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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 and to join a legacy of leaders. In 2019, Norwich University will embark on its third century of fostering the Partridge tradition of educating citizen-soldiers to serve our nation and others before self, and to build a better world.

The College of Graduate and Continuing Studies (CGCS) is a vital virtual campus with a forward-thinking team of subject-matter experts and instructional designers who combine academic content, user-centric platform architecture, and the latest brain science on learning to tailor courses for online students' success. Few schools will challenge you as much as Norwich will; fewer yet will provide you the transformative academic and leadership experiences that you need in order to achieve distinction in the marketplaces of our great nation.

As we look ahead to our bicentennial in 2019, and we mark CGCS' twentieth anniversary, 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 global community.

The people of Norwich know what Norwich stands for – vision, creativity, ingenuity, and hard work. 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
 RADM, USCGR (Ret.)
 President

Introduction to Catalog

The Official 2019-2020 Catalog of the College of Graduate and Continuing Studies

The Catalog of the College of Graduate and Continuing Studies (CGCS) is the official catalog for all students enrolled in online programs. It contains all applicable academic rules, regulations, and policies for students enrolled in terms beginning on or after August 26, 2019. The Catalog is published in the fall and updated through the quarterly Catalog Supplement in December, March, and June for students enrolled in the following online degrees and certificates.

Bachelor's Degrees:

Bachelor of Interdisciplinary Studies (p. 33)
 Bachelor of Science in Criminal Justice (p. 34)
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 Graduate Certificate in Critical Infrastructure Protection and Cyber Crime (p. 64)
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 Graduate Certificate in Rural Municipal Governance (p. 67)
 Graduate Certificate in Teaching and Learning (p. 67)
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Graduate Certificate in Vulnerability Management (p. 67)

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.

Board of Trustees

Board of Trustees

The Board of Trustees at Norwich is an active group that serves not only as an overseer of the University, but also sets the policies that will steer and guide Norwich into the future. Trustees are both alumni and non-alumni; military, business, and educational leaders. Their unique

life experiences enable them to set the vision by which to form the military and civilian leaders of tomorrow.

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Vision, Mission, and Guiding Values

Founded in 1819

Norwich University was the first private military college in the United States. Here the idea of the "citizen soldier" developed, a guiding philosophy that later became the impetus for the creation of the Reserve Officer Training Corps (ROTC). Norwich was the first private college or university to offer engineering. Norwich was also the first school to offer military training to women, in 1974, preceding the armed service academies by two years.

The Vision for Norwich University

Norwich University will be a learning community, American in character yet global in perspective; engaged in personal and intellectual transformation, and dedicated to knowledge, mutual respect, creativity, and service.

The Mission of Norwich University

First Published in the 1843 Catalog: To give our youth an education that shall be American in its character – to enable them to act as well as to think – to execute as well as to conceive – “to tolerate all opinions when reason is left free to combat them” – to make moral, patriotic, efficient, and useful citizens, and to qualify them for all those high responsibilities resting upon a citizen in this free republic.

The Mission of the College of Graduate and Continuing Studies

Through relevant academic programs, engaged faculty, and a personalized educational experience, Norwich University's College of Graduate and Continuing Studies has created a dynamic learning environment that empowers adult learners to effect positive change in their lives, the organizations in which they work and the communities where they live.

Underlying our mission is a set of shared values and beliefs that both informs our teaching and drives our growth as an institution:

Leadership and service - We believe that positive change begins with those who lead, and to be an effective leader, you must be willing and committed to serve a purpose greater than yourself. All of our programs emphasize the development of core leadership qualities: a strong ethical foundation, a strategic mindset, a global perspective, the ability to communicate with clarity and impact, and an overriding commitment to service.

Thinking and acting - Knowing what to do is important. Knowing how to do it is just as essential. Through a curriculum that balances theoretical knowledge with real-world experience and practice, we help our students become in-depth thinkers and strategic doers who bring tangible value to their workplaces and communities.

Lifelong learning - We believe the pursuit of knowledge should be an ongoing endeavor and offer a wide range of academic programs that meet students at various stages of their careers and lives. Whether students are seeking professional advancement or personal fulfillment (or both), our programs are designed to facilitate lifelong learning and continued self-improvement.

Challenge and support - We believe that most things worth doing require hard work - a belief summed up in our institutional motto: Expect challenge. Achieve distinction. Our goal as a college is to push our students to their personal best while providing them with the support they need to be successful. They will experience this support as a student and beyond as a member of our Norwich alumni community.

Statement of Guiding Values

Norwich University was founded in 1819 by Captain Alden Partridge, US Army, and is the oldest private military college in the country. Norwich University is a diversified academic institution that educates traditional age students in a Corps of Cadets or as civilians, and adult students. Norwich identifies the following as our guiding values:

1. We are men and women of honor and integrity. We shall not tolerate those who lie, cheat, or steal.
2. We are dedicated to learning, emphasizing teamwork, leadership, creativity, and critical thinking.
3. We accept the right to diverse points of view as a cornerstone of our democracy.
4. We encourage service to nation and others before self.

5. We stress being physically fit, and drug-free.
6. We live the Norwich motto, "I will try!" — meaning perseverance in the face of adversity.
7. We stress self-discipline, personal responsibility, and respect for law.
8. We hold in highest esteem our people and reputation.

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, completing your undergraduate degree through our degree completion programs, or honing your skills with one of our certificates. 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 of Academic Affairs and Dean
College of Graduate and Continuing Studies

Degrees, Majors, Minors, Concentrations & Certificates

Degrees

Students may not use graduate level credits (courses numbered 500 and above) to meet undergraduate requirements; this includes transfer credits. Graduate credits must be beyond those required for the baccalaureate degree and cannot count toward the baccalaureate degree.

Students must be in Good Academic Standing to be awarded a degree.

All requirements for all degrees, majors, minors, and concentrations must be completed prior to the degree being posted.

Undergraduate

Norwich University awards the following undergraduate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Interdisciplinary Studies. Degree candidates are subject to the degree/major requirements of the catalog year which they have declared.

Undergraduate Degree Requirements

Complete overall requirements.

- A minimum of 120 or more total undergraduate credits in courses numbered 100-499.
- A cumulative grade point average of 2.0 or above for all undergraduate credits.
- Complete a minimum of 30 credits from Norwich University.
- Complete 20 of the last 30 credits for the degree from Norwich University.

Bachelor of Science (BS)

The Bachelor of Science degree includes General Education requirements plus a minimum of 30 credits toward a specific major so that a minimum of 120 credits are earned. BS degrees are awarded with majors in Accounting, Architecture Studies, Athletic Training, Biology, Biochemistry, Chemistry, Civil Engineering, Communications, Computer Science, Computer Security & Information Assurance, Construction Management, Criminal Justice, Cyber Security, Education, Electrical & Computer Engineering, Environmental Science, Exercise Science, Geology, Health Sciences, Management, Management Studies, Mathematics, Mechanical Engineering, National Security Studies, Neuroscience, Nursing, Physical Education, Physics, and Strategic Studies & Defense Analysis.

BS requirements:

Refer to the specific major section of this catalog.

Bachelor of Arts (BA)

The Bachelor of Arts degree includes General Education requirements, Bachelor of Arts requirements plus a minimum of 30 credits toward a specific major so that a minimum of 120 credits are earned. BA degrees are awarded with majors in Criminal Justice, Chinese, English, History, International Studies, Political Science, Psychology, Spanish, and Studies in War & Peace.

BA Requirements:

1. A minimum of 24 credits in the major completed with a grade of C or higher (The number of credits will vary per major and may be up to 30).
2. World Literature I EN 201 and World Literature II EN 202
3. Knowledge of a modern language as indicated by passing an achievement test administered by the Department of Modern Languages; or by
 - passing a 6 credit Modern Language course taught in the target language at the 112 level; or by passing one 3 credit Modern Language course taught in the target language at the 206 level or higher. Modern Language courses taught in English do not satisfy this requirement. Students may not obtain credit for courses taken at a level lower than that for which they have already demonstrated proficiency.
4. The Foreign Language Placement Test is used for placement in Norwich language courses only. No credits toward graduation are awarded based on the student's score on this test.
5. 12 credits are allocated in each BA program for the fulfillment of the foreign language requirement. Students who satisfy the BA language requirement with less than 12 credits will have a corresponding number of additional free electives to complete in order to earn the BA degree. Normally, this requirement is completed prior to the start of the junior year.
6. Six credits in two of the following areas (students must complete an additional course to meet the Arts and Humanities General Education requirement):
 - Communications: CM 109, CM 261, CM 335, CM 436
 - English: All EN courses above EN 204 except EN 240, EN 241, EN 204, EN 242
 - Fine Arts: FA 221, FA 222, FA 240, FA 250
 - Music: MU 101, MU 271
 - Philosophy: All PH courses
 - Modern Language: all CN, FR, GR, SP courses 205 and above. These cannot be the same modern language courses used to meet the requirements listed in number 4 above
7. Nine credits in two of the following areas (students must complete an additional course to meet Social Science General Education requirement):
 - Criminal Justice: All CJ courses EXCEPT CJ 102 and CJ 301
 - Economics: All EC courses
 - History: All HI courses
 - Psychology: All PY courses
 - Political Science: All PO courses
 - Sociology: All SO courses

Bachelor of Interdisciplinary Studies (BIS)

The Bachelor of Interdisciplinary Studies degree includes General Education requirements, plus a minimum of 30 credits; 120 total credits are required.

Graduate

Norwich University awards the following graduate degrees: Master of Architecture (MARC), Master of Arts in History (MAH), Master of Arts in Military History (MMH), Master of Arts in Diplomacy (MDY), Master of Arts in International Relations (MIR), Master of Arts in Strategic Studies (MASS), Master of Business Administration (MBA), Master of Civil Engineering (MCE), Master of Public Administration (MPA), Master of Science in Criminal Justice (MSCJ), Master of Science in Executive Leadership (MSEL), Master of Science in Information Security and Assurance (MSISA), Master of Science in Leadership (MSL), Master of Science in Management (MSM), and Master of Science in Nursing (MSN). Degree candidates are subject to the degree/major requirements of the class catalog year to which they have declared.

