

Table of Contents

Introduction to Catalog	3
Online Programs' Catalog	5
Dean's Welcome	7
Bachelor's Degrees	9
Academic Policies	15
Academic Records	15
Academic Standing	16
Attendance and Discipline	18
Course Add/Drop and Course Withdrawal	18
Course Exemptions and Equivalency Examinations	19
Course Overloads and Audits	19
Degree Awarded	19
Degree Conferral	20
Degree Credit	20
Degree Requirements	20
Grades	20
Grade Appeals	21
Military Accommodation	21
Pre-requisite, Co-requisite, and Repeat Courses	22
Readmission	23
Transfer Degrees and Transfer Credit	23
Withdrawals from the University	24
Programs of Study	24
Bachelor of Interdisciplinary Studies	24
Bachelor of Science in Criminal Justice	26
Bachelor of Science in Cyber Security	27
Bachelor of Science in Management Studies	28
Bachelor of Science in Strategic Studies and Defense Analysis	30
Residency Conference Requirement	31
Rules and Regulations	32
Master's Degrees	33
Academic Policies	45
Academic Records	45
Academic Standing	46
Attendance and Discipline	48
Course Drop and Course Withdrawal	48
Course Overloads and Audits	49
Degree Awarded	49
Degree Conferral	49
Degree Credit	50
Degree Requirements	50
Dual Degrees and Concentrations	50
Grades	50
Grade Appeals	51
Pre-requisite, Co-requisite, and Repeat Courses	52
Readmission	52
Transfer Credit	52
Withdrawals from the University	53
Programs of Study	54

Master of Arts in Diplomacy	54
Master of Arts in History	57
Master of Arts in International Relations	59
Master of Arts in Military History	60
Master of Business Administration	62
Master of Civil Engineering	65
Master of Public Administration	66
Master of Science in Criminal Justice	69
Master of Science in Executive Leadership	70
Master of Science in Information Security and Assurance	70
Master of Science in Leadership	72
Master of Science in Nursing	75
Residency Conference Requirement	76
Rules and Regulations	77
Certificates	78
Academic Policies	79
Academic Records	79
Attendance and Discipline	79
Certificate Requirements, Credits, and Award	79
Course Audits	79
Grades	79
Grade Appeals	80
Withdrawals from the University	80
Programs of Study	80
Certificate in Teaching and Learning	80
Rules and Regulations	81
Accreditations	82
Appendices	83
Appendix A: Academic Integrity	83
Appendix B: Academic Dishonesty	84
Appendix C: Norwich University Honor Code	85
Appendix D: Appeals and Grievance Procedure	85
Appendix E: Intellectual Property	85
Appendix F: General Definitions	86
Appendix G: Data Privacy (FERPA)	86
Appendix H: Section 504 of the Rehabilitation Act of 1973/Americans with Disabilities Act (ADA)	89
Catalog Supplement	91
Index	92

Introduction to Catalog

The Official 2016-2017 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 May 1, 2016. The Catalog is published in May and updated through the quarterly Catalog Supplement in September, December, and March for students enrolled in the following online degrees and certificates:

Bachelor of Interdisciplinary Studies
 Bachelor of Science in Criminal Justice
 Bachelor of Science in Cyber Security
 Bachelor of Science in Management Studies
 Bachelor of Science in Strategic Studies and Defense Analysis
 Master of Arts in Diplomacy
 Master of Arts in History
 Master of Arts in International Relations
 Master of Arts in Military History
 Master of Business Administration
 Master of Civil Engineering
 Master of Public Administration
 Master of Science in Criminal Justice
 Master of Science in Executive Leadership
 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

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.

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Associate Vice President of Research	David S. Westerman, PhD
Executive Assistant to the President	Laura Amell, BS

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: John A. Kunelius

Chair, Division 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. At the undergraduate level, the College offers online bachelor's degree-completion programs intended for students with experience in the public and private sectors of the workplace, including current and former active-duty military personnel. These programs consist of the final 60 or 90 credits needed for the bachelor's degree (in certain programs students with 30 prior credits are eligible to be admitted and to take pre-requisite and General Education courses in preparation for the upper-level course work). Courses are eight weeks in length and are asynchronous, allowing students to access their virtual classrooms and complete their work at any time and from almost any location. Undergraduate online classes are taught in an interactive fashion by faculty who have both academic credentials and substantive professional experience in their disciplines.

The College offers five bachelor's degree-completion programs:

- Bachelor of Interdisciplinary Studies (p. 24)
- Bachelor of Science in Criminal Justice (p. 26)
- Bachelor of Science in Cyber Security (p. 27)
- Bachelor of Science in Management Studies (p. 28)
- Bachelor of Science in Strategic Studies & Defense Analysis (p. 30) (admission limited to Special Operations Forces of the U.S. armed forces)

This section of the catalog provides information about academic policies (p. 15), general education requirements (<http://catalog.norwich.edu/onlineprogramscatalog/bachelorsdegrees/generaleducation>), programs of study (p. 24), and the residency conference (p. 31) as they pertain to bachelor's degree students in online programs.

Communication Courses

COMM 205 Tech-Mediated Communication 3 Cr.

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 301 Business & Professional Writing 3 Cr.

This course is a study of the role and application of leadership principles to writing in the workplace. Students learn that the writing done in the workplace is not simply a matter of presenting facts and recommendations with an emphasis on clarity and focus; rather, it is the context of the task that drives the value of the resulting writing. Leaders in the workplace write to change lives and, to do so, must understand and manage the impact of their words. This approach requires an analysis of the situation and an analysis of the data used to create the written communication. Prerequisite: Successful completion of a basic, non-developmental college writing course (such as EN101) or its equivalent.

COMM 302 Data Analysis and Writing 3 Cr.

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 Cr.

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 Cr.

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.

Computer Science Courses

Criminal Justice Courses

CRMJ 1XX Criminal Justice Elective 6 Cr.

CRMJ 201 Foundations Criminal Justice 3 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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.

Cyber Security Courses**CYBR 201 Fundamentals of Computer Networking 3 Cr.**

This course is the study of the core theories and protocols that are the foundation of computer networking. The Open Systems Interconnection (OSI) model and the Transmission Control Protocol/Internet Protocol (TCP/IP), protocol suite are discussed in detail. This course provides a detailed overview of networking terminology, while examining the different networking topologies and architectures. Pre-requisites: none.

CYBR 210 Computer Programming with a High Level Language 3 Cr.

This course covers the fundamental concepts of computer programming, using a high level scripted programming language. The course emphasizes design and implementation standards. This course is designed to provide the skills necessary to become an effective cyber security practitioner. Prerequisite: None.

CYBR 215 Computer Programming with a Low Level Language 3 Cr.

This course covers the fundamental concepts of computer programming, using a low-level scripted programming language. This course is designed to provide the skills necessary to understand basic computer architecture, allowing the cyber security specialist to better identify, understand and remove security threats at the machine level. Pre-requisites: none.

CYBR 220 Windows Server Administration 3 Cr.

This course provides students with the skills necessary to design, implement, manage and protect a Microsoft Windows Server Active Directory Domain. Students apply the lessons learned in this course by implementing an Active Directory Domain in a virtual environment. Pre-requisites: none.

CYBR 225 Linux Administration 3 Cr.

This course provides students with the necessary knowledge and skills to install, configure, upgrade and manage a Linux operating system in an enterprise network. Additionally, students learn to perform normal business operations using the Linux Operating system. Pre-requisites: none.

CYBR 230 Relational Databases with SQL 3 Cr.

This course covers the fundamental concepts of relational databases and the scripted Structure Query Language (SQL) language used to manage them. Students learn how to design functional relational databases that conform to industry standards. Prerequisite: none.

CYBR 320 Vulnerability Testing I 3 Cr.

This course presents the concepts, tools, and techniques used for penetration testing, vulnerability exploitation, assessment, reporting, and forensics; teaches multiple attack vectors as well as the defensive measures protecting against such attacks; focuses heavily on post- attack forensics allowing for a complete picture of the attack process. The seminar introduces several open- source tools such as the Metasploit framework. This seminar includes lab exercises using a virtual computer environment. Note: This course is under development and will be reviewed by the University Curriculum Committee.

CYBR 370 Introduction to Information Warfare 3 Cr.

This course introduces students to the overall concept of Information Warfare (IW) and Information Operations (IO), particularly with regard to the US Federal government and the Department of Defense. Introduction to IW / IO surveys the development of Information Warfare (IW) and Information Operations (IO) as these elements of power have become more important for the United States Department of Defense (DoD) and Federal Government as a whole. The course assumes only a rudimentary familiarity with the basic concepts and terminology of modern Internet usage and computing and is not a technology-focused course. Pre-requisites: none.

CYBR 382 Defensive Information Warfare 3 Cr.

This course introduces students to the overall concept of Defensive Information Operations (D-IO), which are conducted across the range of military operations at every level of war to achieve mission objectives. Combatant commanders and mission owners must carefully consider their defensive posture and strategy in order to deter and defeat adversary intrusion while providing mission assurance. Upon completion of this course, students develop a defensive strategy by analyzing risk, cyberspace terrain, mission priorities, and utilizing threat intelligence. Pre-requisite CYBR 370 or Permission of Instructor.

CYBR 400 Cyber Capstone 6 Cr.

This is the Capstone course for all BS in Cyber Security students.

CYBR 410 Systems Assurance 3 Cr.

This course focuses on the design considerations involved with the security of site design. The course will also provide an understanding of the Levels of Trust and system accreditation/certificate processes. Life cycle management of software, hardware, and physical plant, from planning through destruction will be examined and reinforced using case studies. Additionally, understanding of the variety of security systems involving computers and networks and an ability to evaluate vulnerabilities will be discussed. Note: This course is under development and will be reviewed by the University Curriculum Committee.

CYBR 420 Vulnerability Testing II 3 Cr.

Note: This course is under development and will be reviewed by the University Curriculum Committee.

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

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 Cr.

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 Cr.

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 Cr.

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 325 Law of Armed Conflict and Legal Basis for Use of Force 3 Cr.

A study of the law of armed conflict and the legal use of force. Students review international law theory, including the primary sources of international law, and then evaluate the impact of international law on past, present and future operations. Topics include: international law formulation; rules of engagement; issues surrounding detainees, internees and prisoners of war; air, land and sea laws; and the application of international law as it pertains to military operations. Prerequisites: none.

SSDA 400 The Capstone Project 6 Cr.

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 1XX Economics Elective 6 Cr.****ECON 310 Socio-Economic Studies 3 Cr.**

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

ECON 350 Seminar in Economics 3-6 Cr.

Seminar in Economics (3-6): An intensive introduction and overview of the principles of macro and micro economics. The course begins with a high level analysis of the U.S. economy and then moves to a more in-depth look at topics such as production and output, pricing, economic growth, and the challenges of international trade, including issues related to international banking and non-U.S. stock markets.

ECON 351 Seminar in Finance 6 Cr.

In this course students are introduced to the theory and practices of the effective management of money in organizations. Topics covered include: sources and allocation of capital, including budgeting; cash flow analysis; financial markets and organizations; and risk analysis. Note: This course is under development and will be reviewed by the University Curriculum Committee.

ECON 401 Economic Studies 6 Cr.

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 1XX Basic Expos Writing Competency 6 Cr.**

This course is used for transfer when no equivalent Norwich course exists. This course indicates successful demonstration of the required Basic Expository Writing Competency.

ENGL 250 Crime in Literature 3 Cr.

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 Cr.

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.

ENGL 2XX Intermed Expos Wrtg Competency 6 Cr.

This course is used for transfer when no equivalent Norwich course exists. This course indicates successful demonstration of the required Intermediate Expository Writing Competency.

ENGL 301 Business & Professional Writing 3 Cr.

A writing-intensive course that focuses on critical business and management documents including organizational and personnel performance reports; business proposals; communications with stakeholders; and marketing instruments. Emphasis is on proper use of the business register; audience analysis; and technology-mediated professional communication. Prerequisite: ENGL 101 or its equivalent. Note: This course is under development and will be reviewed by the University Curriculum Committee.

ENGL 3XX Literature Competency 6 Cr.

This course is used for transfer when no equivalent Norwich course exists. This course indicates successful demonstration of the required English Literature Competency.

Ethics Courses**Finance Courses****History Courses****HIST 1XX History Elective 6 Cr.**

This course is used for transfer when no equivalent Norwich course exists. This course indicates successful demonstration of the required History Competency.

HIST 210 History of US Constitution 3 Cr.

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 Cr.

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 Cr.

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 Cr.

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.

Humanities Courses**Independent Study Courses****INDE 490 Selected Topics 6 Cr.**

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 1XX Information Ops Elective 6 Cr.****INOP 302 Cyber Crime and Security 3 Cr.**

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 Cr.

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 Cr.

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 1XX Intelligence/Security Elective 6 Cr.****INSC 311 Intro Homeland Security Intell 3 Cr.**

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 Cr.

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 Cr.

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.

INSC 320 Intelligence Management 3 Cr.

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.

Interdisciplinary Studies Courses**Management Courses****MNGT 309 Mngt of Organizations 3 Cr.**

A study of the functions of modern management: planning, organization, staffing, leading, and controlling. This study is applicable to the management of military, government, educational and non-profit, as well as business organizations. The ethical and social responsibilities of management and contemporary challenges such as the internationalization of organizations are integrated in all aspects of this course. Note: This course is under development and will be reviewed by the University Curriculum Committee.

MNGT 311 Operations & Project Mngt 3 Cr.

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 is 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. Prerequisites: None. Note: this course is under development and will be reviewed by the University Curriculum Committee.

MNGT 315 Leadership 3 Cr.

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 Cr.

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.

MNGT 330 Management Information Systems 3 Cr.

In this course students examine the information technology solutions and systems available for use in the management of organizations. Topics covered include: hardware and software components; database technologies; enterprise systems; telecommunications and networking; and decision support systems. Throughout the course emphasis is placed on the importance of system integration for maximum efficiency and on the challenges of a rapidly changing IT sector. Students conclude with an examination of the ethical and human resource challenges of the use of management information systems. Note: This course is under development and will be reviewed by the University Curriculum Committee.

MNGT 400 Management Capstone 6 Cr.

this is the required Capstone course for BS in Management Studies students.

MNGT 401 Sem in Leadership I: Fundamentals 6 Cr.

This course focuses on differentiating the conceptual and theoretical aspects and models of leadership and leadership studies. The fundamentals of leadership are taught within the context of present and past leaders, with an emphasis on how to practice these fundamentals in an ethical manner.

MNGT 402 Sem in Leadership II Styles EQ 6 Cr.

This seminar focuses on differentiating the conceptual and theoretical aspects and models of Emotional Intelligence (EQ). The course provides students the opportunity to explore the key EQ skills that contribute to a leader's success. Through the course, students build a foundational understanding of EQ by exploring emotions, behavior, and EQ history. Students learn about the skills, attitudes, and behaviors of people with high (or varying degrees) of EQ, as well as how individuals can cultivate those skills.

MNGT 403 Leadership of Change 3 Cr.

This course is a study of change management principles and best practices from a leadership vantage point. Emphasis is on the process of planning for change and the critical role of communication before, during, and after change. Students develop instruments for measuring the impact of change on human and financial resources within organizations.

MNGT 404 Leadership in Tech-Driven World 3 Cr.

This course focuses on the application of leadership principles toward efforts to manage the impact of modern information and communication technologies on organizations. Topics include: creating and leading a remote workforce; human behavior in technology-mediated work relationships; and ethical issues arising from the use of technology.

MNGT 411 Seminar Public Sector Mngt I 6 Cr.

This course is under development and will be reviewed by the University Curriculum Committee.

MNGT 412 Seminar Public Sector Mngt II 6 Cr.

This course is under development and will be reviewed by the University Curriculum Committee.

MNGT 413 Ethics in Public Sector Mngt 3 Cr.

This course is under development and will be reviewed by the University Curriculum Committee.

MNGT 414 Legal and Regulatory Environment 3 Cr.**MNGT 421 Sem in Human Resource Mngt I 6 Cr.**

An introduction to the major functional areas of the human resource operation. Topics covered include: recruitment; staffing; position classification; employee relations; separations; and employment law. Note: This course is under development and will be reviewed by the University Curriculum Committee.

MNGT 422 Sem in Human Resource Mngt II 6 Cr.

Building on the content of MNGT 421, this course examines additional human resource operations and concerns including benefits; employee training and development; conflict resolution; and quality of work life. Prerequisite: MNGT421. Note: This course is under development and will be reviewed by the University Curriculum Committee.

MNGT 423 Human Capital Planning 3 Cr.

This course examines human capital planning from a leadership perspective. Students begin by gaining an understanding of the human capital planning process, the benefits to the organization, and linkages to organizational strategic planning and performance. They then learn ways to foster leadership engagement in the human capital process and to use quantitative and qualitative methods to gather and analyze the data necessary to create and implement a successful human capital plan. Note: This course is under development and will be reviewed by the University Curriculum Committee.

MNGT 431 Seminar in Technology Mngt I 6 Cr.

