiences for varied learners, how to choose and sequence content, how to manage the classroom, and how to use technology to assist learning. Students will exit the program with a portfolio of documents that will assist them to obtain a teaching job. A key document in the portfolio will be a statement of their philosophy of teaching and learning. Specific learning outcomes for each of the two seminars are addressed in Section 2.4 of this document, along with brief descriptions of the seminars.

Over the course of the two seminars, students will:

- Develop a personal philosophy of teaching and learning.
- Understand “the face of the 21st century classroom” and be able to plan for classrooms that are diverse in terms of race and ethnic background, learning needs, learning styles, and ability levels.
- Understand the characteristics of adult learners and be able to use this knowledge to create dynamic and positive learning experiences.
- Understand theory and develop skill in managing classrooms and building learning communities.
- Understand the processes through which people learn and be able to use key learning theories in course design for face-to-face and online environments.
- Develop skill in identifying learning outcomes and developing appropriate assessments.
- Gain knowledge and skill in the area of developing rubrics and grading.
- Develop skill in identifying and choosing appropriate content, learning strategies and activities.
- Develop effective course materials including a lesson plan, a syllabus, a PowerPoint presentation and student handouts.
- Understand the role of technology in teaching and learning, and be able to make informed choices about utilizing technology to enhance teaching and learning.
- Gain knowledge about current course management platforms and commonly used tools for face-to-face, hybrid and online teaching.
- Gain knowledge in key topics such as changing paradigms of teaching and learning, motivation, and ethics and equity in the classroom.
- Develop skills needed to manage time effectively.
- Develop skills needed to be a reflective practitioner.

Curriculum Requirements

| | | |
|---------------|--------------------------|----|
| ED 570 | Teaching and Learning I | 6 |
| ED 571 | Teaching and Learning II | 6 |
| Total Credits | | 12 |

| Faculty Member | Institution at which highest degree was earned |
|-----------------------|--|
| Paula Bigatel, PhD | Pennsylvania State University |
| Randall H. Miller, MA | Norwich University |
| Robert Wuagneux, EdD | Nova-Southeastern University |

Courses

ED 570 Teaching and Learning I 6 Credits

This seminar introduces students to key topics related to teaching and learning. Students in this seminar focus on developing a philosophy of teaching and learning and on designing and presenting a learning experience. (Graduate Certificate course only.).

ED 571 Teaching and Learning II 6 Credits

This seminar deepens students' understanding of key issues involved in teaching and learning. A focus of this seminar will be to develop a course syllabus. Students will complete the seminar with a portfolio (a sample letter to a future employer, a philosophy statement, a learning experience document and a resume or CV) that will help them obtain employment. (Graduate Certificate course only.) Pre-requisite: ED570.

Accreditations

Regional Accreditation

Norwich University is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education. Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact the Commission:

Commission on Institutions of Higher Education (<http://cihe.neasc.org>)
New England Association of Schools and Colleges
209 Burlington Road
Bedford, MA 01730-1433
(781) 271-0022
Email: cihe@neasc.org

Professional Accreditations

The Master of Business Administration degree is nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP), formerly known as the Association of Collegiate Business Schools and Programs.

Accreditation Council for Business Schools and Programs (<http://www.acbsp.org>)
11520 West 119th Street
Overland Park, KS 66213
(913) 339-9356

The Project Management concentration in the Master of Business Administration degree is accredited by the PMI Global Accreditation Center for Project Management Education Programs (GAC).

Project Management Institute Global Accreditation Center for Project Management Education Programs (<http://www.gacpm.org>)
14 Campus Boulevard
Newtown Square, PA 19073
(610) 355-1601

The Master of Science in Nursing degree is accredited by the Commission on Collegiate Nursing Education (CCNE).

Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>)
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
(202) 887-6791

Appendices

Introduction to Appendices

The information contained in the appendices is provided to ensure that students understand their rights and are prepared to uphold the ethical standards of the University. Questions about information contained in these appendices should be directed to the Associate Registrar of the College of Graduate and Continuing Studies.

Janet Mara, Associate Registrar
College of Graduate and Continuing Studies
866-684-7237
jmara@norwich.edu

Appendix A: Academic Integrity

Academic Integrity Policy

Students enrolled in the College of Graduate and Continuing Studies and who are suspected of academic dishonesty, most often in the form of plagiarism, will be subject to a formal University process to determine fault and, if at fault, to determine the sanction.