Graduate Degree Requirements:

- Complete at least 30 credit hours of course work as prescribed by the program of admission.
- Complete at least two-thirds of the required degree credits 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 (<http://catalog.norwich.edu/onlineprogramscatalog/academicpolicies/graduationrequirements>) (not required for MARC graduates).

Earning Two Undergraduate Degrees

Students may elect to fulfill the requirements of the BA, BS and BIS degrees in different majors and be awarded separate degrees. For example, a student may earn a BA in Psychology and BS in Computer Science.

- The General Education requirements for the University only need to be met once; however, students must meet any specific General Education requirements for the academic program(s) and all major requirements for each degree.
- Students are awarded separate diplomas for each degree.
- Both degrees are listed on the official transcript.

Earning Two Graduate Degrees

Students may earn more than one master's degree through the College of Graduate and Continuing Studies in two different programs. For example, a student may earn an MBA and an MPA.

- A minimum of 45 graduate credits are required to be awarded multiple master's degrees (MBA, MPA, MSL, etc.).
- Students are awarded separate diplomas for each degree.
- Both degrees are listed on the official transcript.

Majors

Baccalaureate Degrees: The field of academic specialization within a degree. It is defined as the departmental requirements of:

- at least 30 credits.
- at least two courses must be at the 300-400 level.
- Interdisciplinary majors may include courses from more than one related academic discipline.

Master Degrees through the College of Graduate & Continuing Studies:

- At least 30 credits (500 level (or above)).
- Attendance at a Residency conference.

Master Degree in Architecture:

- At least 34 credits (500 level).

Choice of Major

Students must meet requirements, as determined by the Department Chair/School Director, to be accepted into the desired major.

Change of Major

To change a major requires students to submit a signed Major/Minor Declaration form to the Registrar's Office. The form requires the approval of the Department Chair/School Director, the assignment of the new adviser and the old adviser and the catalog year that the student will follow.

Additional Majors

To declare an additional major, students submit a signed Major/Minor Declaration form (<http://www.norwich.edu/registrar>) to the Registrar's Office. The

form requires the approval of the current adviser, and Department Chair/Director of the second major as well as the second adviser assigned by the Department Chair/School Director of the second major. The student will follow the catalog year of the primary major.

Earning Two or More Undergraduate Majors

Students may elect to fulfill the requirements for two or more majors and be awarded a multiple-major degree. Such action requires the approval of all departments. For example, a student may earn a BS in Engineering and Management.

- All majors must be a BA, BS, or BIS degree.
- The General Education requirements for the University only need to be met once; however, students must meet any specific General Education requirements for the academic program(s).
- All requirements for all majors must be met. If majors are different degrees, then the student applies for two degrees (see above).
- Students may not earn both a major and a minor in the same field of specialization.
- All requirements for all majors must be completed prior to the degree being posted.
- Students are awarded one diploma for all majors.
- All majors are listed on the official transcript (as one degree).

Dismissal from a Major

School Directors/Department Chairs have the authority to dismiss a student from a major for academic deficiency or unsatisfactory performance in a clinical program or an internship, practicum or program. Copies of dismissal letters must be sent to the Registrar's Office.

Minors

A minor consists of:

- Six courses of three or more credits completed with a grade of C or higher.
- No more than two of the six courses may be transfer courses (from another institution/or exams such as CLEP).
- May include courses from more than one related discipline.
- Students may not earn a concentration, a minor or a major in the same field of specialization.

Earning Two or More Undergraduate Minors

Students may elect to fulfill the requirements for two or more minors and be awarded a multiple-minor degree. Such action requires the approval of all departments.

- All requirements for all minors must be completed prior to the degree being posted.
- Minors are not printed on diplomas
- All minors are listed on the official transcript

To declare a minor, students submit a signed Major/Minor Declaration form to the Registrar's Office. The form requires the approval of the student's adviser, the Department Chair/ School Director of the academic department that offers the minor. Minor requirements will follow the catalog year of the student's primary major. Minors cannot be added after a Bachelor's Degree has been awarded.

Dismissal from a Minor

School Directors/Department Chairs have the authority to dismiss a student from a minor for academic deficiency or unsatisfactory performance in a clinical program or an internship, practicum or program. Copies of dismissal letters must be sent to the Registrar's Office.

Concentrations

Undergraduate concentrations are available only to students enrolled in the major under which the concentration is listed.

A concentration consists of:

- Complete at least 18 credits in a specialized area within a major.
- No more 9 credits may be transfer credits (from another institution/or exams such as CLEP).
- May include courses from more than one related academic discipline.
- Students may not earn a concentration, a minor, or a major in the same field of specialization.

Earning Two or More Undergraduate Concentrations

Students may elect to fulfill the requirements for two or more major concentrations and be awarded a multiple-concentration (for the same major) degree. Such action requires the approval of all departments. For example, a student may earn a BS with a major in Management with an Economics concentration and a Management major with a Marketing concentration.

- All concentrations must be from majors that are either a BA or BS. If the concentrations/majors are different degrees, then the student applies for two degrees (see above).
- All requirements for all concentrations for all majors must be completed prior to the degree being posted.
- Students may not earn the same concentration for different majors, degrees, or programs.
- Concentrations are awarded after a Bachelor's Degree has been awarded.
- Concentrations are not printed on diplomas.
- All concentrations are listed on the official transcript.

Earning Two or More Graduate Concentrations

Students may elect to fulfill the requirements for two or more concentrations and be awarded a multiple-concentration degree. Such action requires the approval of the Program Director. For example, a student may earn a MS in Leadership with a Public Sector Leadership concentration as well as an Organizational Leadership concentration.

- All concentrations must be from the same graduate program. If concentrations are from different programs, then the student applies for two degrees (see above).
- A minimum of 42 graduate credits are required to be awarded a multiple-concentration degree.
- Students are awarded one diploma for all concentrations.
- Concentrations are not printed on diplomas.
- Concentrations are listed on the official transcript (as one degree).
- To declare a concentration, students submit a signed Major/Minor Declaration form to the Registrar's Office. The form requires the approval of the student's adviser, the Department Chair/School Director of the academic department that offers the concentration.
- Concentrations are not awarded after a Master's Degree has been awarded.

Course Waiver or Substitution

To waive a prerequisite course requirement, students must be given approval from the Department Chair/School/Program Director.

To waive courses for major or minor course requirement, students must secure signatures/approval from:

- Advisor
- Department Chair/School/Program Director of the Student's Major

on a Degree Program Waiver /Substitutions form (<http://www.norwich.edu/registrar>). Credits waived must be replaced with Free Electives.

To substitute courses for major or minor requirements, students must secure signatures/approval from:

- Advisor
- Department Chair/School Director of the Student's Major

on a Degree Program Waiver /Substitutions form (<http://www.norwich.edu/registrar>). The advisor must indicate what course will be used to replace the major or minor requirement.

Certificates

An academic certificate certifies that a person has received specific education and therefore is considered competent in a certain specific skill area. The specific number of credits required for certificates vary by the individual certification program.

A certificate consists of:

- Credit-bearing 6-36 credits.
- Non-Credit 0 credits (minimum four contact hours).
- May include courses from more than one related discipline.

Earning Two or More Certificates

- Students may elect to fulfill the requirements for two or more certificates and be awarded both certificates.
- A student may apply credits earned as a certificate toward another major, minor, or concentration.
- Students are awarded separate diplomas for each certificate.
- All certificates are listed on the official transcript.

Undergraduate and Graduate Courses Taken Simultaneously

Students are not allowed to be enrolled in undergraduate and graduate courses simultaneously at Norwich. Courses taken at the undergraduate level may not be used toward meeting any graduate degree requirements. Courses taken at the graduate level may not be used toward meeting any undergraduate degree requirements.

Diploma & Transcript

- Diplomas are printed with degree, major and Latin honors and are not considered official documents.
- Apostilled diplomas are printed with degree, major and Latin honors, include a letter of authenticity, are notarized and are considered official documents for international students.
- Military College of Vermont (MCV) diplomas are awarded to Cadets who have met requirements set by the Commandant.
- Transcripts are official student record of all courses enrolled in and the grades earned.
 - Undergraduate transcripts are printed with degree, major, minor, concentration, Latin honor. Also Dean's List honors and academic standing are listed for each term enrolled.
 - Graduate transcripts are printed with degree, major, and concentration.

Academic Policies for Online Students

These academic policies pertain to all students enrolled in online programs through the College of Graduate and Continuing Studies (CGCS). These academic policies are

subject to change. Norwich University students and faculty will be notified through the quarterly catalog supplement (p. 96) if changes are made during the academic year.

- Academic Calendar, Course Add/Drop, and Course Withdrawal (p. 10)
- Academic Forgiveness (p. 11)
- Academic Integrity, Academic Dishonesty, and The Honor Code (p. 11)
- Academic Records (p. 13)
- Academic Standing and Class Levels (p. 14)
- Americans with Disabilities Act (ADA) (p. 19)
- Certificate Requirements, Credits, and Award (p. 20)
- Course Exemptions and Equivalency Examinations (p. 20)
- Credit Overload and Course Audit (p. 21)
- Data Privacy (FERPA) (p. 21)
- Degree Awarded (p. 23)
- Degree Conferral (p. 24)
- Degree Credit (p. 24)
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- Graduation and Residency Conference Requirements (p. 26)
- Intellectual Property (p. 27)
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- Petitions and Grievances (p. 29)
- Prerequisite, Corequisite, and Repeat Courses (p. 30)
- Readmission (p. 30)
- Transfer Credit (p. 30)
- Withdrawals from the University (p. 32)

Academic Calendar, Course Add/Drop, and Course Withdrawal

Bachelor's Degree-Completion Students

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.