This course is under development and will be reviewed by the University Curriculum Committee.

MNGT 432 Seminar in Technology Mngt II 6 Cr.

This course is under development and will be reviewed by the University Curriculum Committee.

MNGT 433 Project Management I 3 Cr.

This course is under development and will be reviewed by the University Curriculum Committee.

MNGT 434 Project Management II 3 Cr.

This course is under development and will be reviewed by the University Curriculum Committee.

Mathematics Courses

MATH 1XX Math Elective 6 Cr.

This course is used for transfer when no equivalent Norwich course exists. This course indicates successful demonstration of the required Basic College Mathematics Competency.

MATH 232 Elementary Statistics 3 Cr.

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.

MATH 2XX Math Elective 6 Cr.

This course is used for transfer when no equivalent Norwich course exists. This course indicates successful demonstration of the required Intermediate College Mathematics Competency.

Philosophy Courses

PHLS 1XX Philosophy Elective 6 Cr.

This course is used for transfer when no equivalent Norwich course exists. This course indicates successful demonstration of the required Ethics Competency.

PHLS 205 Critical Thinking 3 Cr.

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 210 Ethics in the Modern World 3 Cr.

A study of ethics and its application to problems in everyday life, society, and the broader world. The course examines the principal moral theories and ethical systems that have shaped our personal values and behavior, including consequentialist and non-consequentialist theories, virtue ethics, and feminist ethics. Students explore the connections between ethics and religion and examine the challenges to morals posed by relativism, subjectivism and emotivism, and egoism. Students also evaluate positions, theories, and arguments as they apply them to concrete matters of personal, socio-political, and global concern.

PHLS 324 Criminal Justice Ethics 3 Cr.

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 1XX Political Science Elective 6 Cr.

This course is used for transfer when no equivalent Norwich course exists. This course indicates successful demonstration of the required Social Science Competency.

POLS 302 National Security Policy 3 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 1XX General Science Competency 6 Cr.

This course is used for transfer when no equivalent Norwich course exists. This course indicates successful demonstration of one of the two required General Science Competencies.

SCIE 202 Science, Technology and Procedures in Forensic Investigations 3 Cr.

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 2XX Science Elective 6 Cr.**SCIE 301 Environmental Science 3 Cr.**

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.

Social Science Courses**Sociology Courses****SOCI 1XX Sociology Elective 6 Cr.**

This course is used for transfer when no equivalent Norwich course exists. This course indicates successful demonstration of the required Social Science Competency.

SOCI 209 Methods of Social Science Research 3 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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.

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. 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

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.
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.

Financial Aid Satisfactory Academic Progress (SAP) Policy

Federal regulations require schools to have a Satisfactory Academic Progress policy to enforce the statutory requirement that a student must be making satisfactory academic progress toward degree completion to be eligible for Federal Student Aid Program funding. The same measurements are used to determine eligibility for institutional grants and funds received through the student's state, although specific rules may vary by state.

The policies described in this section are effective starting with the 2016-17 award year. For CGCS online graduate students, this begins with the June 2016 Semester. For all undergraduate and on-campus graduate students, this begins with the Fall/September 2016 Semester.

The policy is based on cumulative outcomes and includes any periods of enrollment during which the student did not receive aid from the Federal Student Aid Programs. Students applying for aid or receiving aid are subject to the regulations. The Norwich University Financial Aid Satisfactory Academic Progress policy includes the following:

- Qualitative measure – the cumulative grade point average (GPA)
- Quantitative measure of progress – the percentage of degree required attempted credit hours which are completed and a maximum time frame in which a student is expected to complete their program.

The Satisfactory Academic Progress policy at Norwich University has been developed to ensure that the financial aid program at Norwich University adheres to the requirements set forth by federal aid regulations. An assessment of the student academic progress will be made after each term of enrollment.

Qualitative Measures – Required GPA:

Course withdrawals, incomplete courses, and pass/fail graded courses are not counted in the student's grade point average and are not counted in the qualitative measure of the Satisfactory Academic Progress policy. Incomplete grades will be counted as failed grades for financial aid Satisfactory Academic Progress review purposes after 30 days from the end of each term.

Undergraduate programs require the following grade point average to be considered in good standing, based on progression of credits earned by the student.

Number of Credits Earned	Minimum Cumulative GPA
0-17	1.6
18-34	1.8
35+	2.0

Graduate program students must achieve and maintain a 2.0 cumulative GPA requirement to remain eligible for Federal Student Aid Program funding. Students may be expected to achieve and maintain a higher cumulative GPA (3.0 in most cases) to be considered eligible for continued enrollment in their academic program. Students who become ineligible for enrollment as a degree seeking student also become ineligible for financial aid funding regardless of cumulative GPA.

Quantitative Measures:

The quantitative measurement of Satisfactory Progress is monitored according to the following guidelines:

- **Maximum Time-frame:** Students are eligible for Federal Student Aid Program funding for maximum time-frame lasting 150% of the normal time needed to complete their program of study. This measurement is based on comparison of the number of credit hours completed in relation to number of credits attempted toward degree requirements. The measurements are not based on calendar dates.

- General examples: Undergraduate students may receive aid for up to six years of enrollment toward attainment of a four year degree and graduate students may receive aid for up to three years toward attainment of a two year degree.
- Specific example: Undergraduate students in programs requiring 120 credits to graduate are eligible for aid for up to 180 attempted credits.
- Pace of Progress: Students must complete at least 67% of their attempt courses throughout enrollment to sustain a proper "pace of progress" toward degree attainment. This measurement is based on review of both cumulative and term-by-term attempted credit information. This measurement indicates whether or not the student's academic outcome trajectory makes it possible for them to complete their degree requirements prior to attempting 150% of the total credits needed for program degree requirements (also see Maximum Time-frame).
 - Undergraduate students must maintain the 67% "Pace of Progress" throughout enrollment.
 - Graduate students must meet the 67% Pace of Progress after attempting 18 credit hours and they must maintain the 67% Pace of Progress throughout the remainder of enrollment beyond 18 attempted credit hours.
 - Students with Pace of Progress trajectories indicating it is no longer mathematically possible to complete their degree within the 150% maximum time-frame requirement become ineligible financial aid regardless of GPA.
 - Example: For a program requiring 124 credits, the student must complete their program by the time they have attempted 186 credits. If a student in this program has completed only 80 credits of the first 150 attempted, they would no longer be eligible for aid because they have 44 required credits remaining (124 minus 80) but only 36 remaining credits of financial aid eligibility.
- Course withdrawals and incomplete courses are counted in the credit hours attempted, but not credits hours earned.
- Transfer-in credit hours are included in the review of quantitative SAP measurements.
- An Attempted Credit is any credit hour that remains on the student's registration transcript at the end of the add/drop time frame for a term.
- A Completed Credit indicates that the student attended the full term and received a grade other than Incomplete. A Completed Credit can be either a pass/fail grade or an A through F letter grade.
- Pass/Fail graded courses count as attempted and/or completed credits for quantitative measurement purposes.

When Students Fall Below Standards:

Students not meeting the qualitative or quantitative measurements receive information describing how their academic status impacts their eligibility for funding. Here are key terms related to our academic progress policy and procedures.

Good Standing

To be considered in Good Standing for financial aid SAP, students must be meeting both the qualitative and the quantitative SAP requirements for their academic program. Students who withdraw from all classes during a term of enrolment are not considered to be in Good Standing.

Warning

After the first semester below standard on either qualitative or quantitative measurements, the student receives a "Warning Letter". The purpose of this letter is to remind the student of Satisfactory Academic Progress requirements and to provide information about the campus-based resources available to help them succeed in the classroom. The student is not required to submit any documentation at this stage. Funds for the next term are disbursed at the standard times.

Students in Good Standing at the end of prior term who withdraw from all classes during a current term of enrolment are placed into SAP Warning status regardless of GPA or Pace of Progress considerations.

Suspension

A student in Warning status that does not return to Good Standing based on both the cumulative qualitative and quantitative measurements after enrollment in a subsequent term is placed into financial aid SAP Suspension status. This may be due to being below either the cumulative or quantitative measurement at that time. Students in Warning status who withdraw from all courses during their next term of enrollment are placed into SAP Suspension status.

Financial Aid SAP Suspensions are effective immediately. For example, if a student is suspended based on the review at the end of Fall Semester, their financial aid for the next term of enrollment (typically Spring) will not be disbursed.

Students placed into Suspension status are notified of the reason for their suspension. The Suspension letter includes information related to academic progress expectations and describes the process for filing a Petition for Reinstatement if unusual circumstances have impacted the student's ability to succeed in class.

Students in suspended financial aid status are considered to be "self pay" students for any period of enrollment they attend prior to receiving approval of their Petition for Reinstatement.

Petition for Reinstatement

Students placed into Financial Aid SAP Suspension are encouraged to file a Petition for Reinstatement as soon as possible after being notified of their status.

The Petition form directs the student to provide a signed statement indicating the reasons why they feel they are not meeting Good Standing expectations and what they have done to eliminate the barriers to success. The student must meet with their Academic Adviser or the Academic Achievement Center to discuss their academic support needs: an "adviser signature" is required on the form. The student must also obtain and provide a copy of an updated academic plan which describes the remaining required courses and other academic requirements for their degree.

If the student Petition is approved, the approval is effective immediately. This means that the student will be eligible for funding for the term during which the Petition is approved or for their next term of enrollment if they do not attend the very next term.

Not all Petitions are approved and our policy is to approve no more than two Petitions for any student throughout their enrollment. Students may not receive approvals for multiple Petitions which are based on the same rationale.

Probationary Period

Students with approved Petitions receive financial aid on a probationary basis. They are provided individual outcome requirements that must be met each term in order to remain eligible for aid until returning fully to Good Standing. Students who do not meet the Probationary Period expectations are re-suspended and may submit an additional Petition for Reinstatement. An example of an individual probationary expectation is that a student may be expected to complete all of their attempted credits and receive at least a 2.0 undergraduate, or 3.0 graduate, GPA for each semester of enrollment until the student returns to "Good Standing" levels.

Regaining Eligibility

In addition to Petition for Reinstatement reviews, students may request reinstatement of eligibility when they return fully to Good Standing based on attendance as a self-pay student at Norwich University.

Students demonstrating ability to meet Good Standing expectations through completion of courses taken at another school which are transferable to their Norwich University degree may also request a reinstatement review, even if the student has had two prior Petition approvals as allowed by the SAP policy. These students are also encouraged to discuss their remaining eligibility with Student Financial Planning as it relates to maximum eligibility (150% of program) concepts.

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 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.

2016-2017 Schedule for Add/Drop and Withdrawal Grades

Fall 2016 Semester

Date	Activity
Aug 15, 2016	Last Day to ADD course(s) to Fall Session A
Aug 28, 2016	Last Day to WITHDRAW from Fall Semester with 100% refund
Aug 29, 2016	First Day of Fall Semester
Aug 29 - Oct 22, 2016	Course Dates for Fall Session A
Sep 5, 2016	Last Day to DROP course(s) in Fall Session A
Oct 10, 2016	Last Day to WITHDRAW from Fall Session A with grade of W
Oct 24 - Dec 17, 2016	Course Dates for Fall Session B
Oct 31, 2016	Last Day to ADD or DROP course(s) in Fall Session B
Dec 4, 2016	Last Day to WITHDRAW from Fall Session B with grade of W
Dec 17 2016	Last Day of Fall Semester

Spring 2017 Semester

Date	Activity
Dec 12, 2016	Last Day to ADD course(s) to Spring Session A
Jan 1, 2017	Last Day to WITHDRAW from Spring Semester with 100% refund
Jan 2, 2017	First Day of Spring Semester
Jan 2 - Feb 25, 2017	Course dates for Spring Session A
Jan 9, 2017	Last Day to request to DROP course(s) in Spring Session A
Feb 13, 2017	Last Day to WITHDRAW from Spring Session A with grade of W
Feb 27 - Apr 22, 2017	Course Dates for Spring Session B
Mar 6, 2017	Last Day to ADD or DROP course(s) in Spring Session B
Apr 3, 2017	Last Day to WITHDRAW from Spring Session B with grade of W
Apr 22, 2017	Last Day of Spring Semester

Summer 2017 Semester

Date	Activity
Apr 17, 2017	Last Day to ADD course(s) to Summer Session A
Apr 30, 2017	Last Day to WITHDRAW from the Summer Semester with 100% refund
May 1, 2017	First Day of the Summer Semester
May 1 - Jun 24, 2017	Course Dates for Summer Session A

May 8, 2017	Last Day to request DROP course(s) in Summer Session A
Jun 12, 2017	Last Day to WITHDRAW from Summer Session A with grade of W
Jun 26 - Aug 19, 2017	Course Dates for Summer Session B
Jul 3, 2017	Last Day to ADD or DROP course(s) in Summer Session B
Aug 6, 2017	Last Day to WITHDRAW from Summer Session B with grade of W
Aug 19, 2017	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
 - a. 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.
 - b. 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
 - a. 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.
 - b. 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.
 - c. 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

- A fee will be assessed for an audit course.
- Students completing courses as auditors will receive a grade of AU (Audit) on their permanent academic record.
- Auditing students are expected to participate as outlined by the Chair of the Department of Continuing Studies.
- Failure to attend class for more than 14 days will result in administrative withdrawal and a W will be recorded on the student's permanent academic record.
- Students must declare audit status at the time of registration. If not declared at the time of registration, students must secure faculty approval to change from graded status to audit status prior to the first day of final exams.
- Once a student has requested and been approved for an Audit grade s/he will not be allowed to subsequently change grading status back to a regular letter grade.
- Audited courses may not subsequently be taken for credit.
- 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 Interdisciplinary Studies (p. 24)
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Cyber Security
- Bachelor of Science in Management Studies
- 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
[Latin honors, if applicable]

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. 31). 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, not grade points, for approved courses taken by a Norwich student at other accredited institutions may be transferred, subject to the residence requirement and provided grades earned are C or better.
- Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institution established equivalence that reasonably approximates:
 - a. Not less than - one hour of classroom, or direct faculty instruction, and a minimum of two hours of out of class student work each week, for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
 - b. At least an equivalent amount of work as required in paragraph (1) above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

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. 24). Degree candidates are subject to the degree requirements of the catalog 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
SP	(Satisfactory Progress)	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 who have no more than one existing grade of Incomplete.
3. The grade of Incomplete will be approved by the instructor on a case-by-case basis only.
4. The decision whether to award an Incomplete is at the sole discretion of the instructor, even if a student meets the eligibility criteria.
5. 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.
6. 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.
7. If the course or seminar in which the Incomplete is assigned is a prerequisite to one or more subsequent courses or seminars, the student may not be permitted to proceed to any subsequent course or seminar until the incomplete work has been finished.
8. In no case shall a student be permitted to register for courses if two grades of Incomplete exist on the student's academic record.

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 Students.
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 is not used in 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.

Military Accommodation

This policy is designed to be flexible to allow students to complete as much academic coursework as possible.

The Bursar's Office reviews and determines if military orders are applicable for any refunds associated with this policy.

Leave Before End of Term

Students requesting to leave classes, based on a military activation or deployment, must submit a copy of their military orders confirming the date of activation/deployment was during an academic term.

This section of the policy is for:

1. Students serving in the military, who are notified after the first day of the term in which they are currently enrolled, they have been activated or deployed to a combat zone, or in direct support of or proximity to a combat zone, or:
2. Students who are member of the National Guard or reserve forces of the United States and who have been ordered to state military service or federal service or duty.
3. Students, who are spouses of an activated, or deployed military member, and have a dependent child

Students, who meet the requirements listed above, have options listed below when leaving prior to the end of a term, in which they are currently enrolled. Although students may request Incompletes or grades, the decision is made by the instructor of the course.

1. Request a Total Withdrawal from all classes and receive a full refund of tuition and mandatory fees.
2. Make arrangements with instructors to complete some or all courses:
 - Request instructors to assign Incomplete grades.
 - On-campus students have until the end of the next term to complete the incomplete work. Students enrolled in the College of Graduate & Continuing Studies (CGCS) are allowed 90 days from the end of the term to complete incomplete work.
 - Students will agree to a study plan outlining how the work will be completed
 - Student's registration for courses receiving an Incomplete will remain intact and tuition and mandatory fees assessed in full
 - Request courses for which arrangements cannot be made for Incomplete grades, to be Withdrawn (W grade on transcript). Refund of tuition and mandatory fees will be granted for Withdrawn courses, if the student drops below full-time. Room and board will be refunded on a per-day basis.
 - Request a grade assigned at the time of leave, if 80% of the course days (on campus students), or 60% of seminar days (CGCS), have been completed, and the instructor believes the cumulative grade represents sufficient knowledge of the material for the course or seminar.
3. On-campus students may be granted Military Leave for the period away from Norwich University, regardless of Academic Standing at the time of departure.
4. Upon return, students submit a Re-Admission Application to the Registrar's Office; the Registrar's Office shall notify the student s/he has been re-admitted regardless of Academic Standing, since re-admission is automatic in this situation.
5. Waiver of re-admission fee.