- Graduate students who suspect another student of academic dishonesty shall report their suspicions to their instructor. Graduate faculty or staff shall report their own suspicions, or those reported to them, to the program director.
- Degree completion students who suspect another student of academic dishonesty shall report their suspicions to their instructor. Degree completion faculty or staff shall report their own suspicions, or those reported to them, to the chair of the Department of Continuing Studies.

All charges of academic dishonesty will be filed in accordance with this policy. Acts of academic dishonesty are offenses against established standards of the academic community and the University's honor code. All suspected acts of academic dishonesty are subject to review and action by the Academic Integrity Committee.

Academic Integrity Process

The Academic Integrity Committee will use the following procedures in cases where students of the College of Graduate and Continuing Studies are charged with academic dishonesty.

1. The Office of the Associate Dean of Administration in the College of Graduate and Continuing Studies provides staff-support for the committee and shall notify, electronically or in writing, any student charged with academic dishonesty or plagiarism within fifteen (15) business days of the date that the Program Director was notified of a possible violation. Such notice shall be by electronic means or by certified mail, return receipt requested. The notice provision of this paragraph shall be satisfied when the electronic notification is acknowledged by the student charged or when written certified notice is deposited in the U. S. Mail within the fifteen (15) business day time period. Additionally, electronic or written notice shall also be sent to the person bringing the charge.
2. The notice shall contain the following information:
 - a. Notification that the student has been charged with academic dishonesty;
 - b. The name of the person bringing the charge and the nature of the charge;
 - c. The date, place, and time of the hearing;
 - d. Notification that the student has the right to be present (electronically or in person) during the hearing, and to ask questions of any person offering information at the hearing;
 - e. Notification that the student has the right to offer information and witnesses on his/her behalf;
 - f. Notification that the student has the right to be accompanied (physically or electronically) by such a member of the Norwich University student body, faculty, or staff as the student deems to be in his/her best interest;
 - g. A copy of the procedures of the Academic Integrity Committee (this document).
3. The hearing before the Academic Integrity Committee shall occur within thirty (30) business days of notice received by the Program Director concerning the alleged violation of academic dishonesty. The hearing may be postponed for an additional thirty (30) business days upon electronic or written request by the person charged with academic dishonesty. The chair will grant such requests only for good cause. This decision is not subject to appeal.
4. Membership of the Academic Integrity Committee shall consist of Norwich University faculty. The Senior Vice President of Academic Affairs will designate the chair for the hearing.
5. A quorum of the Committee shall consist of a minimum of four faculty members and the hearing chair. Committee decisions require a majority of those voting committee members present.
6. The following provisions apply:
 - a. In the event that a person charged with academic dishonesty fails to attend, in person or via electronic means, a scheduled hearing for which she/he had notice, the person charged shall be presumed to accept the truthfulness of the allegation, and may be found guilty as

charged, unless the absence has been authorized by the chair of the committee. The person bringing the charge must attend, in person or electronically, the scheduled hearing.