2019-2020 Schedule for Add/Drop and Withdrawal Grades

Fall 2019 Trimester

Date	Activity
Aug 12, 2019	Last Day to ADD course(s) to Fall Session A
Aug 25, 2019	Last Day to WITHDRAW from Fall Trimester with 100% refund
Aug 26, 2019	First Day of Fall Trimester
Aug 26-Oct 19, 2019	Course Dates for Fall Session A
Sep 2, 2019	Last Day to request to DROP course(s) in Fall Session A
Oct 7, 2019	Last Day to WITHDRAW from Fall Session A with grade of W
Oct 21 - Dec 14, 2019	Course Dates for Fall Session B
Oct 28, 2019	Last Day to ADD or DROP course(s) in Fall Session B
Dec 2, 2019	Last Day to WITHDRAW from Fall Session B with grade of W
Dec 14, 2019	Last Day of Fall Trimester

Spring 2020 Trimester

Date	Activity
Dec 20, 2019	Last Day to ADD course(s) to Spring Session A
Jan 12, 2020	Last Day to WITHDRAW from Spring Trimester with 100% refund
Jan 13, 2020	First Day of Spring Trimester
Jan 13 - Mar 7, 2020	Course dates for Spring Session A
Jan 20, 2020	Last Day to request to DROP course(s) in Spring Session A
Feb 24, 2020	Last Day to WITHDRAW from Spring Session A with grade of W
Mar 9 - May 2, 2020	Course Dates for Spring Session B
Mar 16, 2020	Last Day to ADD or DROP course(s) in Spring Session B
Apr 20, 2020	Last Day to WITHDRAW from Spring Session B with grade of W
May 2, 2020	Last Day of Spring Trimester

Summer 2020 Trimester

Date	Activity
Apr 27, 2020	Last Day to ADD course(s) to Summer Session A
May 10, 2020	Last Day to WITHDRAW from the Summer Trimester with 100% refund
May 11, 2020	First Day of the Summer Trimester
May 11 - July 4, 2020	Course Dates for Summer Session A
May 11, 2020	Last Day to request DROP course(s) in Summer Session A
Jun 22, 2020	Last Day to WITHDRAW from Summer Session A with grade of W

Jun 29 - Aug 22, 2020	Course Dates for Summer Session B
Jul 6, 2020	Last Day to ADD or DROP course(s) in Summer Session B
Aug 10, 2020	Last Day to WITHDRAW from Summer Session B with grade of W
Aug 22, 2020	Last Day of the Summer Trimester

Master's Degree Students

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 for each term.

2019-2020 Schedule for Drop and Withdrawal

Fall 2019 Term

Date	Activity
Sep 1, 2019	Last Day to WITHDRAW from Fall Term with 100% refund
Sep 2, 2019	First Day of Fall Term
Sep 2 - Nov 17, 2019	Course Dates for Fall Term
Sep 9, 2019	Last Day to request to DROP course(s) in Fall Term
Nov 4, 2019	Last Day to WITHDRAW from Fall Term with grade of W
Nov 17, 2019	Last Day of Fall Term

Winter 2019 Term

Date	Activity
Dec 1, 2019	Last Day to WITHDRAW from Winter Term with 100% refund
Dec 2, 2019	First Day of Winter Term
Dec 2, 2019- Feb 23, 2020	Course dates for Winter Term
Dec 10, 2019	Last Day to request to DROP from Winter Term
Feb 10, 2020	Last Day to WITHDRAW from Winter Term with grade of W
Feb 23, 2020	Last Day of Winter Term

Spring 2020 Term

Date	Activity
Mar 8, 2020	Last Day to WITHDRAW from Spring Term with 100% refund
Mar 9, 2020	First Day of Spring Term

Mar 9 - May 24, 2020	Course dates for Spring Term
Mar 16, 2020	Last Day to request to DROP course(s) in Spring Term
May 11, 2020	Last Day to WITHDRAW from Spring Term with grade of W
May 24, 2020	Last Day of Spring Term

Summer 2020 Term

Date	Activity
Jun 7, 2020	Last Day to WITHDRAW from Summer Term with 100% refund
Jun 8, 2020	First Day of Summer Term
Jun 8 - Aug 23, 2020	Course Dates for Summer Term
Jun 15, 2020	Last Day to request to DROP course(s) in Summer Term
Aug 10, 2020	Last Day to WITHDRAW from Summer Term with grade of W
Aug 23, 2020	Last Day of Summer Term

Academic Forgiveness

This academic policy applies to bachelor's degree-completion students enrolled in an online program through the College of Graduate and Continuing Studies.

Students returning to the university whose academic record is below Good Standing at Norwich may submit an academic petition requesting Academic Forgiveness for up to two trimesters (Fall, Spring, or Summer) if the following requirements are met:

- Have not yet earned a previous baccalaureate degree.
- Academic Forgiveness is requested in the term readmitted.
- A minimum of three years have lapsed between when the time the student attended Norwich and the date of the submitted petition.

Students must submit an academic petition form and a signed, written letter explaining why Academic Forgiveness should be awarded; the letter must identify the courses, within two previous terms, to be forgiven.

All Forgiven courses, within the two terms, regardless of grade earned, will no longer count toward fulfilling major/minor/graduation requirements.

When Academic Forgiveness has been granted, the student's transcript will be annotated to indicate the courses forgiven. The previous earned grades and credits will still show on the transcript to reflect the true academic history of the student; however, grade points will be removed so that prior grades are excluded from the computation of the student's official cumulative GPA.

Academic Forgiveness may have impact on financial aid; students should contact the Student Financial Planning office to understand their specific situation.

Students can request Academic Forgiveness only one time in their undergraduate academic career at Norwich.

Academic Integrity, Academic Dishonesty, and The Honor Code

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 Associate Dean 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 Deans of 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/manager 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/manager 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 provost 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 Deans 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:
- 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.
 - Inform the student that he or she may appeal the decision of the Committee to the provost of the university by submitting to the office of the provost 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).
 - 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.

Academic Dishonesty Policy

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.

Honor Code

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 where 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.

Copyright Infringement

Copyright infringement is a violation of the University Honor Code, Academic Integrity Policy, Academic Dishonesty Policy. For more information see the University's Copyright Infringement Policy (<http://www.norwich.edu/policy-library/1432-copyright-infringement-policies-and-sanctions>) applicable to all students.

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 term. 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 course or 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 and Class Levels

NOTE: Academic Standing, as determined by the Registrar's office, is separate from Satisfactory Academic Progress (SAP) (p. 15) as determined by the Financial Aid Office. Additional information regarding financial aid programs, rules, and regulations is also contained in the tabs on this page.

Categories of Students for this Policy:

1. Undergraduate Residential Program Students (referred to as *Residential Program*)
2. Graduate Residential Program Students (referred to as *Graduate*)
3. CGCS Undergraduate Degree-Completion Online Students (referred to as *Degree-Completion*)
4. CGCS Graduate Online Program Students (referred to as *Graduate*)

Undergraduate Students

Academic Standing is determined by the Registrar at the end of each term after all grades have been entered for that term.

Good Academic Standing

1. To be eligible to enroll for classes, without restrictions, a student must be in Good Academic Standing. Students who have been placed on Academic Probation or Academic Suspension are not considered to be in Good Academic Standing. Suspended students are eligible to enroll in classes only after Readmission has been approved.
2. Summer Programs are an exception to this rule; see the Summer Programs section below.
3. To maintain Good Standing:
4. Degree-seeking *Residential Program* students must maintain the minimum cumulative GPA, shown in the second column below, for the credit range shown in the first column. The first column represents, based the sum of Norwich *attempted* credits, PLUS credits accepted in transfer.

(1) Total of Credits (attempted plus transferred)	(2) Minimum Accumulative Grade Point Average Required for Enrollment in Good Standing
0-17	1.60
18-34	1.80
35+	2.00

- Degree-seeking *Degree-Completion* students must maintain a minimum cumulative 2.0 GPA.

Academic Probation

1. Students are placed on Academic Probation when their cumulative GPA falls below the minimum cumulative GPA required for Good Standing. The registrar's office will send an email notice (copied to the student's advisor) to students placed on Academic Probation within two weeks after all grades have been entered for that term.
2. Being placed on Probation warns students that their academic progress is in jeopardy and places restrictions and conditions on their enrollment. Students placed on Academic Probation are allowed to register for classes for the subsequent term, with the conditions listed below:
 - a. *Residential Program* students:
 - i. Must complete an Academic Probation Contract with the Academic Achievement Center, AAC. The student must sign this contract by the end of the add/drop period. Failure to sign this an Academic Probation Contract by the end of the add/drop period may lead to Academic Suspension.

- ii. Are restricted to 14 credits, plus one ROTC course, per semester.
- iii. May repeat courses in which grades of C- or below were previously earned.
 - iv. May not participate in extracurricular activities, such as varsity or club athletics or special interest clubs.
 - v. May not hold rank in the Corps of Cadets or hold additional Corps responsibilities.
- b. *Degree-Completion* students:
 - i. Are restricted to 12 credits per trimester.
 - ii. May repeat courses in which grades of C- or below were previously earned.
3. Students on Academic Probation are eligible to participate in limited Civic Engagement activities as approved by the AAC counselor and academic field trips and other appropriate academic activities scheduled as part of course requirements.
 4. Students who fail to adhere to the conditions of their enrollment while on Probation may be administratively Suspended prior to the conclusion of the semester. This means the students will be withdrawn from all classes.

Academic Suspension

When a student is Academically Suspended, the registrar will dis-enroll the student from any pending course enrollments.

1. *Residential Program* students will be placed on Academic Suspension after one semester on Probation, unless they either achieve Good Standing or earn a semester GPA of 2.0 or above while on Probation.
2. *Degree-Completion* students must raise their cumulative GPA to the minimum required within 12 additional credits, from the part-of-term or session in which they were placed on Probation, or they will be Suspended from their program.
3. *Residential Program* students who have been placed on Academic Suspension, and have returned themselves to Good Standing by completing summer classes at Norwich University may, provided there are no financial or disciplinary barriers, return to the University. These students are not required to submit a Readmission Application unless there has been a lapse in enrollment.
4. *Residential Program* students who are Academically Suspended and who did not achieve Good Standing during a summer session, or whose enrollment has lapsed, may apply for Readmission after one full semester (Summer is not considered a full semester for *Residential program* students) of separation has been completed. Suspended students who wish to be readmitted must:
 - a. Submit an Academic Suspension Readmission Application. The application should present information supporting the premise that the student will be successful if readmitted.
 - i. The readmission decision of the CASD will be based on evidence that the student can academically succeed.
 - ii. If a student's written Academic Suspension Readmission Application is denied, the student may request an appeal following standard appeal procedures.
5. The application must be submitted before 4:30 p.m. ten working days before the first day of the semester in which the student wishes to be readmitted. *Degree-Completion* students who are Academically Suspended may apply for readmission after one full trimester by submitting a letter to their Program Manager.