Upon future re-matriculation to Norwich University, students are charged tuition and fees at the rate in force at the time of re-matriculation.

Late Start of a Term (On-Campus Students Only)

Students requesting a late start, based on a military activation or deployment, must submit a copy of their military orders confirming the date of release was during an academic term.

This section of the policy is for:

1. Students who return from active duty in the military (state or federal), National Guard or reserve forces of the United States.
2. Students, who are spouses of a military member, and have a dependent child.

Students who meet the requirements listed above, are allowed the following when arriving not more than 7 calendar days from the first day of a term:

1. Late fees will not be charged to the student, or spouse
2. The Registrar will send email notices to the following, notifying them of the first day the veteran student, or spouse, plans on attending classes for the respective term:
 - Dean of Students/Commandant
 - Bursar's Office
 - Financial Aid Office
 - Advisor
 - Faculty for all classes in which the veteran student, or spouse, is currently enrolled
3. Faculty will make every attempt to accommodate students for whom this policy applies.
4. Students are responsible for completing all course requirements (including any portion missed).

Students may submit an Academic Petition form (<http://www.norwich.edu/registrar/wp-content/uploads/sites/3/Academic-Petition1.pdf>) requesting to begin later than 7 calendar days from the first day of a term.

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 are not used in 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

1. Students transferring from other institutions are governed by this transfer credit policy, unless the credit is transferred from an institution with an approved Norwich articulation agreement.
2. The posting of transfer credit for approved courses will be completed 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 Norwich Admissions or Registrar's office.
3. International transfer students are required to submit original grade reports/transcripts for all post-secondary institutions attended. Official records must be submitted in their native language and must be accompanied by an official English translation recognized by an approved academic credential evaluation service such as WES, SpanTran and AACRAO. This does not apply to records in Chinese, French, German, or Spanish. Official records should be sent directly from the institution. Transfer credit evaluation may require submission of course syllabi from the international institution.
4. Credit is normally accepted for college-level course work completed at institutions accredited by a regional or national accredited organization recognized by the Council for Higher Education Accreditation (CHEA) and recognized by the Department of Education. (Foreign institutions must be recognized by the Ministry of Education in that country.)
 - a. 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), will be accepted if it applies to courses required for a student's major or minor.
 - b. Norwich University complies with Veterans Administration regulations and guidelines as they pertain to transfer credits.
5. Grade points are not transferred. Grades earned at another institution(s) are not calculated into a Norwich cumulative grade point average. Grades received for transfer work will not replace a grade for a course taken at Norwich.
6. Courses with a grade of less than C, or equivalent to less than a C, are not transferable.
7. Norwich General Education and elective requirements are considered satisfied for students who have earned a bachelor's degree, or an associate of arts (AA), associate of science (AS), or associate of arts and science (AA&S) degree from a regionally, or nationally accredited institution recognized by the Council for Higher Education Accreditation (CHEA) and recognized by the Department of Education. Specific degree requirements may not be satisfied with a bachelor or an associate degree, for example:
 - a. Courses might not substitute for required courses specified in the catalog.
 - b. Courses that are prerequisites for particular program or major and are required of continuing students (e.g., micro and macroeconomics for management majors).
 - c. Requirements mandated by external professional accrediting associations or program approving agencies (e.g., Department of Public Instruction, Accreditation Board for Engineering and Technology, Accreditation Council for Business Schools and Programs).
8. Other extra-institutional (prior) learning, such as Advanced Placement (AP), College Level Exam Program (CLEP), Defense Activity for Non-Traditional Education (DANTES), International Baccalaureate Diploma Programme (IB), Norwich challenge exams, etc., as reviewed and approved will be accepted, for undergraduate students, if the appropriate score was earned and if it applies toward a student's requirements.
9. Courses that are remedial (usually numbered below 100); technical, vocational, or doctrinal in nature are not transferable (but may be used to meet Norwich pre-requisites). Transfer courses that are not equivalent to Norwich courses are assigned the appropriate number (1XX, 2XX, 3XX, 4XX, 5XX) that represents the academic level of the transfer course.
10. A course that carries more credit than the corresponding Norwich course is transferred to meet the credit hours of the Norwich course; the additional hours are counted as free elective credit.
11. Students should receive pre-approval for Education (Study) Abroad courses to determine if these credits will apply to their chosen degree. Education Abroad courses will be equated according to a pre-approved Transfer Credit Request form. After grades are posted at the Education Abroad institution, an official transcript must be sent to the Norwich Registrar's Office, from the international institution, before courses and credits will be posted to a student's degree program.
12. Students wishing to attend another regional or national accredited organization recognized by CHEA for the purpose of obtaining semester credits acceptable to Norwich University should obtain prior approval of both the institution to be attended and the specific course or courses to be taken by filing a completed Transfer Credit Request Form. No transfer of semester credit hours can be assured for courses for which prior approval was not been obtained.
13. An admitted Graduate student (except for on-campus Graduate Architecture) may transfer up to one-third of the credits required for his/her Norwich graduate program. Credits must be a grade of B or higher to transfer.
 - a. No credit will be accepted for graduate work completed more than 10 years before the expected degree date.
 - b. If a request for transfer is not granted, the student may appeal the Program Director's decision to the chair of the division whose decision is final.
14. Graduate credits (500 and higher) may not count toward a baccalaureate degree.
 - a. Graduate students requesting transfer of credit after admission to the program must petition the Program Director.

- b. Credit for non-college sponsored learning may be awarded if it is demonstrated as meeting graduate level work; such credit will be limited to no more than six graduate credit hours.
15. Transfer credit received from an institution that offers quarter credits will be converted from quarter credits/units to semester credits. A quarter credit is equated to 2/3 of a semester credit. Semester credits equating to a ½ credit or more will be rounded to the next whole credit. Thus, four quarter credits would equate to three semester credits.
16. Students, who subsequently enroll in a Norwich course, where they have already earned transfer credit, will have the transfer course removed from their record (since duplicate credit for a course is not allowed).

Articulation Agreements

Articulation agreements will be unified agreements for on campus and online programs. Articulation agreements might state that AA, AS, and A&AS degree students will have 60 credits completed toward their 4 year degree at Norwich University, facilitating a 2 + 2 academic partnership between institutions. General education and elective requirements may be met through the articulation between Norwich and the partner institution.

Language will make clear that some majors require foundation courses to progress in a particular major, especially if the associate level major is not related to the Norwich major. Language will state that every effort will be made to maximize credits earned at the two year degree granting institution.

Residence Requirement

(Limits the amount of undergraduate degree credit which may be transferred to Norwich University.)

1. At least 30 degree credits must be earned at Norwich, including not less than 20 of the last 30 degree credits earned.
2. Transfer credit from Norwich approved programs of international, or other off-campus study, are considered as Norwich credit for purposes of determining the 20 of the last 30 credits applied to an undergraduate program.
3. Limits to transfer credits for undergraduate majors, minors, and concentrations.
 - a. Major: No more than 40% of credits required in courses specified in the discipline of the major.
 - b. Minor and Concentration: No more than three of the six required courses specified in the discipline of the minor or concentration. (subject to Articulation agreements)

Statute of Catalog Limitations

Undergraduate students must satisfy the degree requirements of a catalog year that is within ten years of their 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.

Programs of Study

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

- Bachelor of Interdisciplinary Studies (p. 24)
- Bachelor of Science in Criminal Justice (p. 26)
- Bachelor of Science in Cyber Security (p. 27)
- Bachelor of Science of Management Studies (p. 28)
- Bachelor of Science in Strategic Studies and Defense Analysis (p. 30)

Bachelor of Interdisciplinary Studies

Chair, Department of Continuing Studies: Mark L. Parker

The Bachelor of Interdisciplinary Studies (BIS) is an upper-division bachelor's degree completion program. Intended for students with prior professional and academic experience who are interested in completing the bachelor's degree but whose professional and personal situations do not require a degree in a specific discipline, the BIS provides students with a solid academic foundation in the major disciplinary areas of the academy and the interrelationships among those areas. Students learn how knowledge is created and validated in both scientific and non-scientific areas of inquiry, and how such knowledge may be applied toward the improvement of the human condition. Throughout the program emphasis is placed on 'learning to learn' and on applying what has been learned in personal, local, and global contexts. By also completing a required concentration in a specialized area of

inquiry, graduates of the program will have demonstrated the ability to evaluate knowledge both broadly across disciplines and in depth within a specific field.

Curriculum Requirements

The Bachelor of Interdisciplinary Studies (BIS) is designed for students with at least 30 credit hours of prior college coursework or its equivalent in eligible military or professional training. The program consists of four curriculum areas:

- Electives
- Core Courses
- Required Concentration
- Capstone

The electives are taken by students who enter the program with fewer than 60 credits. The core courses are taken by all students. All BIS students must complete an 18-credit concentration in a specialized area or discipline. The capstone is the culminating activity for the program and is required for completion of the degree.

Electives

Students who matriculate the BIS with between 30 and 59 credits of prior coursework or its equivalent will take the appropriate number of credits needed to reach the 60 credit minimum from among the following elective courses. Students with fewer than 59 prior credits may be required to take certain of these courses in order to fulfill the General Education requirements for the bachelor's degree. [Courses marked with an *asterisk are under development; courses marked with a † may be used to fulfill a General Education requirement]:

- COMM 215 Technology-Mediated Communication (3)
- ECON 310 Socio-Economic Studies (3)
- ENGL 101 English Composition† (3)
- ENGL 250 Crime in Literature† (3)
- HIST 210 History of the U.S. Constitution† (3)
- HIST 310 Historical Studies† (3)
- MATH 102 Liberal Arts Mathematics† (3)
- MATH 232 Elementary Statistics† (3)
- MNGT 315 Leadership (3)
- PHL 205 Critical Thinking (3)
- RELG 300 Comparative Religion† (3)
- SCIE 301 Environmental Science† (3)
- SOCI 330 Military Sociology† (3)
- SOCI 335 Introduction to Cultural Competence (3)

Core Courses

Students in the BIS are required to complete the following core courses for a total of 36 credits:

- *INTD 310 Epistemology & Critical Thinking (6)
- *INTD 320 Quantitative Research & The Scientific Method (6)
- *INTD 321 Qualitative Research in the Social & Behavioral Sciences (6)
- *INTD 330 Critical Theory in Literature & The Humanities (6)
- *INTD 340 Human Communication and Technology (6)
- *INTD 350 Political, Social, and Economic History (6)

Concentrations

Students in the BIS program are required to complete one of the following 18-credit concentrations:

Leadership Studies

- *MNGT 401 Seminar in Leadership I: Fundamentals (6)
- *MNGT 402 Seminar in Leadership II: Leadership Styles & EQ (6)
- *MNGT 403 Leadership of Change (3)
- *MNGT 404 Leadership in a Technology-Driven World (3)

U.S. Historical Studies

- *HIST 410 Introduction to History & Historiography (6)
and two of the following four courses:
- *HIST 415 Civil War & Reconstruction (6)
- *HIST 417 America in the Gilded Age & Progressive Era (6)
- *HIST 418 The U.S. from 1900 to 1945 (6)
- *HIST 419 America in the Cold War (6)

International Studies

- *INTL 400 Seminar in International Studies (6)
- HIST 411 History of Diplomacy I (3)
- HIST 412 History of Diplomacy II (3)
- *INTL 411 International Law I (3)

- *INTL 412 International Law II (3)

Justice Studies

- *JUST 400 Seminar in Justice Studies (6)
- CRMJ 303 The Study of Crime (3)
- POLS 316 Domestic Terrorism (3)
- PHLS 324 Criminal Justice Ethics (3)
- POLS 325 Immigration Law & Policy (3)

Strategic Studies

- *STRA 400 Seminar in Strategic Studies (6)
- POLS 302 National Security Policy (3)
- POLS 306 Comparative Politics (3)
- POLS 318 International Terrorism (3)
- SSDA 315 Insurgency & Conflict (3)

Capstone

The capstone course, *INTD 400 (6), is the culminating academic activity for BIS students. In it, students propose, develop, and deliver a final substantive research project that combines the general knowledge acquired in the core courses with the specific knowledge of the concentration. The final project requires students to draw upon at least two different academic disciplines for research methodology, seminal literature and sources, and intellectual frameworks in order to bring an interdisciplinary perspective to the subject. The capstone course may not be fulfilled through transfer credit.

Bachelor of Science in Criminal Justice

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 program 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 90 semester credits for prior college coursework, military training, and/or law enforcement training courses as reviewed for credit by the American Council on Education or a similarly recognized organization. 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 30 semester credits from college courses, military training, or other educational experiences such as CLEP tests. A maximum of 90 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

Core Courses

Students complete all of the following:

COMM 302	Data Analysis and Writing	3
CRMJ 201	Foundations Criminal Justice	3
ENGL 250	Crime in Literature	3
HIST 210	History of US Constitution	3
MATH 232	Elementary Statistics	3
PHLS 324	Criminal Justice Ethics	3
RELG 300	Comparative Religion	3
SCIE 202	Science, Technology and Procedures in Forensic Investigations	3
SCIE 301	Environmental Science	3
SOCI 209	Methods of Social Science Research	3
SOCI 220	Cultural Issues & CJ System	3

Degree Electives

Students complete 15 credits from the following:		15
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 310	Historical Studies	3
INOP 302	Cyber Crime and Security	3
INOP 310	Emergency & Disaster Relief	6
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 318	International Terrorism	3
POLS 325	Immigration Law and Policy	3
SOCI 322	Drugs and Gangs	3
SOCI 325	Public Safety Diverse Society	3
SSDA 310	Emergency and Disaster Relief Operations	6
SSDA 315	Insurgency and Conflict	6
SSDA 320	Information Operations	6

Field Study and Capstone Courses

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

Required Capstone Course

CRMJ 400	Capstone	6
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Total Cr. 60

Minor in Intelligence and Security

Students seeking the minor in Intelligence and Security must complete 24 semester credits in the minor.

Minor Courses

COMM 312	Intercultural Communication	3
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
POLS 302	National Security Policy	3
POLS 325	Immigration Law and Policy	3

Total Cr. 24

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
Michael D'Ambrosio, MSCJ	University of Cincinnati
Barbara Foreman, MJA	Norwich 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
Jevon Thompson, MPA	Norwich University

Bachelor of Science in Cyber Security

Chair, Department of Continuing Studies: Mark L. Parker

Program Manager: Henry Collier

The Bachelor of Science in Cyber Security program (BSCS) is a degree-completion program designed for military, government, and private sector professionals who seek to complete their bachelor's degree in the information technology field and who want to further their careers by developing specialized skills in the high-need area of network security. The program offers a solid foundation of cyber security courses as well as two concentration areas of study:

- Computer Forensics and Vulnerability Management
- Information Warfare and Security Management

The cyber security curriculum balances general education and core cyber security courses (many of which can be fulfilled through transfer credits) with elective and project-based courses that allow students to delve into sub-areas such as national security policy, offensive and defensive information

warfare, penetration testing, and malware forensics. All courses are designed to hone foundational skills in critical thinking, research and analysis, ethical decision-making, and oral and written communications.

Students entering the cyber security program must transfer a minimum of 30 credits to be admitted to the program and may transfer as much as 84 credits to satisfy the degree requirement. Basic networking, programming and operating systems knowledge acquired through prior coursework, certifications, or military training is required for entry into the degree program.

Curriculum Requirements

Pre-Program Education and Training

Students accepted into the Cyber Security degree program must have earned a minimum of 30 semester credits from college courses, military training, or other educational experiences such as CLEP tests. A maximum of 90 semester credits may be transferred into the program. Basic networking, programming and operating systems knowledge acquired through prior coursework, certifications, or military training is required for entry into the degree program.

Students are required to earn a grade of C in core, concentration, and capstone courses. Students are required to meet general education requirements in literature, history, arts and humanities, science, social science, and math and may do so by transfer credit or enrollment in courses such as ENGL 250, HIST 310, PHLS 205, SCIE 202, SCIE 301, SOCI 335, and MATH 232.

Core Courses

CYBR 201	Fundamentals of Computer Networking	3
CYBR 210	Computer Programming with a High Level Language	3
CYBR 215	Computer Programming with a Low Level Language	3
CYBR 220	Windows Server Administration	3
CYBR 225	Linux Administration	3
CYBR 230	Relational Databases with SQL	3
PHLS 210	Ethics in the Modern World	3
CJ 341	Cyber Law and Cyber Crime	3
IA 340	Introduction to Information Assurance	3
IA 342	Management of Information Assurance	3
COMM 301	Business & Professional Writing	3
MNGT 309	Mngt of Organizations	3
Total Cr.		36

Concentrations

Students in the BSCS program are required to complete one of the following concentrations:

Computer Security Vulnerability and Management Concentration

CJ 442	Introduction to Computer Forensics	4
DF 311	Network Forensics	3
DF 312	Malware Forensics	3
DF 411	Cyber Investigation	3
CYBR 320	Vulnerability Testing I	3
CYBR 420	Vulnerability Testing II	3
Total Cr.		19

Information Warfare Concentration

CYBR 370	Introduction to Information Warfare	3
CYBR 380	Offensive Information Warfare	3
CYBR 382	Defensive Information Warfare	3
CS 407	Politics of Cyberspace	3
POLS 302	National Security Policy	3
CYBR 410	Systems Assurance	3
Total Cr.		18

Capstone

The capstone course, CYBR 400 (6), is the culminating academic activity for BSCS students. In it, students propose, develop, and deliver a final substantive research project that combines the general knowledge acquired in the core courses with the specific knowledge of the concentration. The final project requires students to draw upon at least two different academic disciplines for research methodology, seminal literature and sources, and intellectual frameworks in order to bring an interdisciplinary perspective to the subject. The capstone course may not be fulfilled through transfer credit.