- b. If the person charged with academic dishonesty attends the hearing, the person bringing the charge shall present witnesses and/or information relevant to the charge. Any member of the Committee may question the person bringing the charge, any bringing the charges, any witness or information; the person charged may inquire of the person bringing the charges, any witness or information.
 - c. The person charged has the right to be physically or electronically present during the questioning of any and all witnesses, including the person bringing the charge.
 - d. After the person bringing the charge concludes his/her presentation including witnesses and any other information, the person charged may offer testimony, any witness or information on his/her behalf. If this is done, any member of the Committee may question the person charged and any witness or information offered by the person charged. After the Committee has inquired of the person charged, any witness or information, the person bringing the charge may inquire of the person charged and any witness or information.
 - e. The person charged may decline to speak in his/her behalf. In the event the person charged declines to speak in his/her behalf, the person charged shall not be questioned further without his/her agreement.
 - f. The Committee may call such witnesses and consider such information as it considers relevant.
7. After all relevant information has been heard by the Committee, the Committee shall make its deliberations. Only Committee members shall be present during the Committee's deliberations.
 8. Committee decisions require a majority of those committee members present. The Committee shall find the person charged guilty of committing an act of academic dishonesty only if the Committee concludes that a preponderance of the evidence proves that the person charged has committed an act of academic dishonesty.
 - a. If the Committee does not find the student guilty, the case is concluded. All parties to the charges will be notified of this outcome by electronic means or through the U.S. Mail.
 - b. If the Committee finds the student guilty of academic dishonesty, the Committee will decide on the maximum academic penalty (including no penalty) that may be imposed by the instructor in whose class the academic dishonesty took place.
 - c. If the student is found guilty of academic dishonesty the Committee will further determine the disciplinary action to be imposed. Disciplinary action may range from no penalty up to separation for a specific period or dismissal from Norwich University.
 9. The Office of the Associate Dean of Administration shall notify the person charged, electronically and in writing, of the decision of the Committee within two (2) business days of the decision. Such notification shall be electronic and by certified mail. The notification provision of this paragraph shall be satisfied if the notification is sent electronically by or deposited in the U.S. mail (return receipt requested) within the specified period.
 10. If the person charged is found by the Committee to have committed an act of academic dishonesty, the Committee will:
 - a. Inform the student of the conviction and of the maximum academic penalty that has been authorized. The student will also be informed of the decision concerning any disciplinary action.
 - b. Inform the student that he or she may appeal the decision of the Committee to the Senior Vice President of Academic Affairs of the University by submitting to the office of the Senior Vice President of Academic Affairs an electronic or written request for review within five business days of the date the student was notified of the decision(s). The written appeal may be hand delivered, faxed, emailed, or mailed. If the appeal is in the form of a mailed letter, the postmark must be within five business days of the date on which the student was notified of the decision(s).
 - c. Inform the person who brought the charges of the committee's decision in relation to those charges. This notification to the person who brought the charge will be of the maximum authorized academic penalty if that person is also the instructor of the course in which the student has committed the academic dishonesty. The person bringing the charge will not be informed of the disciplinary decision that the committee has reached.

(Revised October 2011)

Appendix B: Academic Dishonesty

Academic dishonesty is the failure to maintain academic integrity. Academic dishonesty includes (but is not limited to) such things as cheating, fabrication, bribery, obtaining or giving aid on an examination, having unauthorized prior knowledge of an examination, doing work for another student, presenting another person's work as one's own, and plagiarism. Examples of academic dishonesty include:

Cheating on Exams and Other Assignments

Cheating is the use or attempted use of unauthorized materials, information, and study aids. Unauthorized collaboration on examinations or other academic exercises is also cheating. Students must consult the instructor about permissible collaboration. Cheating or assisting another student to cheat in connection with an examination or assignment is academic fraud.

Committing Plagiarism

Plagiarism in any of its forms violates standards of academic integrity. Plagiarism is the act of passing off as one's own the ideas or writings of another. All academic disciplines recognize and value the contributions of individuals to knowledge and expertise. Note that unintentional plagiarism is still plagiarism.

Using False Citations

False citation is academic fraud. False citation is the attribution of intellectual property to an incorrect or fabricated source with the intention to deceive. False attribution seriously undermines the integrity of the academic enterprise by severing a chain of ideas that should be traceable link by link.

Submitting Work for Multiple Purposes

Students may not submit their own work (in identical or similar form) for multiple purposes without the prior and explicit approval of all faculty members to whom the work will be submitted. This includes work first produced in connection with classes at either Norwich University or any other institutions attended by the student.

Submitting False Data

The submission of false data is academic fraud. False data are data that have been fabricated, altered, or contrived in such a way as to be deliberately misleading.

Falsifying Academic Documentation

Any attempt to forge or alter academic documentation (including transcripts, certificates of enrollment or good standing, letters of recommendation, registration forms, and medical certification of absence) concerning oneself or others constitutes academic fraud.

Abuse of Library Privileges

Attempting to deprive others of equal access to library materials is a violation of academic integrity. This includes the sequestering of library materials for use by an individual or group; a willful or repeated failure to respond to recall notices; and the removal or attempt to remove library materials from any University library without authorization. Defacing, theft, or destruction of books and articles or other library materials that deprives others of equal access to these materials also is a violation of academic integrity.