Summer Programs for Residential Program Students only

Summer Programs sessions do not count as semesters on Probation. This means:

1. Students are not Academically Suspended following Summer, regardless of grades earned.
2. Students who move from Good Academic Standing to Probation, following Summer classes, are on Probation for the Fall Semester.
3. Students who entered Summer School on Academic Probation, but did not earn the minimum cumulative GPA listed above, will remain on Probation for the Fall Semester.
4. Students who entered Summer School on Academic Probation and earned the minimum cumulative GPA for Good Standing are in Good Standing for the Fall Semester.

Graduate Students

To be eligible to enroll for classes, without restrictions, a *Graduate* student must be in Good Academic Standing. *Graduate* students who have been placed on Academic Probation or Academic Suspension are not considered to be in Good Academic Standing. *Graduate* students placed on Academic Warning have no restrictions. Suspended students are eligible to enroll for classes only after approved readmission.

To maintain Good Standing, degree-seeking *Graduate* students must maintain a grade point average of 3.0 and may not earn more than six (6) credits of C/C+ grades.

Students in Good Standing are allowed to register without restriction.

Academic Warning

Graduate students earning a grade of C or C+ in any course/seminar, regardless of the credit value of that seminar/course, and whose overall GPA is 3.0, or higher, will be placed on Academic Warning as a warning that an additional grade of C or C+ will necessitate Academic Suspension. 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.

Academic Probation

Graduate students who fail to earn the cumulative grade point average for Good Standing at the end of a term are enrolled for the following semester on Academic Probation. Students have two full terms to improve his or her cumulative GPA to a 3.0. If the cumulative the GPA falls below 3.0 in the final term, additional courses/seminars, or repeat courses/seminars will be required for graduation.

Academic Suspension

1. *Graduate* students who fail to achieve the cumulative grade point average for good standing within two full terms of being placed on probation, or who have accumulated more than six credits worth of C/C+ grades, shall be academically suspended from the University.
2. *Graduate* students placed on academic suspension and enrolled in future classes will be dropped from these classes by the Registrar's Office.
3. *Graduate* students who are academically suspended may apply for readmission after one full term.
4. *Graduate* students may petition the Program Director to waive the one term requirement for readmission into the program.

Grade Changes After Academic Standing Posted (for all students)

Grade changes entered for courses in the previous term affect Academic Standing for the previous term; but, no

student will be academically suspended in the middle of a term due to a grade change.

Class Levels

All students are assigned a class year level when admitted, or readmitted. Updating of class year will occur as Norwich credits are earned and transfer credits posted. Classification is based on the chart below.

Undergraduate Class Levels

Class Year	First Semester Earned Credits	Second Semester Earned Credits
Freshman	0-12	13-26
Sophomore	27-41	42-56
Junior	57-72	73-88
Senior	89-103	104+

Graduate Class Levels

Class Year	First Semester Earned Credits	Second Semester Earned Credits
Graduate 1	0-11	N/A
Graduate 2	12-23	N/A
Graduate 3	24-25	N/A
Graduate 4	36+	N/A

Satisfactory Academic Progress Policy

Satisfactory Academic Progress

Federal regulations require schools to have a Satisfactory Academic Progress (SAP) policy to enforce the statutory requirement that a student must be meeting satisfactory academic progress toward degree completion to remain eligible for Federal Student Aid funding. Specific rules for State and institutional programs will vary.

The policy is based on cumulative outcomes and includes transfer credits and all periods of enrollment during which the student is enrolled in Norwich University courses.

This regulation applies to all students regardless if they are seeking or receiving aid for the period of enrollment.

This policy is fully separate from the Norwich University Academic Probation and Suspension process. (Please see *Academic Standing, Class Levels, Re-Admission* section for more details)

The Norwich University SAP policy applies to all Norwich University Students and includes the following:

- Qualitative measure – the cumulative grade point average of 2.0 or higher at the second year. See chart in Undergraduate programs for specific measures.
- Quantitative measure of progress – 67% percentage of attempted credit hours applicable to the students' degree are completed
- Maximum time frame – Students are given 150% of the published program length of the student's current degree program to complete all degree requirements

The SAP 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 SAP will be made after each term of enrollment for all students.

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 SAP 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. If a grade is changed prior to the start of the next term the student may be reevaluated.

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

(1) Total of Credits (attempted plus transferred)	(2) Minimum Accumulative Grade Point Average Required for Enrollment in Good Standing
0-29	1.6
30-44	1.7
45-59	1.8
60+	2.0

Graduate program

Students must achieve and maintain a 2.0 cumulative GPA requirement to remain eligible for financial aid. Students may be expected to achieve and maintain a higher cumulative GPA (3.0 in most majors) 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 – Attempted/Earned Credits

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

- **Pace of Progress:** Students must complete at least 67% of their attempted courses throughout enrollment to sustain a proper "pace of progress" toward degree attainment. This measurement includes withdrawals, incomplete courses, and failed graded courses. 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.
 - 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 credit 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 scheduled add/drop timeframe for a term
- A completed credit indicates that the student attended the full term and received a grade other than Incomplete or fail. 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

Maximum Timeframe

- **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 a comparison of the number of credit hours completed in relation to the number of credits attempted toward

degree requirements, quantitative measures. 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.
- 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 at the time it is discovered degree attainment is no longer mathematically possible within the maximum timeframe.

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 within the maximum timeframe requirements.

When Students Fall Below Standards

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

Maximum Timeframe – 150%

Once the institution becomes aware that a student will not complete their degree requirements within 150% of the published program length, the student becomes ineligible to receive Federal Student Aid funding.

Warning

After the first semester not meeting the 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 scheduled times.

Suspension

A student in Warning status that does not return to Good Standing in both the cumulative qualitative and quantitative measurements, and is not outside of the maximum timeframe requirement, after enrollment in a subsequent term, the student is ineligible for financial aid and is placed in suspension status. This may be due to not meeting either the cumulative qualitative or quantitative measurement for the 150% maximum timeframe requirement.

Financial Aid SAP Suspension status is effective immediately. For example, if a student is ineligible based on the review at the end of Fall Semester, aid is suspended for financial aid for the next term of enrollment (typically Spring) and moving forward until the student is meeting SAP again.

Students placed in Suspension status are notified of the reason they are ineligible to receive aid. The suspension letter includes information related to academic progress expectations and describes the process for filing a petition/appeal for reinstatement if unusual circumstances have impacted the student's ability to succeed in class.

Students ineligible for financial aid in suspension 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 SAP Suspension status who have unusual circumstances are encouraged to file their appeal immediately after being notified of their Suspension status.

The petition form directs the student to provide a signed statement indicating the reasons that impacted their inability to remain in Good Standing and what they have done to eliminate the barriers to success. The student must meet with their Academic Advisor or the Academic Achievement Center to discuss their academic support needs. An advisor/Academic Achievement Center 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's petition is approved, the approval may be effective immediately. This means that the student could be eligible for funding for the term during which the petition is approved or for their next term of enrollment.

Not all petitions are approved. Students cannot receive approval for multiple petitions which are based on the same rationale or circumstance.

Probationary Period

Students with approved petitions receive financial aid on a probationary basis and are placed in a Probation status. Part of the appeal process is providing individual outcome requirements that must be met each term in order to remain eligible for aid until returning to Good Standing, meeting SAP. Students who do not meet the documented expectations by the end of their probationary term, are then ineligible for aid moving forward and placed back in Suspension status. 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 successfully appealing for reinstatement, students may regain eligibility for federal aid when they return to Good Standing based on attendance as a self-pay student.

Students demonstrating the 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 Financial Aid as it relates to maximum timeframe eligibility (150% of program) concepts.

Financial Aid Programs

Overview

Norwich students receive funding from a variety of government and institutional programs. In addition to University-funded grants and scholarships, students may utilize their eligibility for Federal Student Aid Program funding toward their enrollment costs. Norwich students also receive funding based on their own, or their parent's, military service; or from "outside scholarships" available through local community organizations. Norwich University is an approved institution for Title IV Federal Student Aid programs such as the Federal Pell Grant, Direct Loans, Federal Work-Study, and Supplemental Education Opportunity Grant.

All US Citizens and Permanent Residents are encouraged to file the Free Application for Federal Student Aid (FAFSA) for each year of enrollment. Information about Federal Student Aid Program eligibility for non-citizens may also be found on the FAFSA website. The majority of aid received by our students is the result of FAFSA filing. The FAFSA may be filed online each year at

fafsa.gov Starting October 1 for the following year award year.

International students seeking first time enrollment in programs offered at the Northfield, Vermont campus only, are encouraged to file the International CSS Profile prior to their entry term of enrollment. The International CSS Profile will assist Norwich University in determining eligibility for institutional need-based grant funding.

Students are urged to review the remaining Financial Aid sections for additional information about key eligibility topics.

Students with questions about the financial aid application process or available programs may contact the Office of Financial Aid for assistance via e-mail at cgcsfinaid@norwich.edu (cgcsfinaid@norwich.edu), or by phone at 866-684-7237, option 4.

Financial Aid Programs

Online Students at the College of Graduate and Continuing Studies

All online students are considered for a variety of scholarship awards based on their admission application.

The following scholarships are specific to online graduate and undergraduate programs only. Please see <https://online.norwich.edu/admissions/financing-your-education/ways-to-pay> for more detailed information.

Online Undergraduate Students

Merit Scholarship: \$7,500 distributed equally across all semesters of continuous enrollment and applicable to tuition only. Norwich University undergraduate seniors, selected by their respective departments, schools, and/or colleges are eligible for the merit scholarship for any master's degree offered through the College of Graduate and Continuing Studies. Eligibility is based on enrollment beginning no longer than three years from bachelor's graduation.

Online Graduate Students

The following scholarships are specific to online graduate programs only. Please see <https://online.norwich.edu/admissions/financing-your-education/ways-to-pay> for more detailed information.

Alumni Scholarship: Up to \$2,500 distributed equally across all semesters of continuous enrollment and applicable to tuition only. Norwich University alumni, their spouses, parents, and children are eligible for the alumni scholarship. Students enrolling in less than three fulltime semesters due to transfer credits will receive a prorated scholarship based on the number of courses required to complete their degree.