Faculty Member	Institution at which highest degree was earned
Henry Collier, MS (Program Manager)	Champlain College
Matthew Bambrick, MS	Norwich University
Matthew Chase, MBA	Nova Southeastern University
Adam Duby, MS	Nova Southeastern University

Bachelor of Science in Management Studies

Chair, Department of Continuing Studies: Mark L. Parker

The Bachelor of Science in Management Studies (BSMS) is an upper-division bachelor's degree completion program. Intended for students with prior professional experience in the public, private, or military sectors, the BSMS provides students with a solid academic foundation in general management principles and practices while emphasizing core competencies in such areas as leadership, communication, and technology. By also completing a

required concentration in a specialized area of management studies, graduates of the program will have demonstrated the ability to apply knowledge and proficiency in general management to specific management environments, contexts, and challenges.

Curriculum Requirements

The Bachelor of Science in Management Studies (BSMS) is designed for students with at least 30 credit hours of prior college coursework or its equivalent in eligible military or professional training. The program consists of four curriculum areas:

- Electives
- Core Courses
- Required Concentration
- Capstone

The electives are taken by students who enter the program with fewer than 60 credits. The core courses are degree requirements to be taken by all students. All BSMS students must complete an 18-credit concentration in a specialized management area or discipline. The capstone is the culminating activity for the program and is required for completion of the degree.

Electives

Students who matriculate the BSMS with between 30 and 59 credits of prior coursework or its equivalent will take the appropriate number of credits needed to reach the 60 credit minimum from among the following elective courses. *Students with fewer than 59 prior credits may be required to take certain of these courses in order to fulfill the General Education requirements for the bachelor's degree.* [Courses marked with an *asterisk are under development; courses marked with a † may be used to fulfill a General Education requirement]:

- COMM 215 Technology-Mediated Communication (3)
- ECON 310 Socio-Economic Studies (3)
- ENGL 101 English Composition† (3)
- ENGL 250 Crime in Literature† (3)
- HIST 210 History of the U.S. Constitution (3) †
- HIST 310 Historical Studies† (3)
- MATH 102 Liberal Arts Mathematics† (3)
- MATH 232 Elementary Statistics† (3)
- PHLS 205 Critical Thinking (3)
- POLS 306 Comparative Politics (3)
- RELG 300 Comparative Religion† (3)
- SCIE 301 Environmental Science† (3)
- SOCI 330 Military Sociology† (3)
- SOCI 335 Introduction to Cultural Competence (3)

Core Courses

Students in the BSMS are required to complete the following core courses for a total of 39 credits:

- *ECON 350 Seminar in Economics (6)
- *ECON 351 Seminar in Finance (6)
- *ACCT 350 Seminar in Financial & Managerial Accounting (6)
- *MATH 232 Elementary Statistics (3)
- MNGT 315 Leadership (3)
- MNGT 320 Strategic Planning (3)
- *MNGT 330 Management Information Systems (3)
- *MNGT 340 Change Management (3)
- *PHLS 210 Ethics in the Modern World (3)
- *COMM 301 Business & Professional Writing (3)

Concentrations

Students in the BSMS program are required to complete one of the following 18-credit concentrations:

Leadership

- *MNGT 401 Seminar in Leadership I: Fundamentals (6)
- *MNGT 402 Seminar in Leadership II: Leadership Styles & EQ (6)
- *MNGT 403 Leadership of Change (3)
- *MNGT 404 Leadership in a Technology-Driven World (3)

Public Sector Management

- *MNGT 411 Seminar in Public Sector Management I: Administration & Policy (6)
- *MNGT 412 Seminar in Public Sector Management II: Research & Analysis (6)
- *MNGT 413 Ethics in Public Sector Management (3)
- *MNGT 414 Legal and Regulatory Environment of Public Sector Management (3)

Human Resource Management

- *MNGT 421 Seminar in Human Resource Management I (6)
- *MNGT 422 Seminar in Human Resource Management II (6)

- *MNGT 423 Human Capital Planning (3)
- *MNGT 424 Technology in the Modern Workplace (3)

Technology Management

- *MNGT 421 Seminar in Technology Management I (6)
- *MNGT 422 Seminar in Technology Management II (6)
- *MNGT 423 Project Management I (3)
- *MNGT 424 Project Management II (3)

Capstone

The capstone course, *MNGT 400 (3), is the culminating academic activity for BSMS students. In it, students propose, develop, and deliver a final project that combines the general knowledge acquired in the core courses with the specific knowledge of the concentration area. The final project may be in the form of a business or strategic plan, a formal proposal in response to an RFP, a research study of a management or leadership problem, or other type of substantive project. The capstone course may not be fulfilled through transfer credit.

Faculty Member	Institution at which highest degree was earned
Gregg D. Bailey, PhD	New Mexico State University
Diane J. Douglas, PhD	University of Idaho
Kevin Ryan, JD	University of Denver
Edwin G. Sapp, JD	University of North Carolina
Michelle Worth, MS	University of Hartford
Ben Zamzow, PhD	University of Arizona

Bachelor of Science in Strategic Studies and Defense Analysis

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 SSSDA 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
INSC 311	Intro Homeland Security Intell	3
INSC 313	Global Security & Intelligence	3
INSC 315	Security Coordin&Collaboration	3
MNGT 311	Operations & Project Mngt	3
MNGT 315	Leadership	3
MNGT 320	Strategic Planning	3
PHLS 205	Critical Thinking	3
PHLS 324	Criminal Justice Ethics	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 Cr.		60
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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 McMahan, 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

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: John A. Kunelius
 Chair, Division of Graduate 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 is 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 typically require 36 credit hours to complete, 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 average enrollments of 12-16 students, who often proceed through the program with other students entering 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 generally 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. 76) held on campus each year, 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. 54)
- Master of Arts in History (p. 57)
- Master of Arts in International Relations (p. 59)
- Master of Arts in Military History (p. 60)
- Master of Business Administration (p. 62)
- Master of Civil Engineering (p. 65)
- Master of Public Administration (p. 66)
- Master of Science in Criminal Justice (p. 69)
- Master of Science in Executive Leadership (p. 70)
- Master of Science in Information Security and Assurance (p. 70)
- Master of Science in Leadership (p. 72)
- Master of Science in Nursing (p. 75)

This section of the university catalog contains information about academic policies (p. 45), programs of study (p. 54), and the required residency conference (p. 76) as they pertain to students enrolled in master's degrees offered online through the College of Graduate and Continuing Studies.

Business Administration Courses

GB 501 Fund of Business Mng 6 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 firms products evolve through the PLC. Prerequisite: Completion of Seminar 522.

GB 544 Project Management Techniques, Tools and Practices 6 Cr.

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 Cr.

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 Cr.

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 548 Energy Resources and Markets 6 Cr.

This seminar focuses on building basic knowledge in the energy resources and markets that include: introduction to the origins and the typology of the alternate ways to generate energy; price formation of energy and its markets; description of the existing markets and their most common negotiating instruments in relation to each type of energy: oil, natural gas, coal and electricity; development of energy markets and its regulations in U.S., EU and Latin America; environmental and climate change policies; and the feasible energy mix for the organization under the security of supply.

GB 552 International Business Management 6 Cr.

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 Cr.

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 Cr.

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 Cr.

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 557 Supply Chain Management Logistics, Design and Execution 6 Cr.

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 558 Energy Saving Efficiency Proj 6 Cr.

This seminar focuses on managing the organization's project to save and use energy in the most efficient way including an introduction to sustainability, energy intensity, energy efficiency and savings. These aspects are reviewed for electricity and heat generators energy systems. A project efficiency solution development is applied to the primary energy sector (generation, transportation and distribution), transportation and industrial sectors and the construction sector. This project includes an economic and financial management of energy efficiency, and a module dedicated to the management and development of companies that aim to be energy aggregators or servicing specialists. Two additional modules are dedicated to the management of systems – part of the energy strategy, and to the organization's energy auditing. The seminar builds off the previous one, GB548, and develops the plan on how to achieve the energy solution for the organization in a way that is optimal in terms of savings, efficiency and sustainability under its production, exploitation or administrative circumstances. Prerequisites: Completion of seminar GB548.

GB 560 Strategic Management 6 Cr.

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 Cr.

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 Cr.

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 567 Supply Chain Management Assessment, Integration, and Optimization 6 Cr.**GB 568 Managing Corporate Energy Needs 6 Cr.**

The main focus of this seminar is energy procurement optimization with security of supply, quality and low cost. The objectives of the seminar include: how to value available and feasible energy sources of supply, manage energy procurement processes, contracts management, sector supply strategies, demand forecasting, quantitative risk assessment, the company flow of information and cooperative procurement techniques. All included, this seminar will explore a detailed behavior of each relevant energy market (oil, gas & electricity) from the demand point of view. GB568 complements the two previous seminars in this concentration, GB548 and GB558. Components of the energy markets and the available energy origins are reviewed in depth, as well as the internal analysis of the organization needs and processes, to optimize all aspects of the company's energy procurement. As a concluding seminar of this concentration, the students will reach the concentration learning outcomes by acquiring analytical and managerial capacity and skills to resolve the energy procurement of the organization. Prerequisites: Completion of seminars GB548 and GB558. note: this course is under development and will be reviewed by the University Curriculum Committee.

GB 595 Residency 0 Cr.**Civil Engineering Courses****CE 501 Hydraulics for Environmental Engineers 3 Cr.**

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.**Common Engineering Courses****Diplomacy Courses****GD 510 Theory and the International System 6 Cr.**

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 541 The Practice of Diplomacy 6 Cr.

This seminar provides an understanding of the methods, institutions and practices that allow nations to translate foreign policy objectives and strategies into practical actions, and how practitioners adjust and refine foreign policy in response to the events that influence outcomes. The course is based on practitioner's perspective to diplomacy. The emphasis is on foreign policy practices and structures of the United States of America, but the seminar has broad applicability to the study of the diplomatic practice of other nations that operate in an analogous domestic political environment of a separation of powers, relative openness and freedom of expression.

GD 542 Terrorism: Introduction and State Sponsored Terrorism 6 Cr.

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 Cr.

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 Cr.

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 547 Cyber Policy I 6 Cr.

This course addresses basic definitions and nomenclature in the area of cyber security assessment, risk analysis derived from actual cases, and issues of cyber privacy and piracy.

GD 548 Studies in Cyber Systems I 6 Cr.

The course navigates sections of classical mathematics and computer science used to construct mathematical models of information security. The course also addresses statistical methods for forensic accounting and assurance, internal controls and financial information systems, and auditing of modern complex accounting information systems.

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

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 Cr.

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 Cr.

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 Cr.

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

GD 557 Cyber Policy II 6 Cr.

The course introduces social, political and psychological issues in policy implementation as they relate to information security specific policies both in the domestic and international contexts, including the tools and techniques of cyber-attacks that are common to cyber warfare, cyber espionage, cyber terrorism and cyber activism, and efforts to control or mitigate the threat of cyber warfare through diplomacy, arms control treaties and confidence building measures.

GD 558 Studies in Cyber Systems II 6 Cr.

The course navigates sections of classical mathematics and computer science used to construct mathematical models of information security. It discusses the need for mathematical models in different security paradigms along with the essential definitions, concepts and results for developing the models, their strengths and weaknesses, and, consequently, its application to practical problems. The course also addresses statistical methods for forensic accounting and assurance, internal controls and financial information systems, and auditing of modern complex accounting information systems.

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

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 568 Cyber Diplomacy 6 Cr.

This course provides students the opportunity to synthesize learning from all previous seminars and to apply the concepts and principles relevant to the work or career goals of each student. Each student researches and prepares a written capstone project that offers a practical or theoretical solution to challenges or issues of contemporary international importance and relevance in cyber diplomacy. The final outcome of the seminar for each student is a paper suitable for publication in a professional or an academic journal. Students are required to exhibit in-depth critical thinking, analysis, and effective writing skills. Course assignments 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.

GD 570 Thesis Seminar 6 Cr.

In this research course students: identify their research topic, prepare a formal research proposal, identify literature and prepare bibliography, develop a methodological approach, prepare a thesis outline, and start working on chapter drafts. Students whose research projects that deal with human subjects have to familiarize themselves with ethical standards of conduct for scholarly research.

GD 571 Graduate Thesis Research II 6 Cr.

In this graduate research course students: finalize their thesis outline, develop and finalize chapters, prepare the first draft of their thesis, make necessary revisions and prepare the final draft for the examining committee.

GD 575 Exit Portfolio 0 Cr.

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

GD 579 GR Research Project Exam 0 Cr.

Students' research projects are examined, if applicable, through written and/or oral examination format. Students make necessary revisions to their final research product, and submit the final copy of their manuscript to the university.

GD 595 Residency 0 Cr.**Graduate Independent Study Courses****GU 590 Selected Topics 6 Cr.**

This seminar will require a student(s) to make an original, extended, and in-depth study of an approved topic within their field of study and as approved by an appropriate Program Director. This course is used most often in combination with other listed courses where the student has transferred less than six credits. Approval of the Program Director is required to take the course.

GU 599 Pre-Residency Leadership/Disaster Lab 0 Cr.**History Courses****HI 500 Writing Workshop 0 Cr.**

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

Info. Security Assurance Courses

GI 512 Foundations and Historical Underpinnings of Information Assurance 6 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 556 Cyber Crime 6 Cr.

This course explores the nature of conflict in cyber space focusing on two major internet-based threats to the U.S. national security: cyber terrorism and cyber crime. The course addresses questions like: who is undertaking these cyber activities, what techniques they use, and what countermeasures can be adopted to mitigate their impact. The course is built around a risk management framework to help information leaders leverage the benefits of Internet technologies while minimizing the risks that such technologies pose to their organizations.

GI 557 Cyber Law 6 Cr.

This course explores a broad variety of federal statutory, common, and international laws that may impact the information technology professional. Because the overwhelming majority of cyber infrastructure is owned and operated by the private sector, the course focus is on those laws that affect the interaction between government and the private sector information technology industry, including the privacy rights so often implicated in modern data storage systems. The seminar starts with a look at "cyber law" and whether it is really a distinct legal discipline at all. It then moves into criminal, civil, regulatory, international and common laws with which today's information technology professional may come in contact. Throughout the course we will discuss how public policy and other factors impact the development, implementation, and interpretation of the law. Students will read, interpret and apply legal authorities and theories, a valuable skill for future information technology leaders if they are to stay in compliance with the ever-growing "cyber" legal framework.

GI 562 Vulnerability Management and Penetration Testing I 6 Cr.

This course introduces students to the penetration testing of computer networks. This is the first of two courses that address Vulnerability Management. The core of this course is the basics of penetration testing. Students utilize a virtual lab to gain experience through hands-on lab exercises. Students learn to use the well-known open-source Metasploit computer security project to understand security vulnerabilities and how to use this tool for penetration testing, testing the control tools and how to conduct monitoring of an enterprise. In the course students are introduced to: system security and vulnerability analysis, the most common system exploits and vulnerabilities, system "pivoting" and client-side exploits. In this seminar students are introduced to open-source tools, in particular, the Metasploit Framework(MSF). Students learn how to assess enterprise security controls and system vulnerability and learn to document their findings. This course is designed for penetration testers, system security and network administrators.

GI 563 Vulnerability Management II 6 Cr.

This course introduces students to advanced open-source tools used to conduct penetration testing of computer networks. This is the second of two courses that address Vulnerability Management. Students learn the rules of engagement, and how to conduct legal and ethical security tests and vulnerability assessments. Students utilize a virtual lab to gain experience through hands-on lab exercises. Students learn to use the well-known open-source tools (Metasploit, John the Ripper, Wireshark) to understand security vulnerabilities and how to use this tool for penetration testing, testing the control tools and how to conduct monitoring of an enterprise. In the course students are introduced to: system security and vulnerability analysis, the most common system exploits and vulnerabilities, system "pivoting" and client-side exploits.

GI 566 Critical Infra. Protection 6 Cr.

This course examines the security of information in computer and communications networks within infrastructure sectors critical to national security. These include the sectors of banking, securities and commodities markets, industrial supply chain, electrical/smart grid, energy, transportation, communications, water supply and health. Special attention is paid to the risk management of information in critical infrastructure environments through an analysis & synthesis of assets, threats, vulnerabilities, impacts, and countermeasures. Critical consideration is paid to the role of Supervisory Control and Data Acquisition (SCADA) systems in the flow of resources such as electric, water, and fuel.