Abuse of Shared Electronic Media

Malicious actions that deprive others of equal access to shared electronic media used for academic purposes are a violation of academic integrity. This includes efforts that result in the damage or sabotage of Norwich University computer systems or of any other computer systems.

Aiding someone in committing an academically dishonest act is just as serious as receiving the aid.

At the start of each seminar or course, the student should review the syllabus and, if they are provided in the online classroom, the instructor's directions and expectations.

The student should clarify with the instructor how much collaboration, if any, is permitted or expected when working on projects or assignments with other students.

The student must realize the risk inherent in providing a copy of his/her work electronically to other students. If others alter that file and submit it as their own work, the student may be implicated in a dishonesty incident.

The student should protect computer login identifications and passwords, to prevent access to his or her work by others.

Proper citation practices must be followed to acknowledge other people's words or ideas that have been included in a paper. Students with doubts about how to cite a source or provide a reference must consult the instructor.

A student must not include sources in a bibliography or reference list if the source was not used in the preparation of the assignment. Listing unused sources is called padding the bibliography.

A student should not share current or former assignments, projects, papers, etc. with other students to use as guides for their work. Such a practice could lead to claims of collaboration if another student lifts part or all of that work. Sometimes friendly assistance may escalate into claims of dishonesty.

A student must not collaborate with anyone when completing exams, unless explicit written permission is obtained from the instructor.

Appendix C: Norwich University Honor Code

Student Code of Conduct

Every Norwich University student commits to abide by the University Honor Code:

A Norwich student will not lie, cheat, steal, or tolerate those who do.

This is particularly important in the online classroom. Students must ensure that all work is their own, sources are properly referenced in all assignments, and they have reviewed and understand the University's academic integrity policies. To ensure that you understand how seriously we take academic integrity, two sections of this catalog are devoted to this topic: Appendix A: Academic Integrity (p. 81) and Appendix B: Academic Dishonesty (p. 82).

Appendix D: Appeals and Grievance Procedure

Right of Petition and Appeal

Students may present to the Committee on Academic Standings and Degrees (CASD) petitions requesting exceptions to these regulations. Submission of a petition does not guarantee approval. Students should obtain confirmation of the result of the petition from the Registrar's office.

Decisions of the CASD may be appealed within ten business days of receipt of the CASD action to the Senior Vice President of Academic Affairs of the University, whose decision shall be final. All petitions and appeals are to be presented in writing together with the necessary supporting documentation.

Decisions rendered by University officials in response to the submission of any of the various academic forms mentioned elsewhere in these regulations shall be subject to appeal to the Senior Vice President for Academic Affairs (SVPAA). Appeals made under this provision shall conform to the timelines, criteria, and limitations above.

Grievance Procedure

Students who are dissatisfied with any aspect of the conduct of a course are encouraged to seek resolution to the problem.

- All academic petitions by graduate students are to be filed by the student through the program director with the Registrar's Office for action by the Committee on Academic Standing and Degrees (CASD).
- All academic petitions by degree-completion students are to be filed by the student through the department chair with the Registrar's Office for action by the Committee on Academic Standing and Degrees (CASD).

At a minimum, the petition must carry a clear statement by the student of the request, the student's signature or electronic signature, and the recommendation of the program director or department chair, as applicable. In addition, if the petition is for an exception to the Academic Regulations, the students must specify the grounds to be considered by the CASD in determining whether an exception to regulations should be granted. Any petition for an exception that lacks justification will not be considered.

All recommendations require, if reference is made in the petition by the student to any Norwich University official (because of an alleged action or statement by that official which is germane to the petition), that official (faculty member or administrator) must provide a recommendation.

Procedure for Academic Issues

Dissatisfaction with the academics or instruction of a course should be expressed in writing to the course instructor. The student must address the specific course component or assignment he/she wishes to challenge.

- If no mutually agreeable solution is reached, the student may appeal, in writing, to the program director or department chair.
- If no resolution is reached with the program director or chair, the student may appeal to the Vice President and Dean of the College of Graduate and Continuing Studies (VPAA).
- If the issue is not resolved to the student's satisfaction, the student may appeal through the VPAA to the Senior Vice President for Academic Affairs (SVPAA) for a final review. All appeals must be in writing.