Distinguished Scholar Scholarship: A full-tuition award, available to one Norwich University undergraduate senior in each of the on campus colleges, selected by their respective college, for any of the online master's degree programs. Eligibility is based on enrollment beginning no longer than three years from bachelor's graduation from the Northfield, Vermont campus.

Military Scholarship: Up to \$1,200 distributed equally across all semesters of enrollment and applicable to tuition only. Active duty, National Guard, and Reserve personnel are eligible for the military scholarship for any master's degree. The military scholarship is not transferable to dependents. This scholarship is not available to retired military personnel.

Programs for Veterans and Military Service Members

Yellow Ribbon Program: Norwich University is a participating member of the Department of Defense Yellow Ribbon program which helps ensure veteran benefit eligible students receive full consideration for funding. Students utilizing Post 9/11 Veteran Benefits at the 100%

qualification level based on years of service receive a combination of VA and Yellow Ribbon resources at a level that covers 100% of their tuition and fee costs. The Yellow Ribbon scholarship at Norwich University may be applied to any program offered on the Northfield, Vermont campus as well as those online through the College of Graduate and Continuing Studies. Norwich University does not cap the number of participants who may receive the Yellow Ribbon scholarship. To learn more about education benefit programs for veterans and the Yellow Ribbon Program, visit the US Veteran's Administration website, va.gov.

HEROES Act: The Higher Education Relief Opportunities for Students (HEROES) Act of 2003 (Public Law 108-76) is intended to ensure that service members who are receiving Federal Student Aid Program funding are not adversely affected because of their military status and to minimize the administrative burden placed on such individuals. The HEROES Act provides opportunity for colleges and universities to manage Federal aid program requirements differently for service members, their spouses, and their dependents if their ability to comply with standard requirements is hindered by their active duty military status. Administrative relief may be provided related to income used for eligibility calculations, required documentation, required signatures, student loan collection activities, Satisfactory Academic Progress expectations and others.

Potentially affected individuals are encouraged to contact Financial Aid or their Direct Loan service agent if they feel that their individual or family situation may qualify them for administrative relief based on HEROES Act provisions. Affected individuals include the following as well as their spouses and dependents:

1. Active duty military personnel serving during a war, military operation or national emergency declared by the President.
2. Members of the National Guard performing a qualifying duty (i.e., called to active service by the President or Secretary of Defense for a period of more than 30 consecutive days) during a war, military operation or national emergency declared by the President.
3. People who reside or are employed in an area declared a disaster area by any Federal, State or local official in connection with a national emergency declared by the President.
4. People who suffer economic hardship as a result of a war, military operation, or national emergency declared by the President.

Outside Scholarships, Veterans Benefits and Employer Reimbursements:

Receipt of funds in excess of \$5,000 from a source such as "Outside Scholarships", Veterans Benefits, or Employee Reimbursement programs may cause your Norwich University awards to be adjusted. In some cases, the outside scholarship may reduce eligibility for need-based or self-help programs aid such as Federal Direct Subsidized Loans or Federal Work Study as expected by Federal Student Aid regulations.

Financial Aid Rules and Regulations

Federal Subsidized Loan Limit for First Time Borrowers after July 1, 2013:

For first-time borrowers on or after July 1, 2013, there is a limit on the maximum period of time (measured in academic years) that students can receive Federal Direct Subsidized Loans. This is commonly referred to as SULA, which stands for Subsidized Usage Limit Applies. This time limit does not apply to Federal Direct Unsubsidized or Federal PLUS or GradPLUS Loans.

In summary, undergraduate students may not receive Federal Direct Subsidized Loans for more than 150 percent of the published program length of their current

academic program. This is called "maximum eligibility period." Maximum eligibility period is based on the published length of a program of study according to the University's catalog. For example, students enrolled in a four-year Bachelor's degree program, the maximum period Direct Subsidized Loans is six years (150% of four years = six years).

Because the maximum eligibility period is based on the length of a student's current program of study, the maximum eligibility period can change if a student changes to a program that has a different length. When students receive Direct Subsidized Loans and then change to another program, the Direct Subsidized Loans received for the earlier program will generally count toward the new "maximum eligibility period." For example: Students who begin enrollment in a bachelor degree program and complete three years of study before transferring to an associate's degree program will not be eligible for Subsidized Loans for the remaining period of enrollment toward the associate's degree because they have already been enrolled for 150% of the time needed to receive an associate's degree (150% of a two-year associate's degree time-frame equals three years of enrollment). They might also lose the subsidy on the loans previously borrowed as they have reach 150% of their current program and have not attained a degree.

For additional details, students and their families are encouraged to review the US Department of Education's Entrance Counseling Addendum and other information available at www.studentloans.gov (<https://studentloans.gov/myDirectLoan/login.action>).

Award Years:

For programs offered on-campus and for online undergraduate degree completion programs, the FAFSA award year begins with Fall Semester and runs through the following Summer Semester (i.e. Fall 2018 through Summer 2019). For online graduate degree programs, for the 2018-2019 academic year only, the FAFSA award year both begins with Summer Semester and runs through the following Summer (ex: Summer 2018 through Summer 2019). In future years, for graduate degree programs the FAFSA award year will begin with Fall term and run through the following Summer term.

Financial Aid Review Date:

The Office of Financial Aid uses the last day of the Add-Drop period for each term as the financial aid review date. This description applies to all academic programs and means that all students' financial aid for each term will be finalized to reflect the level of eligibility based on the number of degree required credits the student is enrolled in at the end of the last day of the add/drop period. Students enrolled in module courses will be reviewed at the end of add/drop of each module to confirm commencement of all qualifying courses.

Students not enrolled in the number of credits in which they were initially awarded will have their awards adjusted downward if confirmed to be below the level in which they were packaged. Students will be reviewed for award increases if they have added credits which would change their aid eligibility. Norwich University does not recalculate eligibility based on enrollment changes after the add/drop period has ended.

Because there are different program-specific academic calendars based on type of NU degree program (undergraduate campus-based, online undergraduate degree-completion, or online graduate degree), students are advised to refer to their program specific academic calendar for the specific add/drop dates for their program of study.

Part-time Funding:

Norwich University grants and scholarships offered to students enrolled in programs offered at the Northfield, Vermont campus are provided to support full time enrollment during the Fall, Spring and in some instances for eligible students, Summer semester. These grants are provided at a prorated amount toward part-time

enrollment. Part-time and online students are encouraged to contact Financial Aid or their Enrollment Advisor if they have questions about other sources of funding eligibility and student loan options. Many students choose to apply for Federal PLUS Loan or non-Federal education loans to help meet part-time costs.

Study Abroad/Away:

Students may utilize their Federal Student Aid (Pell Grant, Direct Loans, PLUS Loans, etc.) and State Grant funding to help pay for study abroad/away experiences that fill either required credits or free elective credits for their degree program. Study Abroad/Away programs are offered by Norwich University and other host colleges and universities in locations in and outside of the United States.

Norwich University aid is only provided to students in study abroad/away programs when the experience is required for the student's degree program or students are enrolled in one of Norwich University's abroad/away programs. Online degree completion students are not eligible. As of Fall 2018, the only academic programs requiring study abroad, are International Studies, International Business, Spanish and Chinese. Norwich does not currently require study away for their degree programs. Students falling outside the above mentioned programs are eligible for Federal or State aid funding only based on enrollment.

ROTC Scholarship students do not receive the I.D. White Scholarship for room and board unless ROTC funding is also approved for the study abroad/away program.

Change of Housing Location:

When students live on campus they are awarded institutional gift aid at a level that considers the total Cost of Attendance including what the student is being directly billed by the University for room and board.

When students who begin enrollment in on-campus housing move to off-campus housing, institutional gift aid is reduced so that the total of their gift aid awards cover a similar proportion of the student's direct charges when compared to the student's on campus gift aid eligibility.

This is because students living off-campus are only billed for tuition and fee expenses.

Only the student's need-based awards from the college are adjusted: students remain eligible for their full merit scholarship funding. Students remain eligible for the same level of Federal Pell Grant and State gift aid whether they are living on campus or off campus.

Similarly, when an off-campus housing student moves to on-campus housing, their awards may be reviewed to determine if the student qualifies for an increase in gift aid funding based on their updated financial need including consideration that they will be billed for room and board charges by the University.

Students interested in learning how a change in housing status will impact their financial aid may contact the Office of Financial Aid for assistance.

Impact of Disciplinary Procedures on Financial Aid Eligibility:

Students dismissed or suspended from the college due to Student Honor Code or other disciplinary violations may be permanently suspended from receipt of institutional grants and scholarships. This suspension of institutional aid applies regardless of a student's ability to be re-admitted to the University and regardless of their eligibility to retain Federal or State financial aid funding after re-admission.

Financial Aid Disbursements:

Federal, State, and institutional funds are automatically credited to student billing accounts prior to or after the start of each term after student eligibility and planned enrollment is confirmed. Federal Student Aid funds cannot be authorized for disbursement until students have accepted the awards and completed all documentation requirements (examples: Federal Verification, Federal Direct Loan Promissory Notes and Entrance Counseling).

Loans must be originated for disbursement prior to the end of the term the student attended and is seeking aid for.

Financial aid funding will appear as anticipated aid on billing statements. Receiving a Financial Aid Award Letter or email does not mean that a bill is paid in full. It is students' responsibility to compare their financial aid to their Bursar Office billing account and to understand when additional payment will be needed to clear their balance due.

Students who do not commence any courses are not eligible for any financial aid that may have shown as anticipated aid on the billing statement. Students who receive a credit balance refund from their financial aid who subsequently do not begin any of their classes will be required to immediately repay the amount of financial aid received either to Norwich University or to the US Department of Education.

Students enrolled in module courses may have their aid adjusted if they do not commence all courses in which aid was awarded or disbursed.

Total Withdrawal From All Classes:

Students are responsible for initiating full withdraw from the University through the formal withdraw process which is managed through the Center for Student Success (on-campus) or through their Academic Services Adviser (CGCS online students). By following the formal process, students receive the best possible information regarding the impact of withdraw on their bill, financial aid and enrollment services such as ability to re-enroll. This also provides the University opportunity to work with the student to identify the best information about the student's last date of academic related activity. Students who do not officially withdraw are subject to the same impacts as those who follow withdraw procedures and the University works to identify the student's last date of academic related activity based on the best available information from the student's instructors.