GI 567 International Perspectives on Cyberspace 6 Cr.

This course explores the concept of "cyber" and "cyberspace" from an international perspective. It starts with a look at the technical nature of the internet from its very beginning. It then moves on to explore the various threats facing all nations, including the various threat actors and their motivations, capabilities and intentions. The course then looks at how technical aspects of cyberspace complicate policing and monitoring of activities. Policies, both U.S. and international are explored next, including a look at the prospects for international cooperation. A look at cyberdeterrence and cyberwar follows, as well as a more detailed look into the cyber policies and activities of certain state and non-state actors.

GI 595 Residency 0 Cr.**Justice Administration Courses****GJ 522 Contemporary Issues in CJ 6 Cr.**

This course focuses on the nexus as well as emerging relationships between leadership, ethics, and emerging technology for criminal justice practitioners, managers and administrators. The multifaceted responsibilities of criminal justice professionals not only requires the basic knowledge of these focused competency based areas, but more importantly, their symbiotic relationships which lead to successful policies, procedures, and practices in contemporary criminal justice organizations. Emerging technology such as drone usage, body cameras, and enhanced listening devices is explored in the context of ethical use in police interdiction and intervention. NOTE: This course is under development and will be reviewed and approved by the University Curriculum Committee.

GJ 551 Law Enforcement Administration 6 Cr.

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 Cr.

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 Cr.

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.

GJ 595 Residency 0 Cr.**Leadership Courses****OL 510 Leadership Fundamentals 6 Cr.**

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 542 Human Resources Leadership 6 Cr.

The focus of this seminar is on the history and evolution of human resources leadership, current trends and future needs regarding various leadership strategies utilized within a broad range of organizations. The seminar will examine the impact such factors as globalization, technology, and worker diversity have on achieving the work/life balance needs and capabilities required by organizations and individuals. The seminar also explores the role of the leader in growing its people within the organizational context to develop a value based culture capable of achieving strategic goals and objectives. Through the discussion and understanding of human resource leadership principles and personal reflection and integration, the student will gain the ability to help design, develop and construct worker based strategies at an executive level while concurrently helping workers grow and develop as individuals.

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

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 544 Change Management Consulting 6 Cr.

There are two foci for this seminar. The first is on providing students with the theoretical knowledge and foundation on consulting models and methodologies. The second is on providing students with the tips, tools and techniques to be a successful change management consultant.

OL 550 Strategic Organizational Behavior 6 Cr.

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 Cr.

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 552 Leveraging Human Capacity for Strategic Results 6 Cr.

The focus of this seminar is on various management systems and best organizational practices to leverage human capacity to achieve strategic goals. The seminar studies how maximized utilization of human capital has become the centerpiece for success in an increasingly complex world, and how human resource leaders must confront ambitious goals while balancing a volatile economic market, environmental and legal risks, advancements in technology and workforce needs evolving at an increasingly rapid pace. The seminar will also explore various measurement tools for assessment of the efficiency and effectiveness of management systems methods for developing a blueprint for executing strategic objectives. This seminar builds on the Human Resource Leadership seminar, which was focused on developing a leadership strategy that successfully supports management systems that leverage human capacity for organizations.

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

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 554 Implementing Organizational Change 6 Cr.

The focus of this seminar is on moving from the theoretical realm to the practical application of implementing change initiatives. Students are presented with real-world case studies of successful and unsuccessful change management initiatives. Students analyze and synthesize cases to determine what worked and what did not work.

OL 560 Strategic Organizational Leadership & Developing a Learning Organization 6 Cr.

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 Cr.

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 Cr.**Military History Courses****MH 510 Introduction to Military History: Historiography and Method 6 Cr.**

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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.

MH 569 Comprehensive Exam 0 Cr.

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 Cr.

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 Cr.**MH 697 Staff Ride 0 Cr.****Nursing Courses****NR 510 Health Systems Analysis Policy, Environment, and Structure 6 Cr.**

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.**Public Administration Courses****AD 511 Foundations of Public Administration and Policy 6 Cr.**

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 545 Policy, Politics, and Planning 6 Cr.

This introduced students to the impact of politics on the policy-making process, the basics of policy analysis, and the interdependence of public policy and planning. The course applies basic methods for analyzing and resolving planning and policy issues. Using the lab, students start with Excel and simple analysis and move to SPSS. Exposure to research methods and techniques will ensure that all students understand the basics of the impact of politics on policy and planning, and principles of applying these two basic tools.

AD 552 Nonprofit Administration 6 Cr.

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 Cr.

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 Cr.**AD 555 Public Organization Fiscal Management, Part I 6 Cr.**

This course explores in greater depths methods of policy analysis, looking at crosscutting research strategies, identifying and gathering data, data analysis, establishing evaluation criteria, and identifying alternatives. Some of the basic elements of chi-square test, hypothesis testing and confidence intervals, projections techniques versus causal prediction, and methods of projection analysis of historical data are examined.

AD 557 Public Works Administration, Part I 6 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 Cr.

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 565 Public Organization Fiscal Management, Part II 6 Cr.

This seminar examines the formulation of policy, the iterative process, the complexity of joint theories and the relationship between policy, implementation, planning and design. It examines policy formulation, explaining behavior, forecasting effects, policy adoption and evaluation of policy.

AD 567 Public Works Administration, Part II 6 Cr.

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 Cr.

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 Cr.

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 575 Tools for Policy Analysis 6 Cr.

This seminar examines and uses the key concepts, tools, and techniques used in scientific research, design, implementation, and evaluation. It examines various methods needed in order to present data using techniques such as SPSS, SAS, R, and Python.

AD 576 Foundations of Leadership and Ethical Decision Making 6 Cr.

This course introduces students to the fundamentals of management and leadership in public administration. The course explores major models of leadership from a theoretical, ethical, and practical perspective. Students in this course will gain an understanding of major leadership theories by examining the basis of each theory, evaluating their strengths and weaknesses, and learning how to apply the theory to practical situations in public administration and nonprofit settings. These activities enable students to reflect on how they perceive leadership from both a subordinate and leadership perspective. By the end of this seminar, students will have developed a thorough understanding of leadership concepts, and will be able to apply them in their own leadership situations.

AD 582 Healthcare Management 6 Cr.

The course provides learners with managerial competencies – aggregated knowledge, skills and abilities – associated with quality management of healthcare nonprofit organizations. The learning outcomes emphasize competencies outlined and highlighted in the Healthcare Leadership Competency Model and the CPHQ Examination. AD 582 addresses all of the competencies outlined in the NCHL Health Leadership model, including: transformation, execution, and people. The seminar is designed to fully prepare the learner to successfully complete requirements for the professional certification of Certified Professional in Healthcare Quality. Among the main themes of the course are the following: organizational administration of health care facilities, financial management in health care, strategies and methodologies for effective health care planning, information systems planning and management in health care, health care economics, quality management in health care organizations, health care leadership, communications and marketing in the healthcare environment, healthcare quality management, including assessment tools and models and program improvement processes, knowledge and information management, human resource management in healthcare organizations, legal and regulatory issues and policies, and, professional ethics.

AD 585 Economics & Decision Making 6 Cr.

This course introduces students to finance and economic theories, and explains how these concepts are utilized in public sector decision making. The core of the course is the study of best practices for financial, economic, and decisive leadership, including the challenges of providing such direction to a wide scope of departments and agencies. Students evaluate key financial, economic, and decision making principles and strategies. This understanding equips public sector leaders to make decisions based on rational analysis, as well as allows for thoughtful consideration of financial issues pertaining to the current state of the economy, both domestic and global. Note: This course is under development and will be reviewed by the University Curriculum Committee.

AD 586 Public Leadership, Crisis Management, and Organizational Change 6 Cr.

This course explores the role of leadership in public organizations by examining how leadership is intrinsically tied to the organization. Students will gain an understanding of how effective leaders articulate their leadership philosophy, how they embody the ideals and values of the organization, and how they motivate and reward their subordinates. The course also examines the role of leadership in crisis situations including how decisions are made and implemented, how information is communicated in critical situations, how political leaders are held accountable for crisis situations, and how communities can be returned to a state of normalcy after a critical incident has occurred.

AD 590 MPA Portfolio 0 Cr.

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 Cr.

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.

Financial Aid Satisfactory Academic Progress (SAP) Policy

Federal regulations require schools to have a Satisfactory Academic Progress policy to enforce the statutory requirement that a student must be making satisfactory academic progress toward degree completion to be eligible for Federal Student Aid Program funding. The same measurements are used to determine eligibility for institutional grants and funds received through the student's state, although specific rules may vary by state.

The policies described in this section are effective starting with the 2016-17 award year. For CGCS online graduate students, this begins with the June 2016 Semester. For all undergraduate and on-campus graduate students, this begins with the Fall/September 2016 Semester.

The policy is based on cumulative outcomes and includes any periods of enrollment during which the student did not receive aid from the Federal Student Aid Programs. Students applying for aid or receiving aid are subject to the regulations. The Norwich University Financial Aid Satisfactory Academic Progress policy includes the following:

- Qualitative measure – the cumulative grade point average (GPA)
- Quantitative measure of progress – the percentage of degree required attempted credit hours which are completed and a maximum time frame in which a student is expected to complete their program.

The Satisfactory Academic Progress policy at Norwich University has been developed to ensure that the financial aid program at Norwich University adheres to the requirements set forth by federal aid regulations. An assessment of the student academic progress will be made after each term of enrollment.

Qualitative Measures – Required GPA:

Course withdrawals, incomplete courses, and pass/fail graded courses are not counted in the student's grade point average and are not counted in the qualitative measure of the Satisfactory Academic Progress policy. Incomplete grades will be counted as failed grades for financial aid Satisfactory Academic Progress review purposes after 30 days from the end of each term.

Undergraduate programs require the following grade point average to be considered in good standing, based on progression of credits earned by the student.

Number of Credits Earned	Minimum Cumulative GPA
0-17	1.6
18-34	1.8
35+	2.0

Graduate program students must achieve and maintain a 2.0 cumulative GPA requirement to remain eligible for Federal Student Aid Program funding. Students may be expected to achieve and maintain a higher cumulative GPA (3.0 in most cases) to be considered eligible for continued enrollment in their academic program. Students who become ineligible for enrollment as a degree seeking student also become ineligible for financial aid funding regardless of cumulative GPA.

Quantitative Measures:

The quantitative measurement of Satisfactory Progress is monitored according to the following guidelines:

- **Maximum Time-frame:** Students are eligible for Federal Student Aid Program funding for maximum time-frame lasting 150% of the normal time needed to complete their program of study. This measurement is based on comparison of the number of credit hours completed in relation to number of credits attempted toward degree requirements. The measurements are not based on calendar dates.
 - **General examples:** Undergraduate students may receive aid for up to six years of enrollment toward attainment of a four year degree and graduate students may receive aid for up to three years toward attainment of a two year degree.
 - **Specific example:** Undergraduate students in programs requiring 120 credits to graduate are eligible for aid for up to 180 attempted credits.
- **Pace of Progress:** Students must complete at least 67% of their attempt courses throughout enrollment to sustain a proper "pace of progress" toward degree attainment. This measurement is based on review of both cumulative and term-by-term attempted credit information. This measurement indicates whether or not the student's academic outcome trajectory makes it possible for them to complete their degree requirements prior to attempting 150% of the total credits needed for program degree requirements (also see Maximum Time-frame).
 - Undergraduate students must maintain the 67% "Pace of Progress" throughout enrollment.
 - Graduate students must meet the 67% Pace of Progress after attempting 18 credit hours and they must maintain the 67% Pace of Progress throughout the remainder of enrollment beyond 18 attempted credit hours.
 - Students with Pace of Progress trajectories indicating it is no longer mathematically possible to complete their degree within the 150% maximum time-frame requirement become ineligible financial aid regardless of GPA.
 - **Example:** For a program requiring 124 credits, the student must complete their program by the time they have attempted 186 credits. If a student in this program has completed only 80 credits of the first 150 attempted, they would no longer be eligible for aid because they have 44 required credits remaining (124 minus 80) but only 36 remaining credits of financial aid eligibility.
- Course withdrawals and incomplete courses are counted in the credit hours attempted, but not credits hours earned.
- Transfer-in credit hours are included in the review of quantitative SAP measurements.
- An Attempted Credit is any credit hour that remains on the student's registration transcript at the end of the add/drop time frame for a term.
- A Completed Credit indicates that the student attended the full term and received a grade other than Incomplete. A Completed Credit can be either a pass/fail grade or an A through F letter grade.
- Pass/Fail graded courses count as attempted and/or completed credits for quantitative measurement purposes.

When Students Fall Below Standards:

Students not meeting the qualitative or quantitative measurements receive information describing how their academic status impacts their eligibility for funding. Here are key terms related to our academic progress policy and procedures.

Good Standing

To be considered in Good Standing for financial aid SAP, students must be meeting both the qualitative and the quantitative SAP requirements for their academic program. Students who withdraw from all classes during a term of enrolment are not considered to be in Good Standing.

Warning

After the first semester below standard on either qualitative or quantitative measurements, the student receives a "Warning Letter". The purpose of this letter is to remind the student of Satisfactory Academic Progress requirements and to provide information about the campus-based resources available to help them succeed in the classroom. The student is not required to submit any documentation at this stage. Funds for the next term are disbursed at the standard times.

Students in Good Standing at the end of prior term who withdraw from all classes during a current term of enrolment are placed into SAP Warning status regardless of GPA or Pace of Progress considerations.

Suspension

A student in Warning status that does not return to Good Standing based on both the cumulative qualitative and quantitative measurements after enrollment in a subsequent term is placed into financial aid SAP Suspension status. This may be due to being below either the cumulative or quantitative measurement at that time. Students in Warning status who withdraw from all courses during their next term of enrollment are placed into SAP Suspension status.

Financial Aid SAP Suspensions are effective immediately. For example, if a student is suspended based on the review at the end of Fall Semester, their financial aid for the next term of enrollment (typically Spring) will not be disbursed.

Students placed into Suspension status are notified of the reason for their suspension. The Suspension letter includes information related to academic progress expectations and describes the process for filing a Petition for Reinstatement if unusual circumstances have impacted the student's ability to succeed in class.

Students in suspended financial aid status are considered to be "self pay" students for any period of enrollment they attend prior to receiving approval of their Petition for Reinstatement.

Petition for Reinstatement

Students placed into Financial Aid SAP Suspension are encouraged to file a Petition for Reinstatement as soon as possible after being notified of their status.

The Petition form directs the student to provide a signed statement indicating the reasons why they feel they are not meeting Good Standing expectations and what they have done to eliminate the barriers to success. The student must meet with their Academic Adviser or the Academic Achievement Center to discuss their academic support needs: an "adviser signature" is required on the form. The student must also obtain and provide a copy of an updated academic plan which describes the remaining required courses and other academic requirements for their degree.

If the student Petition is approved, the approval is effective immediately. This means that the student will be eligible for funding for the term during which the Petition is approved or for their next term of enrollment if they do not attend the very next term.

Not all Petitions are approved and our policy is to approve no more than two Petitions for any student throughout their enrollment. Students may not receive approvals for multiple Petitions which are based on the same rationale.

Probationary Period

Students with approved Petitions receive financial aid on a probationary basis. They are provided individual outcome requirements that must be met each term in order to remain eligible for aid until returning fully to Good Standing. Students who do not meet the Probationary Period expectations are re-suspended and may submit an additional Petition for Reinstatement. An example of an individual probationary expectation is that a student may be

expected to complete all of their attempted credits and receive at least a 2.0 undergraduate, or 3.0 graduate, GPA for each semester of enrollment until the student returns to "Good Standing" levels.

Regaining Eligibility

In addition to Petition for Reinstatement reviews, students may request reinstatement of eligibility when they return fully to Good Standing based on attendance as a self-pay student at Norwich University.

Students demonstrating ability to meet Good Standing expectations through completion of courses taken at another school which are transferable to their Norwich University degree may also request a reinstatement review, even if the student has had two prior Petition approvals as allowed by the SAP policy. These students are also encouraged to discuss their remaining eligibility with Student Financial Planning as it relates to maximum eligibility (150% of program) concepts.

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.