Procedure for Administrative Issues

Dissatisfaction with the administrative services provided should be directed, in writing, to the student services advisor who will escalate the matter as necessary.

Appendix E: Intellectual Property

In general, the student, not the University or any instructor, owns intellectual property created solely for the purpose of satisfying a seminar or course requirement. Exceptions to this policy occur when/if:

- A student is enrolled in a program that uses the student's employer as a lab site for assignments; the employer may assert ownership rights of the student's work in the seminar or course that is directly or indirectly related to use of the employer's business.
- A student assigns ownership rights of the intellectual property to the University in writing
- Written assignment of intellectual property ownership rights to the University is a condition for participation in a seminar or course.
- A student prepares case study reports that involve the University's corporate learning partners; the University owns the intellectual property rights to these reports.
- A student's assigned research projects are funded by outside sponsors and the sponsor requires ownership of the intellectual property the student produces as a condition of sponsorship; the University will so advise the student before the project commences. Students will be required to sign a waiver prior to beginning the project.

The University owns the answers and questions on tests and examinations, unless otherwise indicated by the seminar or course instructor. Tests and examinations include but are not limited to print, electronic and audio or visual formats.

The University must maintain files of student work for accreditation purposes. Further, some accrediting agencies require that the University hold original copies of student work. In such cases, the University asserts its right to retain possession of a student's work. An exception may be made for a written

and executed Non-Disclosure Agreement regarding student work which contains proprietary corporate information. Retention of a student's work for purposes of accreditation is not an assertion of ownership.

Appendix F: General Definitions

The following terms and definitions, listed alphabetically, are currently in use at Norwich University relative to student status for all students enrolled in an online master's or bachelor's degree-completion offering.

Academic Participation

Academic participation includes activities such as posting to a discussion board, submitting a homework assignment, engaging in an email conversation about the class and/or assignments, participating in a conference call regarding course materials or group study/projects, and completing an exam. Activities that do not constitute participation include logging in to the classroom, emailing the professor about grades, counseling related to academic progress in the course or program, communicating via email with the student services, financial planning, bursar, or other university staff.

Enrolled

Students who have received academic, financial, and disciplinary clearance to attend the University during a specified period and who are registered for a schedule of seminars or courses. At the beginning of each semester, students shall follow the instructions issued to them concerning enrollment.

Full-Time

A student who is registered for twelve or more semester credit hours.

Matriculant

A student who is a formal candidate for a Norwich degree.

Non-Matriculant

A student who is not a candidate for a Norwich University degree.

Official Grades

Those grades entered in the student's permanent academic record at the University.

Part-Time

A student who is registered for fewer than twelve but more than zero semester credit hours.

Registered

Students who have a schedule of seminars or courses for one semester.

Semester: Bachelor's Degree Completion

A degree completion semester is comprised of a total of twelve credit hours of study taken in two sequential eight-week blocks. A semester begins with enrollment in the courses offered during the first eight-week block and ends with enrollment in the courses offered in the second eight-week block. The degree completion semester is sixteen (16) weeks in duration.

Semester: Graduate

A graduate semester is comprised of a total of twelve credit hours of study taken in sequential seminars, typically as two, six-credit seminars. A semester begins with enrollment in the first seminar in the sequence and ends with enrollment in the second seminar of the sequence. The semester is twenty-four (24) weeks in duration.

Appendix G: Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, sets forth requirements regarding the privacy of student records. Specifically, FERPA governs:

- The disclosure of education records maintained by an educational institution; and
- Access to these records
- Notification by the institution to students of their FERPA rights

Further information can be found on the US Department of Education Family Policy Compliance Office website at <http://www2.ed.gov/policy/gen/guid/fpco/index.html>

DEFINITIONS

Education Records

Records, handwritten or in any media, (including conduct records) that are directly related to a student and maintained by Norwich University, or by a party acting for the institution.

Records NOT protected by FERPA include:

- records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute
- records maintained by Norwich University security/law enforcement unit

- records of employment which relate exclusively to individuals in their capacity as employees (records of students employed by Norwich University as a result of their status as students *are* education records, e.g. work-study)
- records created, or maintained by a physician, psychiatrist or other recognized professional acting in his or her professional capacity (including counseling and health records)
- alumni records which contain information about a student after s/he is no longer in attendance at Norwich University and which do not relate to the person as a student.