Students who commence courses then withdraw from all classes are reviewed to determine whether or not financial aid for the term of withdrawal must be re-calculated based on federal, state, or institutional requirements. This determination is fully separate from the Norwich University Bursar policy that identifies the amount of tuition and other charges a student is responsible for during a term of withdraw. Norwich scholarships, need-based grants and aid are also adjusted to reflect the reduced enrollment time frame. State grant return criteria varies by state. After all calculations are complete, in some cases the student may owe a balance to the University.

Once a student has attended over 60% of the term based on total calendar days in the period of enrollment, no adjustments to Federal Student Aid funding is required. Federal return to Title IV regulation calculations are used to determine federal aid eligibility. It is not uncommon for students to owe a remaining balance to the University after all account adjustments have been completed.

Total withdrawal from all courses also impacts student eligibility based on Satisfactory Academic Progress (SAP) considerations. Please review our Financial Aid SAP Policy information for details.

Americans with Disabilities Act (ADA)

ADA and 504 Rehabilitation

The College of Graduate and Continuing Studies at Norwich University is committed to providing an accessible academic community. The College of Graduate and Continuing Studies welcomes qualified students with disabilities and offers accommodations and services to students with a wide-range of documented disabilities including mental health, attentional, learning, chronic health, sensory or physical disabilities. If you are a student with a disability, connect with our ADA Coordinator and we will engage you in an interactive process to provide you with an equal opportunity to partake in, contribute

to, and benefit from our rich academic programs and the Residency Conference.

The ADA Coordinator will address each request for accommodations on a case-by-case basis to provide appropriate, individualized services to ensure students have access to our unique offerings as required by law.

ADA Coordinator

Jennifer West
158 Harmon Drive
Northfield, Vermont 05663

802-485-3306
jwest@norwich.edu

To Request an Accommodation

To request an accommodation, please connect directly with the ADA Coordinator for the College of Graduate and Continuing Studies. With the request for an accommodation, please submit recent, relevant medical documentation outlining the qualifying disability and/or medical condition. Such documentation must come from a medical professional or entity. After the request and the medical documentation has been received and reviewed, the ADA Coordinator will then engage the candidate in a dialogue to specify appropriate and reasonable accommodations. Requests are reviewed on a case by case basis in order to provide the most appropriate and individualized accommodations.

All medical documentation and requests for accommodations will remain confidential. Confidential information is only shared with the express permission of the candidate and only with those who have a legitimate need to know.

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 Coordinator 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 provost of the University or a designee. This decision will be final.

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 noted in the Certificate Programs of Study (p. 63).

Certificates Awarded

The certificate awarded is at the graduate level. 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 Exemptions and Equivalency Examinations

This policy applies to bachelor's degree-completion students enrolled in the College of Graduate and Continuing Studies.

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 associate dean 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 associate dean 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 associate dean 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 trimester 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.

Credit Overload and Course Audit

Credit Overload (Extra Credits)

Bachelor's Degree-Completion Students

Well-qualified degree-completion students may elect to enroll in more than twelve (12) undergraduate credit-hours per trimester subject to approval by the associate dean.

Master's Degree Students

Well-qualified master's students may elect to enroll in more than six (6) graduate credit-hours per term subject to approval by the program director.

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 program manager or 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.

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 attends 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
- Disciplinary Records
- 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 prior to each semester through either, orientation, the electronic Enrollment Verification process, or an annual FERPA announcement.
2. New on-line students are notified of their FERPA rights through Orientation. Continuing on-line students are emailed an annual notice.
3. Students are further notified of FERPA rights on the Registrar's website <http://www.norwich.edu/registrar/>
4. 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.

Degree Awarded

Baccalaureate Degrees

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

- Bachelor of Interdisciplinary Studies (p. 33)
- Bachelor of Science in Criminal Justice (p. 34)
- Bachelor of Science in Cyber Security (p. 36)
- Bachelor of Science in Management Studies (p. 37)
- Bachelor of Science in National Security Studies (p. 38)
- Bachelor of Science in Strategic Studies and Defense Analysis (p. 39)

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

Bachelor of [Degree Awarded]
Norwich University
[Latin honors, if applicable]

Master's Degrees

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

- Master of Arts in Diplomacy (p. 41)
- Master of Arts in History (p. 44)
- Master of Arts in International Relations (p. 45)
- Master of Arts in Military History (p. 47)
- Master of Arts in Strategic Studies (p. 48)
- Master of Business Administration (p. 49)
- Master of Civil Engineering (p. 51)
- Master of Public Administration (p. 53)
- Master of Science in Criminal Justice (p. 56)
- Master of Science in Executive Leadership (<http://catalog.norwich.edu/onlineprograms/catalog/mastersdegrees/programsofstudy/masterofscienceinexecutiveleadership>)
- Master of Science in Information Security and Assurance (p. 57)
- Master of Science in Leadership (p. 59)
- Master of Science in Nursing (p. 61)

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

Bachelor's Degree-Completion Students

Online bachelor's degree-completion candidates are not required, but may choose, to participate in the June graduation ceremony (p. 26). 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

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.

Master's Degree Students

All online master's degree candidates must attend and participate in the required Residency Conference (p. 26) hosted on the Norwich campus in order to fulfill their degree requirements.

- 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 degree candidate 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 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 for credit toward a baccalaureate degree and B or better 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:

- 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
- 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 should consult the Programs of Study to be sure they are meeting the graduation requirements.

Degree Requirements

Bachelor's Degree-Completion Students

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. 33). 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.

Master's Degree Students

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 (p. 41). 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 30-48 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. 26).

Grades

Bachelor's Degree-Completion Students

Grades and Grade Points

Official grade reports are issued by the university registrar within 15 days of the end of each trimester. 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/U	Satisfactory/Unsatisfactory	0.0
SP	Satisfactory Progress	0.0
AU	Audit	0.0

Master's Degree and Graduate Certificate Students

Grades and Grade Points

Official grade reports are issued by the university registrar within 15 days of the end of each term. Students may also retrieve unofficial electronic copies of final term 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 do not earn credit for these grades; they are required to petition for re-enrollment to repeat any course in which a failing grade is received.

Students enrolled in fundamental courses as a prerequisite to admission to a master's degree program are required to earn a B or better in each fundamental course in order to be admitted to the master's program.

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	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

All Online Students

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 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 in which the Incomplete is assigned is a prerequisite to one or more subsequent courses, the student may not be permitted to proceed to any subsequent course 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 program manager or director.
3. Failing resolution at the program manager/director level, the student may appeal in writing to the 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 provost, 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 associate dean 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.

Graduation and Residency Conference Requirements

Bachelor's Degree Students

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:

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

Master's Degree Students

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; and
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 are required to delay residency attendance, graduation participation, and degree conferral by a minimum of one year. Students with outstanding financial balances after May 15 are not 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.

Students who have previously completed a master's degree and attended an on-campus CGCS residency conference will not be required to attend a subsequent residency in order to complete their second (and any subsequent) master's degree. If these students choose to attend a second residency they are required to abide by all deadlines, registration dates, and program participation expectations. Those who choose not to attend must communicate their intentions by the residency registration deadline.

Master's degree students who previously attended residency as a bachelor's degree-completion student will be required to attend the residency conference in order to fulfill the requirements of the master's degree.

Graduation Requirements and Academic Recognition Ceremonies

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; and
4. fulfilled the Residency Conference requirements as noted above.

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

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.

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 that 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 members 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 the grade of Incomplete or the grade earned

to date, the decision is made by the instructor of the course.

1. Request a Total Withdrawal from all courses 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
 - A 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 course days (CGCS), have been completed, and the instructor believes the cumulative grade represents sufficient knowledge of the material for the course.
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 Readmission Application to the Registrar's Office; the Registrar's Office shall notify the student s/he has been readmitted regardless of Academic Standing, since readmission is automatic in this situation.
5. Waiver of readmission 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>) requesting to begin later than 7 calendar days from the first day of a term.

Participation and Student Conduct

Academic Participation

Online students are required to be active and participate academically in the online classroom on a **weekly** basis. The week runs from Monday to Sunday.

- Students who fail to access and participate in academic activities in the online classroom during the **first week of class** will be administratively withdrawn as “no-shows,” having never commenced.
- After the completion of the first week of the class, students who fail to participate in academic activities in the online classroom for two consecutive weeks without prior instructor approval **will be administratively withdrawn** from the course and/or university.
- Students who are unable to maintain weekly participation in the online classroom due to an expected absence are required to notify their instructor and obtain approval for an excused absence 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 with the instructor, 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 support advisor, financial planning, bursar, or other university staff.

Student Conduct and Discipline

As a senior military college, Norwich University holds to a set of Guiding Values (p. 5), among which are respect, self-discipline, personal responsibility, and honesty. The university expects that, in all their contacts, interactions, and other involvement with university courses, personnel, and resources, students will conduct themselves in a manner consistent with those Guiding Values (p. 5).

Prohibited Actions and Behaviors

In order to ensure a safe, respectful learning environment for all students, the College of Graduate & Continuing Studies has identified the following actions and behaviors that are not congruent with the Guiding Values (p. 5) and are not acceptable in any university-sponsored classes, activities, or interactions with university faculty, staff, or fellow students.

1. Academic dishonesty (p. 11) including but not limited to:
 - a. Cheating;
 - b. Plagiarism;
 - c. Fabrication or falsification of research data;
 - d. Ghostwriting or submitting ghostwritten work as one's own.
2. Falsification of, or misrepresentation in, official university documents related to matters including but not limited to:
 - a. Admission to the University;
 - b. Eligibility for and use of financial aid;
 - c. Eligibility to participate in any Norwich University-sponsored activity;
 - d. Eligibility to graduate and to represent oneself as a graduate of Norwich University.
3. Acts or threats of violence against any Norwich University student, faculty member, or staff member;
4. Theft or attempted theft of any Norwich University resources or property, including intellectual and virtual property;
5. Acts or threats of vandalism or destruction of any Norwich University resources or property, including intellectual and virtual property;
6. Attempts to defraud Norwich University;
7. Making false allegations against any Norwich University student, faculty member, or staff member;
8. Creation of a hostile environment that interferes with the conduct of university classes, activities, or business, and/or the maintenance of a safe, respectful learning environment, by means including but not limited to:
 - a. The written or spoken use of words or phrases that a reasonable person would agree are derogatory references to personal characteristics including, but not limited to:
 - i. Gender
 - ii. Age
 - iii. Race/Ethnicity
 - iv. Religion
 - v. National Origin
 - vi. Sexual Orientation
 - vii. Personal or Physical Limitations
 - viii. Political Affiliation
 - ix. Veteran Status
 - b. Shouting, cursing, or other attempts at intimidation in communications with a Norwich University student, faculty member, or staff member;
 - c. Repeated communications or attempts at communication with a Norwich University student, faculty member, or staff member after a request has been made that such communications cease;
9. The commission of, or the indictment or conviction for, a felony offense under state or federal laws.