2016-2017 Schedule for Drop and Withdrawal

Summer 2016 Semester

Date	Activity
Jun 5, 2016	Last Day to WITHDRAW from Summer Semester with 100% refund
Jun 6, 2016	First Day of Summer Semester
Jun 6 - Aug 21, 2016	Course Dates for Summer Session A
Jun 20, 2016	Last Day to request to DROP course(s) in Summer Session A
Aug 7, 2016	Last Day to WITHDRAW from Summer Session A with grade of W
Aug 7, 2016	Last Day to request to DROP course(s) in Summer Session B
Aug 22 - Sep 4, 2016	Summer Mid-Semester Break
Sep 5 - Nov 20, 2016	Course Dates for Summer Session B
Nov 6, 2016	Last Day to WITHDRAW from Summer Session B with grade of W
Nov 20, 2016	Last Day of Summer Semester

Fall 2016 Semester

Date	Activity
Sep 4, 2016	Last Day to WITHDRAW from Fall Semester with 100% refund
Sep 5, 2016	First Day of Fall Semester
Sep 5 - Nov 20, 2016	Course Dates for Fall Session A
Sep 19, 2016	Last Day to request to DROP course(s) in Fall Session A
Nov 6, 2016	Last Day to WITHDRAW from Fall Session A with grade of W
Nov 6, 2016	Last Day to request to DROP course(s) in Fall Session B
Nov 21 - Dec 4, 2016	Fall Mid-Semester Break
Dec 5, 2016 - Feb 26, 2017	Course Dates for Fall Session B
Feb 12, 2017	Last Day to WITHDRAW from Fall Session B with grade of W
Feb 26, 2017	Last Day of Fall Semester

Winter 2016 Semester

Date	Activity
Dec 4, 2016	Last Day to WITHDRAW from Winter Semester with 100% refund
Dec 5, 2016	First Day of Winter Semester

Dec 5, 2016 - Feb 26, 2017	Course dates for Winter Session A
Dec 19, 2016	Last Day to request to DROP from Winter Session A
Feb 13, 2017	Last Day to WITHDRAW from Winter Session A with grade of W
Feb 13, 2017	Last Day to request to DROP course(s) in Winter Session B
Feb 27 - Mar 5, 2017	Winter Mid-Semester Break
Mar 6 - May 21, 2017	Course Dates for Winter Session B
May 7, 2017	Last Day to WITHDRAW from Winter Session B with grade of W
May 21, 2017	Last Day of Winter Semester

Spring 2017 Semester

Date	Activity
Mar 5, 2017	Last Day to WITHDRAW from Spring Semester with 100% refund
Mar 6, 2017	First Day of Spring Semester
Mar 6 - May 21, 2017	Course dates for Spring Session A
Mar 20, 2017	Last Day to request to DROP course(s) in Spring Session A
May 8, 2017	Last Day to WITHDRAW from Spring Session A with grade of W
May 8, 2017	Last Day to request to DROP course(s) in Spring Session B
May 22 - Jun 4, 2017	Spring Mid-Semester Break
Jun 5 - Aug 20, 2017	Course Dates for Spring Session B
Aug 6, 2017	Last Day to WITHDRAW from Spring Session B with grade of W
Aug 20, 2017	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

Course Audit

- A fee will be assessed for an audit course.
- Students completing courses as auditors will receive a grade of AU (Audit) on their permanent academic record.
- Auditing students are expected to participate as outlined by the relevant program director.
- Failure to attend class for more than 14 days will result in administrative withdrawal and a W will be recorded on the student's permanent academic record.
- Students must declare audit status at the time of registration. If not declared at the time of registration, students must secure faculty approval to change from graded status to audit status prior to the first day of final exams.
- Once a student has requested and been approved for an Audit grade s/he will not be allowed to subsequently change grading status back to a regular letter grade.
- Audited courses may not subsequently be taken for credit.
- Audited courses 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. 54)
 Master of Arts in History (p. 57)
 Master of Arts in International Relations (p. 59)
 Master of Arts in Military History (p. 60)
 Master of Business Administration (p. 62)
 Master of Civil Engineering (p. 65)
 Master of Public Administration (p. 66)
 Master of Science in Criminal Justice (p. 69)
 Master of Science in Executive Leadership (p. 70)
 Master of Science in Information Security and Assurance (p. 70)
 Master of Science in Leadership (p. 72)
 Master of Science in Nursing (p. 75)

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. 76) 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 Norwich University 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 requirement and provided grades earned are "B" or above, for credit toward a master's degree.
- Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institution established equivalence that reasonably approximates:
 - a. Not less than - one hour of classroom, or direct faculty instruction, and a minimum of two hours of out of class student work each week, for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
 - b. At least an equivalent amount of work as required in paragraph (1) above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

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 catalog 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. 76).

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
SP	Satisfactory Progress	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 who have no more than one existing grade of Incomplete.
3. The grade of Incomplete will be approved by the instructor on a case-by-case basis only.
4. The decision whether to award an Incomplete is at the sole discretion of the instructor, even if a student meets the eligibility criteria.
5. 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.
6. 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.
7. If the course or seminar in which the Incomplete is assigned is a prerequisite to one or more subsequent courses or seminars, the student may not be permitted to proceed to any subsequent course or seminar until the incomplete work has been finished.
8. In no case shall a student be permitted to register for courses if two grades of Incomplete exist on the student's academic record.

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 (SVPA), 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 is not used in 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 are not used in 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

1. Students transferring from other institutions are governed by this transfer credit policy, unless the credit is transferred from an institution with an approved Norwich articulation agreement.
2. The posting of transfer credit for approved courses will be completed 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 Norwich Admissions or Registrar's office.
3. International transfer students are required to submit original grade reports/transcripts for all post-secondary institutions attended. Official records must be submitted in their native language and must be accompanied by an official English translation recognized by an approved academic credential evaluation service such as WES, SpanTran and AACRAO. This does not apply to records in Chinese, French, German, or Spanish. Official records should be sent directly from the institution. Transfer credit evaluation may require submission of course syllabi from the international institution.
4. Credit is normally accepted for college-level course work completed at institutions accredited by a regional or national accredited organization recognized by the Council for Higher Education Accreditation (CHEA) and recognized by the Department of Education. (Foreign institutions must be recognized by the Ministry of Education in that country.)
 - a. 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), will be accepted if it applies to courses required for a student's major or minor.
 - b. Norwich University complies with Veterans Administration regulations and guidelines as they pertain to transfer credits.
5. Grade points are not transferred. Grades earned at another institution(s) are not calculated into a Norwich cumulative grade point average. Grades received for transfer work will not replace a grade for a course taken at Norwich.
6. Courses with a grade of less than C, or equivalent to less than a C, are not transferable.
7. Norwich General Education and elective requirements are considered satisfied for students who have earned a bachelor's degree, or an associate of arts (AA), associate of science (AS), or associate of arts and science (AA&S) degree from a regionally, or nationally accredited institution recognized by the Council for Higher Education Accreditation (CHEA) and recognized by the Department of Education. Specific degree requirements may not be satisfied with a bachelor or an associate degree, for example:
 - a. Courses might not substitute for required courses specified in the catalog.
 - b. Courses that are prerequisites for particular program or major and are required of continuing students (e.g., micro and macroeconomics for management majors).

- c. Requirements mandated by external professional accrediting associations or program approving agencies (e.g., Department of Public Instruction, Accreditation Board for Engineering and Technology, Accreditation Council for Business Schools and Programs).
8. Other extra-institutional (prior) learning, such as Advanced Placement (AP), College Level Exam Program (CLEP), Defense Activity for Non-Traditional Education (DANTES), International Baccalaureate Diploma Programme (IB), Norwich challenge exams, etc., as reviewed and approved will be accepted, for undergraduate students, if the appropriate score was earned and if it applies toward a student's requirements.
9. Courses that are remedial (usually numbered below 100); technical, vocational, or doctrinal in nature are not transferable (but may be used to meet Norwich pre-requisites). Transfer courses that are not equivalent to Norwich courses are assigned the appropriate number (1XX, 2XX, 3XX, 4XX, 5XX) that represents the academic level of the transfer course.
10. A course that carries more credit than the corresponding Norwich course is transferred to meet the credit hours of the Norwich course; the additional hours are counted as free elective credit.
11. Students should receive pre-approval for Education (Study) Abroad courses to determine if these credits will apply to their chosen degree. Education Abroad courses will be equated according to a pre-approved Transfer Credit Request form. After grades are posted at the Education Abroad institution, an official transcript must be sent to the Norwich Registrar's Office, from the international institution, before courses and credits will be posted to a student's degree program.
12. Students wishing to attend another regional or national accredited organization recognized by CHEA for the purpose of obtaining semester credits acceptable to Norwich University should obtain prior approval of both the institution to be attended and the specific course or courses to be taken by filing a completed Transfer Credit Request Form. No transfer of semester credit hours can be assured for courses for which prior approval was not been obtained.
13. An admitted Graduate student (except for on-campus Graduate Architecture) may transfer up to one-third of the credits required for his/her Norwich graduate program. Credits must be a grade of B or higher to transfer.
 - a. No credit will be accepted for graduate work completed more than 10 years before the expected degree date.
 - b. If a request for transfer is not granted, the student may appeal the Program Director's decision to the chair of the division whose decision is final.
14. Graduate credits (500 and higher) may not count toward a baccalaureate degree.
 - a. Graduate students requesting transfer of credit after admission to the program must petition the Program Director.
 - b. Credit for non-college sponsored learning may be awarded if it is demonstrated as meeting graduate level work; such credit will be limited to no more than six graduate credit hours.
15. Transfer credit received from an institution that offers quarter credits will be converted from quarter credits/units to semester credits. A quarter credit is equated to 2/3 of a semester credit. Semester credits equating to a ½ credit or more will be rounded to the next whole credit. Thus, four quarter credits would equate to three semester credits.
16. Students, who subsequently enroll in a Norwich course, where they have already earned transfer credit, will have the transfer course removed from their record (since duplicate credit for a course is not allowed).

Articulation Agreements

Articulation agreements will be unified agreements for on campus and online programs. Articulation agreements might state that AA, AS, and A&AS degree students will have 60 credits completed toward their 4 year degree at Norwich University, facilitating a 2 + 2 academic partnership between institutions. General education and elective requirements may be met through the articulation between Norwich and the partner institution.

Language will make clear that some majors require foundation courses to progress in a particular major, especially if the associate level major is not related to the Norwich major. Language will state that every effort will be made to maximize credits earned at the two year degree granting institution.

Residence Requirement

(Limits the amount of undergraduate degree credit which may be transferred to Norwich University.)

1. At least 30 degree credits must be earned at Norwich, including not less than 20 of the last 30 degree credits earned.
2. Transfer credit from Norwich approved programs of international, or other off-campus study, are considered as Norwich credit for purposes of determining the 20 of the last 30 credits applied to an undergraduate program.
3. Limits to transfer credits for undergraduate majors, minors, and concentrations.
 - a. Major: No more than 40% of credits required in courses specified in the discipline of the major.
 - b. Minor and Concentration: No more than three of the six required courses specified in the discipline of the minor or concentration. (subject to Articulation agreements)

Statute of Catalog Limitations

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

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.

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. 54)
- Master of Arts in History (p. 57)
- Master of Arts in International Relations (p. 59)
- Master of Arts in Military History (p. 60)
- Master of Business Administration (p. 62)
- Master of Civil Engineering (p. 65)
- Master of Public Administration (p. 66)
- Master of Science in Criminal Justice (p. 69)
- Master of Science in Executive Leadership (p. 70)
- Master of Science in Information Security and Assurance (p. 70)
- Master of Science in Leadership (p. 72)
- Master of Science in Nursing (p. 75)

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. Currently, there are four concentrations within the program; International Conflict Management, International Terrorism, International Commerce, and Cyber-Diplomacy.

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 and a concentration. 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	Cr.	Semester 2	Cr.	Semester 3	Cr.
GD 510 Theory and the International System or 511 The History of Diplomacy in the International System	6	One concentration course	6	One concentration course	6
One concentration course	6	One concentration course	6	GD 555 Comprehensive Exam ¹	0
				One concentration course	6
				GD 575 Exit Portfolio	0
				GD 595 Residency ²	0
Semester Total Credits	12	Semester Total Credits	12	Semester Total Credits	12
Total Credits For This Major: 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 internationals 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) followed by five concentration seminars. The required courses 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 Requirements for all Concentrations

GD 510 or GD 511	Theory and the International System The History of Diplomacy in the International System	6
GD 555	Comprehensive Exam	0
GD 575	Exit Portfolio	0

Culminating Academic Requirement

GD 595	Residency	0
Total Cr.		6

Concentrations

All concentrations follow the same format; 30 credit hours composed of five, six-credit, eleven-week seminars. Within the required courses students are exposed to the fundamental concepts, while the concentration courses expose them to the challenges within the chosen specialization. This in-depth analysis of a subfield gives the student the expertise and understanding to be more effective in dealing with the challenges presented by various types of international transactions.

International Conflict Management Concentration

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 520	Law and the International System	6
GD 530	Economics and the International System	6
GD 540	Conflict Avoidance, Prevention & Containment in the International System	6
or GD 546	International Security	
GD 550	Conflict Resolution & Post-Conflict Reconstruction in the International System	6
GD 560	Military Intervention & Conflict Management in the International System	6
or GD 561	Human Rights and Conflict in the International System	
or GD 567	Diplomacy and Communication	

Total Cr. 30

International Terrorism Concentration

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 520	Law and the International System	6
GD 530	Economics and the International System	6
GD 542	Terrorism: Introduction and State Sponsored Terrorism	6
or GD 546	International Security	
GD 552	International Terrorism by Non-State Actors	6
GD 562	International Response to Transnational Terrorism	6
or GD 567	Diplomacy and Communication	

Total Cr. 30

International Commerce Concentration

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 520	Law and the International System	6
GD 530	Economics and the International System	6
GD 544	Global Commerce and the International System	6
GD 554	Cross Cultural Management in the International System	6
GD 564	Global Corporate Diplomacy	6
or GD 567	Diplomacy and Communication	

Total Cr. 30

Cyber Diplomacy Concentration

Cyber Diplomacy concentration addresses fundamental issues, debates, and events in International Relations, and specifically those pertinent to the cyber space. As the arena of international transactions is growing in both scope and depth, the students of diplomacy have to make themselves familiar with a wide array of issues, including those taking place or affecting the cyber space.

Cyber Diplomacy Courses

GD 520	Law and the International System	6
GD 567	Diplomacy and Communication	6

or GD 530	Economics and the International System	
or GD 540	Conflict Avoidance, Prevention & Containment in the International System	
or GD 542	Terrorism: Introduction and State Sponsored Terrorism	
or GD 544	Global Commerce and the International System	
or GD 564	Global Corporate Diplomacy	
or GD 561	Human Rights and Conflict in the International System	
GD 547	Cyber Policy I	6
or GD 548	Studies in Cyber Systems I	
GD 557	Cyber Policy II	6
or GD 558	Studies in Cyber Systems II	
GD 568	Cyber Diplomacy	6
Total Cr.		30

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 take a written exam where, typically, they are given eight questions in four groups of two questions per group. Students must choose one of the two questions in each group, thus answering four questions. The questions are devised by program faculty and are not given to students in advance. The four hour exam is proctored. 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 is read independently and blindly by a minimum of three faculty members. The exam should be passed by two readers for the passing grade; the concentration question must be passed by at least two readers for the satisfactory grade. Students who fail the exam will be given one more chance to take it. Students who publish an article in a peer-reviewed academic or a professional journal may be exempt from the Comprehensive Exam requirement. Students who successfully defend a thesis may be exempt from the Comprehensive Exam requirement.

Exit Portfolio

At the end of their program, all students will be assessed in the Exit Portfolio classroom, GD575. This requirement consists of electronic copies of all FINAL research papers delivered in each program seminar. 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 Exit Portfolio instructor's 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. 76) 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

MA Thesis in the Diplomacy program is optional. 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, and present samples of their written 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.

- The optional MA Thesis is not a degree requirement and as such may be completed outside the normal Diplomacy degree process without hindering completion of the degree. This allows students to complete a thesis after graduation if desired. The MA thesis courses are not eligible for Federal Student Aid Programs when taken outside the normal degree process.
- The MA Thesis may become a degree requirement if the thesis track is approved for a student in lieu of the comprehensive exam requirement. If the thesis track/comprehensive exam exemption is granted, the student will not graduate from the program until successful defense of the thesis. In this scenario, the MA thesis courses are eligible for Federal Financial Aid Programs.

Thesis Seminar (12 Credits)

GD 570 Graduate Thesis Research I	6
GD 571 Graduate Thesis Research II	6
GD 579 Graduate Research Project Exam	0
Total Cr.	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	University of Denver
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
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	The Fletcher School of Law and Diplomacy
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
Robert Pauly, PhD	Old Dominion University
Daniela Peterka-Benton, PhD	University of Vienna
Russell Ramsey, PhD	University of Florida
Timothy Riesen, PhD	Claremont Graduate University
Eileen Scully, PhD	Georgetown University
Steven, Shirley, PhD	Old Dominion University
Eugene Tadie, PhD	Northern Illinois University
Stephen Twing, PhD	University of South Carolina
Shelton L. Williams, PhD	Johns Hopkins University

Master of Arts in History

Program Director: James M. Ehrman

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	Cr.	Semester 2	Cr.	Semester 3	Cr.
MH 510 Introduction to Military History: Historiography and Method	6	One concentration course	6	MH 550 U.S. Military History	6
One concentration course	6	One concentration course	6	One capstone academic exercise ¹	6
				MH 595 Residency ²	0
Semester Total Credits	12	Semester Total Credits	12	Semester Total Credits	12
Total Credits For This Major: 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 Cr.		36

¹ Co-requisite: one six-credit elective

² By permission only

World History Concentration

Core Seminars

MH 510	Introduction to Military History: Historiography and Method	6
HI 526	Hunter-Gatherer and Agrarian Eras	6
HI 536	The Late Agrarian Era to 1800	6
HI 546	World History from 1800 to 1991	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

HI 595	Residency	0
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Total Cr. 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. 76) 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
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

Master of Arts in International Relations

Program Director: Lasha Tchamouridzé

Associate Program Director of Academics: Charles Lerche

The Master of Arts in International Relations will have three parts. The first two parts consist of taught seminars: the program will have required seminars followed by electives. After completing the required seminars, students will proceed to the electives. At the end of the program students will take their field exam in the discipline of International Relations.