Student

A person, who is enrolled in a Norwich University credit or non-credit course, regardless of age.

POLICY STATEMENTS

Directory Information

Norwich University considers the following Directory Information and WILL release this information WITHOUT the written consent of the student.

- Full Name
- Anticipated Graduation Date
- Withdrawal Date
- Major or Program
- Email Address
- Dates/Terms Enrolled
- Previous Colleges Attended
- Full or Part-Time Status
- Home Town
- Photographs
- Lifestyle (civilian or military)
- Norwich Mailbox Number
- Athletic Achievements
- Athlete Height & Weight
- Class Level (Fr., So., Jr., Sr.)
- Participation in Official Recognized Activities & Sports
- Degrees/Certificates Awarded & Date Conferred
- Awards and Honors Including Cadet Promotions
- Graduation Status

The Solomon Amendment: This law requires universities to release the information listed below regarding enrolled students to the military for recruitment purposes. Students may restrict this disclosure to the military *only by restricting all disclosure of Directory Information.*

- Name
- Address
- Telephone Listings
- Date and Place of Birth
- Levels of Education
- Academic Majors
- Degrees Received
- Most recent educational institution enrolled in by the student

Non-Directory Information

Norwich University considers Non-Directory Information to include, but not to be limited to, the following and therefore will NOT release this personally identifiable information without the student's written consent, or as specified in this policy.

- Date of Birth
- Academic Standing
- Entrance Exam Results
- Class Schedule/Roster
- Social Security Number

- Grades
- Age
- Transcript
- Gender
- Citizenship
- Race/Ethnicity
- Student Identification Number
- Parent Address(es) & Phone Number(s)
- Student local & permanent address & Phone Number
- Country of origin
- Semester Grade Point Average
- Cumulative Grade Point Average
- Student Financial Account Information
- Financial Aid Information
- Advisor
- Credits Earned

Upon request, Norwich University discloses education records, without consent, to officials of another institution that a student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for the purposes related to the student's enrollment or transfer.

Student Restriction of Directory & Non-Directory Information:

Students may submit a "FERPA Hold" form to the Registrar's Office to prevent directory and non-directory information from being released. This means that NO information regarding this student will be released to any person or placed in any publications (this includes the Commencement program and Dean's list recipients to local newspapers). This form is valid until it is rescinded in writing by the student.

Student Release of Non-Directory Information:

Students may allow the release of non-directory information to anyone they so choose by electronically entering the person's name and relationship to the student via the electronic Enrollment Verification form. Students are allowed to add names throughout the term. The releasee names are valid until rescinded in writing by the student. In most cases, it should be the Registrar's Office that releases non-directory information.

Disclosure of Non-Directory Information

Norwich University *may* disclose non-directory information from students' education records, without student's written consent, to school officials who have a legitimate educational interest in the records, or to certain other individuals or organizations, as specified below. The release of information to those described below does not constitute authorization to those individuals or organizations to share that information with a third party without the student's written consent.

A school official is:

- A person, organization, or company who is employed by, contracting with, or properly authorized by Norwich University, to perform administrative, supervisory, academic, research, or support functions for the University.
- This definition includes, but is not limited to:
 - law enforcement personnel;
 - health staff;
 - certain appropriate students;
 - field supervisors;
 - contractors, such as attorneys, auditors, or collection agents;
 - those properly authorized to serve as official board or committee members; or
 - any others (such as volunteers) properly authorized to assist another school officials in performing his or her professional responsibilities for Norwich University.
- A school official must abide by all applicable policies and procedures regarding confidentiality of education records.

A school official has a legitimate educational interest if:

The official needs to review an education record to fulfill his or her professional responsibility. Those professional responsibilities may include, but are not limited to:

- Performing a task that is specified in his/her position description or by a contract agreement
- Performing a task related to a students' education
- Performing a task related to the academic or behavioral conduct of a student

- Conducting research that benefits students and/or the University.