Nothing herein shall limit Norwich University's ability to report actions by students that violate local, state, or federal laws to the appropriate legal authority.

Sanctions

The dean of the college may impose any of the following sanctions for behaviors or actions of the type described above:

1. A written warning to the student;
2. A written reprimand to be included in the student's permanent record;
3. Administrative withdrawal from a course or other university activity in which the violation occurred;
4. Suspension from the university for a period of up to one calendar year; and/or
5. Permanent expulsion from the university.

Procedures

1. Right to Report. Any Norwich University student, faculty member, or staff member may report an alleged behavior or action of the type described above as prohibited actions and behaviors.
2. Reporting Entities.
 - a. A student should report the alleged behavior or action to his/her enrollment advisor or student services advisor.
 - b. A faculty member should report the alleged behavior or action to his/her academic program director/manager/coordinator.

- c. A staff member should report the alleged behavior or action to his/her immediate supervisor.
 - d. The enrollment advisor or student services advisor, or the immediate supervisor, will report the alleged behavior or action to the program director/manager/coordinator of the program in which the student accused of the behavior or action is enrolled.
3. **Reporting Procedure.** Allegations are to be reported in writing and accompanied by evidence of the behavior or action. Evidence may include screenshots, email, witness account, or any other type of evidence.
 4. **Review of Evidence.**
 - a. If, after reviewing the allegation and evidence, the academic program director/manager/coordinator finds that it is reasonably likely the behavior or action has occurred, he or she will notify the student in writing of the allegation and instruct the student to cease or correct the behavior.
 - b. If, after reviewing the allegation and evidence, the academic program director/manager/coordinator finds that it is reasonably likely the alleged behavior or action has not occurred, he or she will notify the individual reporting the behavior or action of the finding.
 5. **Emergency Action.** Notwithstanding the hearing procedure below, in cases where the behavior or action constitutes a threat to any Norwich University person or a substantial interference in the conduct of any university activity, the dean of the college may immediately suspend the student from access to all university systems and activities pending a review of the situation.
 6. **Disciplinary Hearings.** A student who has been suspended or expelled may request a disciplinary hearing within two weeks of notification of the sanction being sent. A program director/manager/coordinator may also request a disciplinary hearing if the behavior or action continues after a student has been instructed to cease or correct it.
 - a. Within 30 days of the request a disciplinary hearing will be convened by the appropriate associate dean, who will conduct the hearing but will not have a vote.
 - b. The Hearing Panel will consist of the following three persons:
 - i. The director of student success and retention of the College and Graduate and Continuing Studies;
 - ii. An academic program director/manager/coordinator of a different program; and
 - iii. A college staff member who is not the originator of the allegation.
 7. The originator of the allegation will attend the hearing in person or via telecommunication, as will the student accused of the behavior or action. Both persons will be allowed to make statements and present either supporting or exculpatory evidence during the hearing.
 8. After reviewing the statements and evidence the Hearing Panel will vote on whether the behavior or action occurred and whether it is unacceptable in accordance with section above outlining prohibited actions and behaviors. If a majority of the participants vote no, the hearing will end. If a majority of the participants vote yes, the associate dean will call for a second vote on a recommended sanction. The associate dean will then refer the recommendation to the dean of the college for action.
 9. A student who receives a sanction of suspension or expulsion from the university that is not overturned by the Hearing Panel may appeal the sanction to the provost of Norwich University who reviews the matter on the record. The provost's decision is final and not subject to appeal.

Petitions and Grievances

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 Provost. 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 Provost 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.

Prerequisite, Corequisite, 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 associate dean.

Corequisites

Students shall not register for courses having corequisites without registering for the corequisite course. Corequisites 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

Bachelor's Degree-Completion Students

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 associate dean and filed with the enrollment 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 trimester.
5. Students stopping out of a program for a period of one year or more will be subject to the readmit process upon their return, at which time, a review of the student's military status will occur and the appropriate tuition rate classification applied

Readmission of Student-initiated Total Withdrawal

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

Students stopping out of a program for a period of one year or more will be subject to the readmit process upon their return, at which time, a review of the student's

military status will occur and the appropriate tuition rate classification applied

Master's Degree Students

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-term 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 term.
5. Students stopping out of a program for a period of one year or more will be subject to the readmit process upon their return, at which time, a review of the student's military status will occur and the appropriate tuition rate classification applied

Readmission of Student-initiated Withdrawn Student

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

Students stopping out of a program for a period of one year or more will be subject to the readmit process upon their return, at which time, a review of the student's military status will occur and the appropriate tuition rate classification applied

Transfer Credit

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 transferrable.
 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 prerequisites). 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 (<http://catalog.norwich.edu/>

onlineprograms/catalog/academicpolicies/transfercredit/Transfer_Credit_Form.pdf) 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 one-fourth of the required bachelor's degree credits must be earned at Norwich.
2. Limits to transfer credits for undergraduate majors, minors, and concentrations (subject to Articulation agreements).
 - 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.

Statute of Catalog Limitations

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 ends a student's enrollment and separates the student from the university. Either the student or the university may initiate the withdrawal process. In instances of a student initiated withdrawal from the university the student may petition to return and complete their program of study at a later date.

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 enrollment or student support advisor.

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 trimester or term. 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 Accommodation).

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, violation of the student participation and behavior policy, failure to pay tuition, or in cases where the student is a distraction to other students and instructors.

General Education

General Education

Norwich University General Education Goals are designed to provide students with the intellectual tools to experience, explore and master new topics throughout a period of life-long learning. The General Education program requires at least forty credits for each undergraduate degree-completion major that are dedicated to basic literacy in English, mathematics, humanities, social sciences, and science outside the area of major concentration.

Degree-completion undergraduate students are allowed to meet General Education requirements through:

- CGCS Courses
- Transfer Courses from another institution that are equivalent to all or part of a General Education Competency at the discretion of the academic Program Manager. Such courses are subject to the requirements in the Transfer Credit Policy (p. 30).
- Extra-Institutional Learning such as:
 - Credit by Examination: includes independent examinations such as CLEP, DANTES, AP, etc., as well as challenge examinations created by CGCS.

- Credit for Training: military and professional training programs and activities
- Credit for Competence: CGCS may create a competency-based evaluation that allows students to demonstrate sufficient competence in one or more of the General Education Competency Goals.

Students are required to meet the following general education competency goals:

- Goal 1. Critical Reading, Writing & Research
- Goal 2. Mathematics & Quantitative Reasoning
- Goal 3. Human Expression in Literature, History, Arts & Humanities
- Goal 4. Natural Sciences
- Goal 5. Individual, Society & Social Structures
- Goal 6. Ethics,
- Goal 7. Capstone Experience
- Goal 8. Leadership

Norwich courses that satisfy general education competencies are noted below for each competency.

Goal 1 Critical Reading, Writing & Research: the equivalent of 3 semester credits in General Expository Writing and 3 semester credits in Professional Writing.

EN 101	Composition and Literature I	3
AND ONE COURSE FROM BELOW:		
COMM 301	Business & Professional Writing	3
COMM 302	Data Analysis and Writing	3
SOCI 401	Culture and Anthropology	6

Goal 2 Mathematics & Quantitative Reasoning: the equivalent of 6 semester credits. At least 3 credits are in a general college mathematics course. The remaining 3 credits will be in elementary or descriptive statistics.

MA 102	Mathematics: A Liberal Art	3
MATH 232	Elementary Statistics	3

Goal 3 Human Expression in Literature, History and Arts & Humanities: the equivalent of 3 semester credits in a course that examines a particular literary genre and/or a particular critical approach, plus the equivalent of 3 semester credits in a course that applies basic historical method to either one time period or one region of the world, plus the equivalent of 3 semester credits in a course that examines one aspect of human creativity or the non-physical human condition other than literature.

Literature Courses:

ENGL 250	Crime in Literature	3
ENGL 270	Military Literature	3

History Courses:

HIST 210	History of US Constitution	3
HIST 310	Historical Studies	3
HIST 402	Israeli-Palestinian Conflict	3
HIST 411	History of Diplomacy I	3
HIST 412	History of Diplomacy II	3
HIST 425	American Foreign Policy 20th Cent	3

Arts and Humanities Courses

COMM 312	Intercultural Communication	3
PHLS 205	Critical Thinking	3
RELG 300	Comparative Religion	3
SOCI 220	Cultural Issues & CJ System	3
SOCI 335	Intro to Cultural Competence	3
SOCI 406	Area Studies	6

Goal 4 Natural Sciences: the equivalent of 6 semester credits. All 6 credits may be in one or more discipline-specific courses, or in courses that examine more broadly the philosophy of science, the epistemology of the

scientific method, and the role of statistics in the testing and validation of scientific knowledge.

INTD 320	The Scientific Method: Understanding the Results of Quantitative Research	6
SCIE 202	Science, Technology and Procedures in Forensic Investigations	3
SCIE 301	Environmental Science	3
SCIE 310	Scien Basis of Sustainability	3

Goal 5 Individual, Society & Social Structure: the equivalent of 3 semester credits in a course grounded in one of the disciplines that examine the behavior of human beings in groups. Subjects include but are not limited to Anthropology, Archaeology, Communication Studies, Cultural Studies, Economics, Geography, Government, International Relations, Linguistics, Political Science, Psychology, and Sociology.