The field exam will consist of issues from the required seminars, as well as those two seminars elected by a student. Satisfactory completion of the field exam will be required to graduate from the program. The third part of the program will consist of research elements – students will be expected to complete a Master's research paper (MRP) of approximate length of 14 to 18 thousand words. Students will be encouraged to select their MRP or capstone topic as early as possible, and by the end of Seminar Four they will have advisors assigned. Students will be encouraged to choose their elective seminars according to their research interests. Master's Research Paper will be a shorter version of MA thesis, with one important difference: students will not be asked to make original contributions to the field of international relations. Although it is not difficult to identify original theses statements in IR, even at Master's level, fundamental difficulties exist in the field in terms of scholarly rigor and methodology of fully investigating the proposed research questions. Such challenges are common in the discipline at Master's level and tend to exist even at wealthy schools – the challenges are connected with the limitations that naturally exist for those who study international security and history – it is seldom possible for Master's students to do substantial field research, especially in the areas of conflict.

Curriculum Map

Semester 1	Cr.	Semester 2	Cr.	Semester 3	Cr.
IR 510 World Politics Intl Relations	6	One Concentration Course	6	IR 555 Field Exam	0
One Concentration Course	6	One Elective Course	6	IR 590 Masters Research Paper	9
				IR 595 Residency ¹	0
Semester Total Credits	12	Semester Total Credits	12	Semester Total Credits	9
Total Credits For This Major: 33					

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

Core Requirements

All students in the Master of Arts in International Relations program are required to complete the following courses in the order prescribed in the curriculum map for the degree.

Core Courses for all Concentrations

IR 510	World Politics Intl Relations	6
IR 555	Field Exam	0
IR 590	Masters Research Paper	9
IR 595 Residency		0
Total Cr.		15

Concentration Areas

All students in the Master of Arts in International Relations program must select one concentration area of study and will complete 18 credits in the concentration.

International Security Concentration Courses

IR 520	American Foreign Policy	6
IR 530	International Security	6
GD 540	Conflict Avoidance, Prevention & Containment in the International System	6
or GD 550	Conflict Resolution & Post-Conflict Reconstruction in the International System	
or GD 560	Military Intervention & Conflict Management in the International System	
or GD 561	Human Rights and Conflict in the International System	
or GD 562	International Response to Transnational Terrorism	
Total Cr.		18

National Security Concentration Courses

IR 520	American Foreign Policy	6
IR 531	National Security	6
GD 540	Conflict Avoidance, Prevention & Containment in the International System	6
or GD 550	Conflict Resolution & Post-Conflict Reconstruction in the International System	

or GD 560	Military Intervention & Conflict Management in the International System	
or GD 561	Human Rights and Conflict in the International System	
or GD 562	International Response to Transnational Terrorism	

Total Cr. 18

International Development Concentration Courses

GD 530	Economics and the International System	6
AD 564	International Development and Influence I	6
AD 574	International Development and Influence	6

Total Cr. 18

Cyber Diplomacy Concentration Courses

GD 520	Law and the International System	6
GD 547	Cyber Policy I	6
or GD 548	Studies in Cyber Systems I	
GD 557	Cyber Policy II	6
or GD 558	Studies in Cyber Systems II	

Total Cr. 18

One-Week Residency

All degree candidates of the Master of Arts in International Relations are required to attend a one-week Residency Conference (p. 76) 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
Lasha Tchatouridze, 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	University of Denver
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
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	The Fletcher School of Law and Diplomacy
Brian Kupfer, PhD	Claremont Graduate School
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
Robert Pauley, PhD	Old Dominion University
Daniela Peterka-Benton, PhD	University of Vienna
Russell Ramsey, PhD	University of Florida
Timothy Riesen, PhD	Claremont Graduate University
Eileen Scully, PhD	Georgetown University
Steven Shirley, PhD	Old Dominion University
Eugene Tardie, PhD	Northern Illinois University
Stephen Twing, PhD	University of South Carolina
Shelton L. Williams, PhD	John Hopkins University

Master of Arts in Military History

Program Overview

Program Director: James M. Ehrman

Associate Program Director of Academics: John Broom

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	Cr.	Semester 2	Cr.	Semester 3	Cr.
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
Semester Total Credits	12	Semester Total Credits	12	Semester Total Credits	12
Total Credits For This Major: 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 one of the following:

MH 540	Non-Western Military History	6
MH 541	Chinese Military History	6
MH 543	Amphibious Warfare	6

Select one of the following:

MH 550	U.S. Military History	6
MH 551	Race and Gender in Military History	6
MH 552	Total War	6
MH 553	Dir Readings Military 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
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Total Cr. 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. 76) 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
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

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.

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	Cr.	Semester 2	Cr.	Semester 3	Cr.
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
Semester Total Credits	12	Semester Total Credits	12	Semester Total Credits	12
Total Credits For This Major: 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 Cr.		18

Concentration Seminars

General MBA Seminars

GB 552	International Business Management	6
OL 530	Leading Change in Organizations	6
GB 560	Strategic Management	6

Total Cr. 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 Cr. 18

Finance Seminars

GB 545	Multinational Business Finance	6
GB 555	Investments and Portfolio Management	6
GB 565	Strategic Management in Finance	6

Total Cr. 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 Cr. 18

Supply Chain Management Concentration

The Supply Chain Management concentration focuses on three key areas of study:

- Supply chain management: strategy planning and operation
- Supply chain management: logistics design and execution
- Supply chain management: optimization

These three seminar 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?" (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 Cr.		18

Construction Management Concentration

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

- Project Management - Techniques, Tools, and Practices
- Contracts and Insurance in Construction
- Project Finance and Accounting

These three seminar will explore key construction management concepts related to strategy, planning, processes, technologies, project management framework, project life-cycle, project process and key project management 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 delivery methods, contractual format/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 and 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
Total Cr.		18

Energy Management Concentration

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

- Energy Resources and Markets
- Managing Energy Savings and Efficiency Projects
- Managing Corporate Energy Needs

The three seminars will explore key energy management concepts related to strategy, planning, processes, technologies, resources, distribution, transportation, procurement, contracts, networks, markets, energy operations, energy supply and demand, regulations and forecasting corporate energy needs. Studies in these three seminars will provide an MBA student with a solid foundation of energy management concepts, principles, application and assessment, with a focus on continuous improvement. In effect, they will address three important business questions related to energy management:

“What are we going to do?”

- Develop strategic solutions for corporations or institutions on their energy needs.

“How do we implement it?”

- By analyzing all options in energy markets and developing a specific procurement plan for the organization.

“How do we improve upon what we are doing?”

- By learning to achieve a systematic and continuous energy auditing inside the organization in order to optimize its use in all processes.

Energy Management Seminars

GB 548	Energy Resources and Markets	6
GB 558	Energy Saving Efficiency Proj	6
GB 568	Managing CorporateEnergy Needs	6
Total Cr.		18

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. 76) 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

Master of Civil Engineering

Program Director: Thomas J. Descoteaux
Program Coordinator: Linda Ratsep

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	Cr.	Semester 2	Cr.	Semester 3	Cr.
GB 544 Project Management Techniques, Tools and Practices	6	Concentration course	6	Concentration course	6
EG 501 Engineering Mathematics	6	Concentration course	6	CE 561 Capstone Design Project ¹	6
				CE 595 Residency ²	0
Semester Total Credits	12	Semester Total Credits	12	Semester Total Credits	12
Total Credits For This Major: 36					

¹ B or higher grade required

² 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 fundamentals 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.

Fundamentals 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	Fund of Business Mng	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 Cr.		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 Cr.		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 Cr.		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 Cr.		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 Cr.		18

One-Week Residency

All degree candidates of the Master of Civil Engineering are required to attend a one-week Residency Conference (p. 76) 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
Linda Ratsep, MCE, MBA, PE (Program Coordinator)	Villanova University; Drexel University
William Barry, PhD	Carnegie Mellon University
Michael S. Blount, MS, PE	Georgia Institute of Technology
Matthew Bovee, PhD	University of Kansas
Laurette Brady, MBA	St. Joseph's University
Arif Cekic, PhD, PE	Wayne State University
Paul Draghi, PhD	Indiana University
Kenneth Edwards, PhD, PE	Iowa State University
Andrew Ernest, PhD, PE	Texas A&M
Thaddeaus Gabryszewski, MCE, PE	Norwich University
Tara Kulkarni, PhD	Florida State University
Kenneth Lamb, PhD, PE	University of Nevada – Las Vegas
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
Jared Reigstad, MCE, PE	Norwich University
Scott Sabol, MSCE	Pennsylvania State University
Timothy Tyler, PhD, PE	Virginia Polytechnic University
Loren Wehmeyer, PhD	The University of Iowa
Ruth Wertz, MSCE, PE	Purdue University
Anthony Young, MCE, PE	Norwich University

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	Cr.	Semester 2	Cr.	Semester 3	Cr.
AD 511 Foundations of Public Administration and Policy	6	One concentration course	6	One concentration course	6
One concentration course	6	One concentration course	6	Capstone studies or final concentration course	6
				AD 590 MPA Portfolio	0
				AD 595 Residency ¹	0
Semester Total Credits	12	Semester Total Credits	12	Semester Total Credits	12
Total Credits For This Major: 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

All students are required to begin their program with AD 511, Foundations of Public Administration and Policy, followed by five six-credit concentration courses. All students are also required to complete the exit portfolio, AD 590.

Core Courses

AD 511	Foundations of Public Administration and Policy	6
AD 590	MPA Portfolio	0

Culminating Academic Requirement

AD 595	Residency	0
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Total Cr. 6

Concentrations Courses

Criminal Justice and Public Safety Courses

AD 521	Public Administration Research and Analysis	6
AD 531	Public Organization Resources & Processes	6

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
AD 561	Capstone Studies	6

Total Cr. 30

Fiscal Management Courses

AD 521	Public Administration Research and Analysis	6
AD 531	Public Organization Resources & Processes	6
AD 558	Certified Government Financial Manager Studies	6
AD 559	Public Organization Financial Management	6
AD 561	Capstone Studies	6

Total Cr. 30

International Development and Influence Courses

AD 521	Public Administration Research and Analysis	6
AD 531	Public Organization Resources & Processes	6
AD 564	International Development and Influence I	6
AD 574	International Development and Influence	6
AD 561	Capstone Studies	6

Total Cr. 30

Municipal Governance Concentration

The Municipal Governance concentration focuses on three key areas of study:

- Municipal Governance in general,
- Rural Municipal Governance,
- Urban Municipal Governance.

These three seminars will explore key 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. The seminars will also study how to create and maintain intergovernmental relationships, form partnerships with elected officials, staff, and private sector business. Studies in these three seminars will provide a graduate MPA student with a skill set that includes interdisciplinary and multidisciplinary competence, effective leadership skills, and action plan development and implementation.

Municipal Governance Courses

AD 521	Public Administration Research and Analysis	6
AD 531	Public Organization Resources & Processes	6
AD 543	Municipal Governance	6
AD 553	Rural Municipal Governance	6
or AD 563	Urban Municipal Governance	
AD 561	Capstone Studies	6
Total Cr.		30

Nonprofit Management Concentration

The Nonprofit Management concentration focuses on these key areas of study:

- Nonprofit leadership and management,
- Nonprofit Administration,
- Transformational Organizational Culture, Human Resource Development and Management,
- Resource Development and Efficiency by Nonprofit Organizations,
- Healthcare Management

These seminars will explore key best practices for nonprofit leadership in areas such as: workforce focus, volunteer staff management, leadership and governance, nonprofit law, ethics, grant writing, accounting and economics, healthcare information technology and knowledge management. Studies in these seminars will provide a graduate MPA student with a skill set that includes interdisciplinary and multidisciplinary competence, effective leadership and management skills, and action plan development and implementation.

Nonprofit Management Courses

AD 521	Public Administration Research and Analysis	6
AD 531	Public Organization Resources & Processes	6
AD 542	Leading the Nonprofit Organization	6
AD 552	Nonprofit Administration	6
or AD 562	Transformational Organizational Culture, Human Resources Devel and Mngt in NonProfit Organizations	
or AD 572	Resource Development, Management & Efficiency by Nonprofit Organizations	
or AD 582	Healthcare Management	
AD 561	Capstone Studies	6
Total Cr.		30

Policy Analysis and Analytics Concentration

The Public Policy Analysis and Analytics concentration focuses on these key areas of study:

- Policy, Politics, and Planning,
- Methods of Policy Analysis,
- Policy and Policy Implementation,
- Tools for Policy Analysis, and
- Economics and Decision Making.

These seminars will explore key best practices for policy planning, implementation, analysis and analytics. Data mining, data gathering, decision making based upon analysis and analytics all contribute to a growing field of policy analysis and the need for those who understand public administration, public policy AND the process of analysis using up to date tools.

Policy Analysis and Analytics Courses

AD 545	Policy, Politics, and Planning	6
AD 555	Public Organization Fiscal Management, Part I	6
AD 565	Public Organization Fiscal Management, Part II	6
AD 575	Tools for Policy Analysis	6
AD 585	Economics & Decision Making	6
Total Cr.		30

Public Administration Leadership and Crisis Management Concentration

The Public Administration Leadership and Crisis Management concentration focuses on these key areas of study:

- Foundation of Leadership and Ethical Decision Making,
- Public Leadership, Crisis Management, and Organizational Change.

The concentration seminars will explore key best practices for public administration leadership and management in areas such as: workforce focus, leadership and governance, ethics, information technology, and knowledge management. Studies in these seminars will provide a graduate MPA student with a skill set that includes interdisciplinary and multidisciplinary competence, effective leadership and management skills, and action plan development and implementation.

Public Administration Leadership and Crisis Management Courses

AD 521	Public Administration Research and Analysis	6
AD 531	Public Organization Resources & Processes	6
AD 576	Foundations of Leadership and Ethical Decision Making	6
AD 586	Public Leadership, Crisis Management, and Organizational Change	6

AD 561	Capstone Studies	6
Total Cr.		30

Public Works and Sustainability Courses

AD 521	Public Administration Research and Analysis	6
AD 531	Public Organization Resources & Processes	6
Select two courses from the following:		
AD 557	Public Works Administration, Part I	6
AD 567	Public Works Administration, Part II	6
AD 544	Strategies and Principles for Sustainability I	6
AD 561	Capstone Studies	6
Total Cr.		30

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. 76) 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	Brandeis University
Robert Wright, DPA	University of Leverage

Master of Science in Criminal Justice

Program Manager: Allison Crowson

The Master of Science in Criminal Justice is a 30-credit master's degree program designed for military police personnel from all uniformed branches who have successfully completed the U.S. Army Military Police School Career Captain's Course (MPCCC). The MSCJ builds on the training and experience of military police personnel by providing graduate-level coursework that focuses on international law enforcement and the challenges of working with non-U.S. military and civilian criminal justice agencies and organizations. Graduates of the program are better equipped to carry out the changing mission of U.S. military police and to work collaboratively with foreign military and law enforcement personnel on transnational crime issues.

Curriculum Map

Semester 1	Cr.	Semester 2	Cr.	Semester 3	Cr.
GJ 551 Law Enforcement Administration	6	GD 520 Law and the International System	6	GD 562 International Response to Transnational Terrorism	6
GJ 522 Criminal Justice Research, Practice & Technology	6	GD 552 International Terrorism by Non-State Actors	6	GD 595 Residency ¹	0
Semester Total Credits	12	Semester Total Credits	12	Semester Total Credits	6
Total Credits For This Major: 30					

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

One-Week Residency

All degree candidates of the Master of Science in Criminal Justice are required to attend a one-week Residency Conference (p. 76) 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
Hayat Alvi, PhD	Howard University
Clifford Bates, PhD	Northern Illinois University
John Becker, PhD	University of Denver
Stefan Brooks, PhD	University of Houston
Miichael Jackson, PhD	Brandeis University

Charles Lerche, PhD	University of Ibaden (Nigeria)
Jonathan Levy, PhD	University of Cincinnati
Robert Pauly, PhD	Old Dominion University
Timothy Reisen, PhD	Claremont Graduate University
Eileen Scully, PhD	Georgetown University
Shelton L. Williams, PhD	Johns Hopkins University

Master of Science in Executive Leadership

Program Director: Stacie L. L. Morgan

The Master of Science in Executive Leadership is a 36-credit master's degree program designed for senior level leaders. The Master of Science in Executive Leadership builds on the education and experience of senior level leaders by providing graduate-level coursework beyond a Master of Business Administration, Master of Public Administration, Master of Arts in Diplomacy, and Master of Science in Leadership that focuses on self-mastery in high exposure and fast-paced work environments, leading complex change, leading beyond one's organization, leading with technology and data, accessing the most strategic resources and publicizing results. This program is conducted in a real-time, hands-on manner within students own organization.