Other permissible recipients of such disclosures are:

- The US Department of Education, the Comptroller General, state or local educational authorities
- Organizations conducting certain studies for, or on behalf of Norwich University
- Organizations conducting research for educational agencies or institutions for developing, validating or administering predictive tests; administering student aid programs; and improving instruction.
- Accrediting organizations
- Comply with a judicial order or lawfully issued subpoena, including ex parte orders under the US Patriot Act.
- Appropriate parties in a health or safety emergency
- A victim of a crime of violence or nonforcible sex offense when the information is related to the final results of the disciplinary proceeding conducted by Norwich University
- Those who seek sex offender registry information from those required to register as sex offenders under state or federal law
- Officials at other institutions in which the student has already enrolled or seeks to enroll in
- International sponsors
- State and local officials to whom information is specifically required to be reported by a state law as permitted by FERPA.
- Parents of a dependent student, as identified on federal tax forms
- Parents of students, under the age of 18 at the time of the disclosure, who have violated any law or any institutional policy governing the use or possession of alcohol or a controlled substance.

The Registrar shall decide the legitimacy of requests for permissible disclosures of student information.

Valid Subpoenas:

If the Registrar is served with a valid subpoena requesting student information, the Registrar *must* comply with the request. Before doing so, the Registrar shall attempt to notify the student of the subpoena in advance of compliance so the student may seek protective action, unless the disclosure is in compliance with a subpoena issued by an agency that has ordered the contents of the subpoena, or the information furnished in response to the subpoena, not be disclosed.

Deceased Students:

Information on deceased students *may* be made available to survivors or third parties via a request to the Registrar. An individual student's rights under FERPA are no longer valid upon death of that student.

Record of Requests for Disclosure

Norwich University must maintain a record of each request, with the exceptions listed below, for access to, and disclosure of, personally identifiable information from education records. The record of each request for access and each disclosure must contain the name of the parties who have requested or receive information and the legitimate interest the parties had in requesting or obtaining the information.

A record *does not have to be kept* if the request was made by or disclosure was made to:

- An eligible student
- A school official who has been determined to have a legitimate educational interest
- A party with written consent from the eligible student
- A party seeking directory information only
- A student serving on an official committee or assisting another school official

Thus requests for, or disclosure of education record information without a student's written consent, which Norwich University is *required to record*, would include, but is not limited to:

- Disclosure to the parent (either custodial or noncustodial) of an eligible student
- Disclosure in response to a lawfully issued court order or subpoena
- Disclosure for external research purposes where individual students have been identified
- Disclosure in response to an emergency

These records must be maintained with the education records of the student as long as the records are maintained by Norwich University.

Student Rights Under FERPA:

FERPA affords students certain rights with respect to their education records. These rights include:

- The right to inspect and review educational records; requests will be complied with no later than 45 days from the date of the student's written request, which is to be directed to the Registrar's Office. Students do not have the right to receive a copy of their record unless failure to do so would

prevent them from inspecting and reviewing their record, such as when the student no longer lives within commuting distance. The Registrar may arrange for these students to inspect the requested records at a college or university located closer to the student.

- The right to request the amendment of education records, which the student believes are inaccurate, misleading or otherwise in violation of the student's rights of privacy. If the Registrar does not agree with the student's request to amend his/her education records, the student may submit a written request to the Dean of Students Office asking for a formal hearing on his/her request. The Dean shall make the final decision regarding the student's request. If the student disagrees with the decision of the Dean, he/she may submit a written statement which will be placed in his/her official record commenting on the disputed information.
- The right to give or to withhold consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent;
- The right to file with the US Department of Education a complaint regarding Norwich University's compliance with the requirements of FERPA;
- Records relating to individuals who apply for admission but are not admitted or do not enroll are not protected by FERPA; and
- The right to receive notification of rights granted by FERPA.

Appendix H: Section 504 of the Rehabilitation Act of 1973/Americans with Disabilities Act (ADA)

Norwich University is committed to ensuring equal access to our programs and will provide reasonable accommodations pursuant to the Section 504 of the Rehabilitation Act of 1973/Americans with Disabilities Act (ADA).

Request for Accommodation

It is the responsibility of the student to contact the ADA Representative in the College of Graduate and Continuing Studies (CGCS) to request an accommodation and to provide required medical documentation substantiating and outlining the student's disability.

Contact information for the CGCS ADA Representative:

Nick Cooper
College of Graduate and Continuing Studies
Norwich University
158 Harmon Drive
Northfield, VT 05663

Email: ncooper1@norwich.edu

Phone: 802.485.2697

Fax: 802.485.2533

Appeal Process

Any student dissatisfied with the adjustments made to accommodate a disability will have the right to appeal. First, the student should contact the CGCS ADA Representative to attempt to resolve any issues. If after working with the CGCS ADA Representative the student is still not satisfied, the student should follow the formal appeal process outlined below.

The appeal process will be as follows:

1. A written statement will be sent by the student to the Director of Human Resources, who serves as the University's 504 Coordinator.
 - a. This statement should include all relevant information and should request clear remedial action.
 - b. Based on this statement, the Coordinator will either reactivate the individual planning process or determine that the plan as developed is appropriate.
2. If the appeal is rejected, it may be resubmitted to the Committee on Academic Standing and Degrees (CASD). That Committee will conduct an informal hearing on the issue, and either change the individual plan or sustain the original decision.
3. The final level of appeal will be the Vice President of Academic Affairs of the University or a designee. This decision will be final.

Catalog Supplement

The 2014-2015 catalog of the College of Graduate and Continuing Studies is updated quarterly through this Catalog Supplement in September, December, and March. Updates include new degree offerings, new courses, changes to existing degrees and courses, and corrections.

| Item | Description | Effective Date/Term |
|--|--|---------------------|
| Attendance policy (bachelor's and master's) | New language regarding academic participation | Sep 2014 |
| Course add/drop policy (bachelor's and master's) | New language regarding academic participation | Sep 2014 |
| General Definitions | New definition: academic participation | Sep 2014 |
| Bachelors degree-completion programs | New course: COMM 205 Technology-mediated Communication | Jan 2015 |
| Bachelor's degree-completion programs | New course: HIST 210 History of the U.S. Constitution | Jan 2015 |
| Bachelor's degree-completion programs | New course: PHL 205 Critical Thinking | Jan 2015 |
| Master of Arts in Diplomacy | New course: GD 546 International Security | Dec 2014 |
| Master of Arts in History and Master of Arts in Military History | New course: HI 500 Writing Workshop | Dec 2014 |
| Master of Business Administration | New course: GB 557 Supply Chain Logistics | Dec 2014 |
| Master of Public Administration | New concentration: Nonprofit Management | Sep 2014 |
| Master of Public Administration | New course: AD 562 Transformational Organizational Culture, Human Resource Development and Management in Nonprofit Organizations | Dec 2014 |
| Master of Public Administration | New course: AD 572 Resource Development, Management and Efficiency by Nonprofit Organizations | Dec 2014 |
| Master of Public Administration | New course: AD 564 International Development and Influence I | Dec 2014 |
| Master of Public Administration | New course: AD 574 International Development and Influence II | Dec 2014 |
| Master of Public Administration | New requirement: Exit Portfolio | Dec 2014 |
| Master of Science in Leadership | New concentration: Hospitality Leadership and Management Systems | Dec 2014 |
| Master of Science in Leadership | New course: OL 541 Hospitality Leadership | Dec 2014 |
| Master of Science in Leadership | New course: OL 551 Hospitality Management Systems | Dec 2014 |
| Master of Science in Leadership | New concentration: Human Resources Leadership | Dec 2014 |
| Master of Science in Leadership | New concentration: Leading Change Management Consulting | Dec 2014 |
| Master of Science in Leadership | New concentration: Public Sector Leadership | Dec 2014 |
| Master of Science in Leadership | New course: OL 543 Theories and Innovative Practices of Public Sector/Government/Military Leadership | Dec 2014 |
| Master of Science in Leadership | New course: OL 553 Influence in Public Sector/Government/Military: Collaborating Across Organizational Lines | Dec 2014 |
| Accreditation | Project Management Institute accreditation for the Master of Business Administration concentration in Project Management | Dec 2014 |
| Master of Business Administration | New concentration: Construction Management | Mar 2015 |
| Master of Science in Leadership | New concentration: Organizational Leadership | Mar 2015 |
| Master of Science in Leadership | New course: OL 561 Capstone | Mar 2015 |

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