Curriculum Map

Semester 1	Cr.	Semester 2	Cr.	Semester 3	Cr.
EL 610 The Science of Self-Leadership Mastery on the Move	6	EL 630 Beyond Your Organization	6	EL 650 Researching Resources and Publishing Results	6
EL 620 Leading Complex Change	6	EL 640 Leading with Technology and Data	6	EL 660 Capstone	6
				EL 595 Residency ¹	
Semester Total Credits	12	Semester Total Credits	12	Semester Total Credits	12
Total Credits For This Major: 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 Executive 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.

One-Week Residency

All degree candidates of the Master of Science in Executive Leadership are required to attend a one-week Residency Conference (p. 76) 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
Stacie L. L. Morgan, PhD (Program Director)	Union Institute and University
Rex Marks, MS (Associate Program Director of Academics)	Norwich University
Darryl 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
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

Master of Science in Information Security and Assurance

Program Overview

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	Cr.	Semester 2	Cr.	Semester 3	Cr.
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
Semester Total Credits	12	Semester Total Credits	12	Semester Total Credits	12
Total Credits For This Major: 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 Cr.		24

Concentrations (12 credits)

One of the following two-seminar, 12-credit concentrations is required to complete the 36 credit hour program: Project Management, Forensics, Critical Infrastructure Protection and Cyber Crime, Vulnerability Management, Cyber Law and International Perspectives on Cyber Space.

Project Management Concentration

The Project Management concentration offered to the MSISA students uses a sequential approach to provide a thorough understanding of all aspects of project-management theory and practice. Academic objectives of this program are mapped to *A Guide to Project Management Body of Knowledge* (PMBOK® Guide). MSISA students enrolled in this concentration will be taking advantage of the experience of the Project Management faculty in conjunction with MSISA faculty members who specialize in cyber security and information assurance. More importantly, the Project Management students establish a firm foundation in project management tools, techniques and practices. MSISA students are required to take two of the three Project Management concentration courses. The courses offer in-depth study, specifically addressing each project management process area from a project leadership perspective.

Project Management Seminars

GB 544	Project Management Techniques, Tools and Practices	6
GB 554 or GB 564	Project Management Leadership, Communications and Teams Strategic Management in Project Management	6

Total Cr. 12

Computer Forensic Investigation/Incident Response Team Management Concentration

Computer Forensic Investigation/Incident Response Team Management Seminars

GI 551	Computer Forensic Investigations	6
GI 554	Computer Security Incident Response Team Management	6

Total Cr. 12

Critical Infrastructure Protection and Cyber Crime Concentration

This concentration explores the nature of conflict in cyber space focusing on two major Internet-based threats to the U.S. national security: cyber terrorism and cyber crime, and the security of information in computer and communications networks within infrastructure sectors critical to national security. These include the sectors of banking, securities and commodities markets, industrial supply chain, electrical/smart grid, energy, transportation, communications, water supply, and health. The seminars in this concentration provide a risk management framework to help information leaders leverage the benefits of internet technologies while minimizing the risks that such technologies pose to their organizations. Special attention is paid to the risk management of information in critical infrastructure environments through an analysis & synthesis of assets, threats, vulnerabilities, impacts, and

countermeasures. Critical consideration is given to the role of Supervisory Control and Data Acquisition (SCADA) systems in the flow of resources such as electricity, water, and fuel.

Critical Infrastructure Protection and Cyber Crime Seminars

GI 556	Cyber Crime	6
GI 566	Critical Infra. Protection	6
Total Cr.		12

Vulnerability Management Concentration

The basics of penetration testing constitute the core of this concentration. Students utilize a virtual lab to gain experience through hands-on lab exercises. Students learn to use the well-known open-source Metasploit computer security project to understand security vulnerabilities, study to use this tool for penetration testing, testing the control tools, and learn to conduct monitoring of an enterprise. Students are introduced to: system security and vulnerability analysis, the most common system exploits and vulnerabilities, system "pivoting" and client-side exploits. Students learn how to assess enterprise security controls and system vulnerability, and to document their findings. Students study the rules of engagement, and how to conduct legal and ethical security tests and vulnerability assessments using known open-source tools (Metasploit, John the Ripper, Wireshark) to understand security vulnerabilities as well as to use this tool for penetration testing, testing the control tools, and how to conduct monitoring of an enterprise. This concentration is designed for penetration testers, system security, and network administrators.

Vulnerability Management

GI 562	Vulnerability Management and Penetration Testing I	6
GI 563	Vulnerability Management II	6
Total Cr.		12

Cyber Law and International Perspectives on Cyber Space Concentration

This concentration presents a comprehensive overview of ethical issues, legal resources and resources, and public policy implications inherent in the evolving online society. Complex and dynamic state of the law as it applies to behavior in cyberspace is introduced, and the pitfalls and dangers of governing in an interconnected world are explored. Ethical, legal, and policy frameworks for information assurance are addressed. Various organizations and materials that can provide assistance to operate ethically and legally in cyberspace are examined. Topics include intellectual property protection, electronic contracting and payments, notice to consent from e-message receipts, non-repudiation and cyber crime, and the impact of ethical, moral, legal, and policy issues on privacy, fair information practices, equity, content control, and freedom of electronic speech using information systems. It also provides an overview of the issues surrounding transnational cyberspace policies, international investment strategies and implementation of communication and information technologies that affect the global economy and transforms the flow of information across cultural and geographic boundaries. The concentration examines various global governance frameworks, and organizations that shape and transform cyberspace such as the International Telecommunications Union, the World Bank Information and Communications Technology Sector, and the U.S. Federal Communications Commission.

Cyber Law and International Perspectives on Cyber Space Seminars

GI 557	Cyber Law	6
GI 567	International Perspectives on Cyberspace	6
Total Cr.		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. 76) 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, Berkley
Matthias Plass, MS	University of Maryland, University College
George Silowash, MSIA, CISSP	Norwich University
Ric Steinberger, MSME, CISSP	Catholic University

Master of Science in Leadership

Program Director: Stacie L. L. Morgan

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.

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	Cr.	Semester 2	Cr.	Semester 3	Cr.
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
Semester Total Credits	12	Semester Total Credits	12	Semester Total Credits	12
Total Credits For This Major: 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 are required to maintain a grade of B- or better in all core courses.

Required Courses (18 credits)

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 Cr.		18

Concentrations

Students must select and complete one of the following 18 credit-hour 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 Master of Science in Leadership 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 Cr.		18

Human Resources Leadership Concentration (18 credits)

The Human Resources Leadership concentration focuses on two key areas of study: human resources leadership and 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 of the marketplace. The Master of Science in Leadership 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 Master of Science in Leadership 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 Resources Leadership	6
OL 552	Leveraging Human Capacity for Strategic Results	6
OL 561	Capstone Studies	6
Total Cr.		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 Cr.		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 Cr.		18

Organizational Leadership Concentration (18 credits)

The Organization 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 Concentration

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 Cr.		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. 76) 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
Stacie L. L. Morgan PhD (Program Director)	Union Institute and University
Rex Marks, MS (Associate Program Director of Academics)	Norwich University
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
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

Master of Science in Nursing

Program Director: Paulette Thabault
Program Coordinator: 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	Cr.	Semester 2	Cr.	Semester 3	Cr.
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
Semester Total Credits	12	Semester Total Credits	12
Total Credits For This Major: 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 Cr.		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 Cr.		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 Cr.		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. 76) 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

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 (interim): John A. Kunelius
 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. 80)

Certificate Policy:

A certificate may be awarded for a conference, a course, a seminar, or a designated set of courses or seminars focused on a specific topic or theme which students may study separately from or in addition to their degree requirements. The purpose of certificate study is to give students the opportunity to pursue a subject of interest in a prescribed manner and with specific completion requirements. Completion of the requirements will be recognized by the awarding of a certificate document from the university.

Origination of a certificate offering will occur within an academic unit within a College. Certificates may be constructed from existing and/or newly created courses or seminars.

All credit-bearing and non-credit certificates will meet the following quality standards:

1. Subject matter will be appropriate to the Norwich University mission;
2. Courses will be led by appropriately credentialed instructors;
3. Curriculum will address identified learning goals
4. Appropriate review and maintenance of the content will be conducted by the sponsoring academic unit.

A. Credit and Non-Credit Certificate Definitions:

1. Graduate Certificate - This certificate may be comprised of 6-36 credit hours of graduate credit. Origination and planning will occur within the College. Students enrolled in a graduate certificate program will be classified as non-matriculating graduate students.
2. Undergraduate Certificate - This certificate may be comprised of 6-36 hours of undergraduate credit or equivalent number of competency units . Students enrolled in an undergraduate certificate program will be classified as non-matriculating students.
3. Certificate of Completion - This zero-credit certificate is awarded for participation in a short-term conference, course, set of courses, seminars or other learning event developed around a specific topic or area of knowledge for which degree credit is not awarded. A certificate of completion requires a minimum of four contact hours of study. Students enrolled in a Certificate of Completion program will be classified as students.

B. Certificate Approval and Maintenance

1. Certificates must be approved by the University Curriculum Committee (UCC) and become effective for the next catalog. Students who wish to meet the revised requirements must declare the catalog under which the revised certificate requirements were approved.
2. Credit-bearing or competency-based certificate offerings are reviewed and approved by the sponsoring academic unit (program/department/school), the unit's Chair, Director and/or the College Dean, College Curriculum Committee and the University Curriculum Committee and are applicable under the next catalog.
3. Non-credit earning certificates will be reviewed and approved by the sponsoring academic unit (program/department/school), the unit's chair/director/manager, the College Curriculum Committee, and the College Dean and are applicable under the next catalog.
4. Certificate curriculum/content will be reviewed annually for rigor and relevancy. Any changes made will be reviewed by the appropriate academic unit and approved by the sponsoring academic unit, the unit's chair/director/manager, the College Curriculum Committee, and the College Dean and the University Curriculum Committee and are applicable under the next CGCS catalog.

C. Admission, Enrollment and Completion

1. The CGCS Program Director/Manager or on-campus College Dean or designee makes all admissions decisions.
2. Admission into a certificate program does not guarantee admission into a Norwich University degree program.
3. All courses/seminars required for a certificate are taken at Norwich University; transfer credit is not permitted.
4. For credit-earning courses/seminars that comprise certificates, the normal grade and/or GPA requirements are in effect for the level of credit the certificate carries:
 - a. 2.0 cumulative GPA and D- or higher grades for undergraduate students
 - b. 3.0 cumulative GPA and C or higher grades for graduate students
5. Credits earned as part of a certificate may be applied in whole, or in part, to a Norwich University degree program (subject to minimum grade and/or GPA requirements as listed above). The Program Director/Manager/Chair of the relevant program approves/denies all requests for credit.
6. Certificates cannot be attached to a previously awarded degree.
7. Students may not be awarded a Certificate and a Major Concentration in the same specialization.
8. Upon completion of all requirements the certificate will be posted to the student's official transcript using the last day of the session/term in which the certificate requirements were completed.

D. Certificate Discontinuation

An academic unit may request the College Curriculum Committee, the College Dean and the University Curriculum Committee to approve elimination of a certificate program if:

1. There have been no certificates issued in a three-year period
2. The originating academic unit recommends

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.

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. 80)

Certificate in Teaching and Learning

Chair, Continuing Studies: Mark L. Parker

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 Cr.		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 Cr.

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 Cr.

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 and the Master of Science in Information Security and Assurance degrees 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 or 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. 83) and Appendix B: Academic Dishonesty (p. 84).

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 University 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 or sessions. A semester begins with enrollment in the courses offered during the first eight-week session and ends with enrollment in the courses offered in the second eight-week session. 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 two sequential eleven-week blocks or sessions, 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: Data Privacy (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>

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.

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
- Athletic Achievements
- Athletic Height & Weight
- Awards and Honors Including Cadet Promotions
- Class Level (Freshman, Sophomore, Junior, Senior)
- Dates/Terms Attended
- Degrees/Certificates Awarded & Date Conferred
- Graduation Status
- Email Address
- Full or Part-Time Status
- Home Town
- Lifestyle
- Major or Program
- Norwich Mailbox Number
- Participation in Official Recognized Activities & Sports
- Photographs
- Previous Colleges Attended
- Withdrawal Date

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
- Academic Major
- Address
- Date & Place of Birth
- Degrees Received
- Level of Education
- Most Recent Education Institution Enrolled in By the Student
- Telephone Listing

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.

- Academic Standing
- Advisor
- Age
- Citizenship
- Class Schedule/Roster
- Credits Earned
- County of Origin
- Date of Birth
- Entrance Exam Results
- Financial Aid Information
- Gender
- Grade Point Average (Semester & Cumulative)
- Grades
- Parent Address(es) & Phone Number(s)
- Race/Ethnicity
- Social Security Number
- Student Financial Account Information
- Student Identification Number
- Student Local & Permanent Address & Phone Number
- Transcript

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.

Student Notification

1. New and continuing students are notified of their FERPA rights each semester via the electronic Enrollment Verification process prior to each term.
2. Students are further notified of FERPA rights on the Registrar's website <http://www.norwich.edu/registrar/>
3. Everyone can access Norwich's Student Data Privacy (FERPA) policy at <http://www.norwich.edu/registrar/>

The Office of the Registrar is the primary contact for all student information inquiries.

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 to request an accommodation and to provide required medical documentation substantiating and outlining the student's disability.

Contact information for the ADA Representative of the College of Graduate and Continuing Studies:

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 ADA Representative in the College of Graduate and Continuing Studies to attempt to resolve any issues. If, after working with the 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 Sr. Vice President of Academic Affairs of the University or a designee. This decision will be final.

Catalog Supplement

The 2016-2017 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.

Index

A

Academic Policies	15
Academic Policies	45
Academic Policies	79
Academic Records	15
Academic Records	45
Academic Records	79
Academic Standing	16
Academic Standing	46
Accreditations	82
Appendices	83
Appendix A: Academic Integrity	83
Appendix B: Academic Dishonesty	84
Appendix C: Norwich University Honor Code	85
Appendix D: Appeals and Grievance Procedure	85
Appendix E: Intellectual Property	85
Appendix F: General Definitions	86
Appendix G: Data Privacy (FERPA)	86
Appendix H: Section 504 of the Rehabilitation Act of 1973/Americans with Disabilities Act (ADA)	89
Attendance and Discipline	18
Attendance and Discipline	48
Attendance and Discipline	79

B

Bachelor of Interdisciplinary Studies	24
Bachelor of Science in Criminal Justice	26
Bachelor of Science in Cyber Security	27
Bachelor of Science in Management Studies	28
Bachelor of Science in Strategic Studies and Defense Analysis	30
Bachelor's Degrees	9

C

Catalog Supplement	91
Certificate in Teaching and Learning	80
Certificate Requirements, Credits, and Award	79
Certificates	78
Course Add/Drop and Course Withdrawal	18
Course Audits	79
Course Drop and Course Withdrawal	48
Course Exemptions and Equivalency Examinations	19
Course Overloads and Audits	19
Course Overloads and Audits	49

D

Dean's Welcome	7
Degree Awarded	19
Degree Awarded	49

Degree Conferral	20
Degree Conferral	49
Degree Credit	20
Degree Credit	50
Degree Requirements	20
Degree Requirements	50
Dual Degrees and Concentrations	50
G	
Grade Appeals	21
Grade Appeals	51
Grade Appeals	80
Grades	20
Grades	50
Grades	79
I	
Introduction to Catalog	3
M	
Master of Arts in Diplomacy	54
Master of Arts in History	57
Master of Arts in International Relations	59
Master of Arts in Military History	60
Master of Business Administration	62
Master of Civil Engineering	65
Master of Public Administration	66
Master of Science in Criminal Justice	69
Master of Science in Executive Leadership	70
Master of Science in Information Security and Assurance	70
Master of Science in Leadership	72
Master of Science in Nursing	75
Master's Degrees	33
Military Accommodation	21
O	
Online Programs' Catalog	5
P	
Pre-requisite, Co-requisite, and Repeat Courses	22
Pre-requisite, Co-requisite, and Repeat Courses	52
Programs of Study - Bachelor's Degrees	24
Programs of Study - Certificates	80
Programs of Study - Master's Degrees	54
R	
Readmission	23
Readmission	52
Residency Conference Requirement	31
Residency Conference Requirement	76
Rules and Regulations - Bachelor's Degrees	32
Rules and Regulations - Certificates	81

Rules and Regulations - Master's Degrees77

T

Transfer Credit 52

Transfer Degrees and Transfer Credit23

W

Withdrawals from the University 24

Withdrawals from the University 53

Withdrawals from the University 80