COMM 312	Intercultural Communication	3
CRMJ 201	Foundations Criminal Justice	3
CRMJ 303	The Study of Crime	3
ECON 310	Socio-Economic Studies	3
ECON 401	Economic Studies	6
ECON 201	Macroeconomics	3
ECON 202	Microeconomics	3
POLS 302	National Security Policy	3
POLS 306	Comparative Politics	3
POLS 316	Domestic Terrorism	3
POLS 318	International Terrorism	3
SOCI 209	Methods of Social Science Research	3
SOCI 220	Cultural Issues & CJ System	3
SOCI 322	Drugs and Gangs	3
SOCI 330	Military Sociology	3
SSDA 315	Insurgency and Conflict	6
SSDA 325	Law of Armed Conflict and Legal Basis for Use of Force	3

Goal 6 Ethics: the equivalent of 3 semester credits in a course that examines the characteristics and application of at least two ethical theories.

NTSS 400	Natl Security Studies Capstone	6
PHLS 210	Ethics in the Modern World	3
PHLS 324	Criminal Justice Ethics	3
SSDA 400	The Capstone Project	6

Goal 7 Capstone Experience: a 6-credit, program-specific course as the final and summative educational activity in the program. This course may NOT be satisfied by prior institutional or extra-institutional learning.

CRMJ 400	Capstone	6
CYBR 400	Cyber Capstone	6
MNGT 400	Management Capstone	6
NTSS 400	Natl Security Studies Capstone	6
SSDA 400	The Capstone Project	6
INTD 400	Capstone	6

Goal 8 Leadership: Coursework or approved prior learning credit that demonstrates knowledge of leadership concepts and components.

LD 101	Norwich Principles of Leadership Mastery	1
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NOTE: in all cases, academic programs may stipulate higher requirements or specific courses or course areas as part of the degree requirements.

Bachelor's Degrees

Dean: William H. Clements

Associate Dean of Continuing Studies: Mark L. Parker

Undergraduate Studies

The College of Graduate and Continuing Studies (CGCS) is committed to lifelong and experiential learning in a distance education delivery format. The college 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 the vision of Norwich University founder, Alden Partridge, and his 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.

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 prerequisite 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 the following bachelor's degree-completion programs:

- Bachelor of Interdisciplinary Studies (p. 33)
- Bachelor of Science in Criminal Justice (p. 34)
- Bachelor of Science in Cyber Security (p. 36)
- Bachelor of Science in Management Studies (p. 37)
- Bachelor of Science in National Security Studies (p. 38)
- Bachelor of Science in Strategic Studies & Defense Analysis (p. 39) (admission limited to Special Operations Forces of the U.S. armed forces)

Programs of Study

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

Bachelor of Interdisciplinary Studies (p. 33)
 Bachelor of Science in Criminal Justice (p. 34)
 Bachelor of Science in Cyber Security (p. 36)
 Bachelor of Science in Management Studies (p. 37)
 Bachelor of Science in National Security Studies (p. 38)
 Bachelor of Science in Strategic Studies and Defense Analysis (p. 39)

Bachelor of Interdisciplinary Studies

Associate Dean 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.

Requirements

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 three curriculum areas:

- Core
- Concentration
- Capstone

The six core domains, constituting 36 credit hours, must be completed successfully by all BIS students. All degree students must also 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. Free electives are taken by students who enter the program with fewer than 60 credits.

Core Domains:

Epistemology and Critical Thinking (6 credits)		
INTD 310	Epistemology& CriticalThinking	6
Science and the Scientific Method (6 credits)		
INTD 320	The Scientific Method: Understanding the Results of Quantitative Research	6
SCIE 301	Environmental Science	3
SCIE 310	Scien Basis of Sustainability	3
Qualitative Research in the Social and Behavioral Sciences (6 credits)		
ECON 310	Socio-Economic Studies	3
	or POLS 306Comparative Politics	
	or POLS 318International Terrorism	
	or SOCI 335Intro to Cultural Competence	
SOCI 209	Methods of Social Science Research	3
Critical Theory in Literature and the Humanities (6 credits)		
ENGL 250	Crime in Literature	3
	or ENGL 27(Military Literature)	
RELG 300	Comparative Religion	3
Human Communication and Technology (6 credits)		
COMM 315	Tech-Mediated Communication	3
COMM 301	Business & ProfessionalWriting	3
	or COMM 3(Data Analysis and Writing)	
	or COMM 3(Strategic Communications)	
Political, Social, and Economic History (6 credits)		
HIST 310	Historical Studies	3
HIST 402	Israeli-Palestinian Conflict	3
HIST 411	History of Diplomacy I	3
HIST 412	History of Diplomacy II	3
HIST 425	AmericanForeignPolicy 20thCent	3
Total Cr.		36

Concentrations

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

Leadership Studies

MNGT 401	Sem in Leadership I:Fundamntls	6
MNGT 402	Sem in Leadership II Styles EQ	6
MNGT 403	Leadership of Change	3
MNGT 404	Leadershp in Tech-Driven World	3
Total Cr.		18

Justice Studies

CRMJ 201	Foundations Criminal Justice	3
CRMJ 303	The Study of Crime	3

CRMJ 306	Procedural Due Process	3
PHLS 324	Criminal Justice Ethics	3
POLS 316	Domestic Terrorism	3
POLS 318	International Terrorism	3
Total Cr.		18

Strategic Studies

PHLS 210	Ethics in the Modern World	3
POLS 302	National Security Policy	3
POLS 306	Comparative Politics	3
POLS 318	International Terrorism	3
SSDA 315	Insurgency and Conflict	6
Total Cr.		18

Capstone

The six-credit capstone course, INTD 400, 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.

INTD 400	Capstone	6
Total Cr.		6

General Education

Students are required to meet general education competencies (p. 32) in writing, literature, history, arts and humanities, science, social science, and math and may do so by transfer credit or enrollment in courses offered through the College of Graduate and Continuing Studies.

Transfer Credit and Student Progress in the Program

CLEP and DSST exams may be accepted for transfer credit by the academic program manager, depending on the requirements of the Norwich course for which credit is sought. CLEP and DSST transcripts must be applied to a student's record by the time they have earned 100 credits in their program. No credit derived from CLEP or DSST exams will be applied to the student's record after this point.

Students must complete all core and elective coursework, including any courses necessary to fulfill required general education competencies, before being enrolled in a field study course unless given prior written approval by the program manager.

Students must complete all required coursework including any required field study courses before being enrolled in a capstone course, unless given prior written approval by the program manager.

All transfer credit must be applied to the student's record before being enrolled in a capstone course.

Bachelor of Science in Criminal Justice

Program Overview

Associate Dean 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 law enforcement, intelligence and security communities. This program is an excellent and logical fit for both civilian and 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 a minor in 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 elective courses to self-design their program. Additional requirements include general education courses, a field study course and a capstone course.

Students entering the Criminal Justice degree program may receive the equivalent of up to 90 credit hours 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 work/military deployment schedule.

Goals:

- Knowledge--Graduates will demonstrate superior knowledge of criminology, criminal law, and the criminal justice system compared to their peers from similar programs.
- Skills--Graduates will have the critical thinking and communications skills to analyze and articulate the effectiveness, ethical underpinnings and theoretical basis of criminal justice and social policies, programs and practices.
- Careers--Graduates will possess the knowledge, skills, and abilities to obtain employment in their desired career field, and/or to gain acceptance to graduate school.
- Values--Graduates will exhibit professionalism, leadership, and a commitment to lifelong learning through their careers and/or in their public service.

Outcomes:

Upon graduation, students will demonstrate a comprehensive knowledge of the field as measured by the following assessment indicators of the ETS (Educational Testing Service) Field Test in Criminal Justice:

- Theories of Criminal Behavior
- The Law
- Law Enforcement
- Corrections
- The Court System
- Critical Thinking
- Research Methodology and Statistics

Careers for this Major:

- federal law enforcement
- intelligence agents
- private and corporate security personnel
- state and local police officers
- probation and parole officers
- crime analysts

Requirements

Curriculum Requirements

The Bachelor of Science in Criminal Justice (BSCJ) 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:

- Core Courses
- Degree Electives
- Field Study Courses
- Capstone

Core Courses

Students complete all of the following:

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

Degree Electives

Students complete 15 credits from the following: 15

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
COMM 302	Data Analysis and Writing	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 316	Domestic Terrorism	3
POLS 318	International Terrorism	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
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SSDA 320	Information Operations	6
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Field Study Courses

Students complete one of the following field study courses: 6

INDE 490	Selected Topics	6
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ECON 401	Economic Studies	6
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SOCI 401	Culture and Anthropology	6
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SOCI 406	Area Studies	6
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Required Capstone Course

CRMJ 400	Capstone	6
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Total Cr.		60
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Minor in Intelligence and Security

Students seeking the minor in Intelligence and Security must complete 18 semester-credits from the following courses.

Minor Courses

COMM 312	Intercultural Communication	3
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SSDA 320	Information Operations	6
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INSC 311	Intro Homeland Security Intell	3
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INSC 313	Global Security & Intelligence	3
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INSC 315	Security Coordin&Collaboration	3
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INSC 320	Intelligence Management	3
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POLS 302	National Security Policy	3
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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

Students are required to meet general education competencies (p. 32) in writing, literature, history, arts and humanities, science, social science, and math and may do so by transfer credit or enrollment in courses offered through the College of Graduate and Continuing Studies.

Transfer Credit and Student Progress in the Program

CLEP and DSST exams may be accepted for transfer credit by the program manager, depending on the requirements of the Norwich course for which credit is sought. CLEP and DSST transcripts must be applied to a student's record by the time they have earned 100 credits in their program. No credit derived from CLEP or DSST exams will be applied to the student's record after this point.

Students must complete all core and elective coursework, including any courses necessary to fulfill required general education competencies, before being enrolled in a field study course unless given prior written approval by the program manager.

Students must complete all required coursework including any required field study courses before being enrolled in a capstone course, unless given prior written approval by the program manager.

All transfer credit must be applied to the student's record before being enrolled in a capstone course.

Faculty

Faculty Member	Institution at which highest degree was earned
Michael D'Ambrosio, MSCJ	University of Cincinnati
Michael Baily, DM	Colorado Tech University
David Blank, PhD	Dartmouth College
Natalia Blank, PhD	Dartmouth College
Frank Colaprete, PhD	Nova Southeastern University
Jevon Thompson, MPA	Norwich University

Bachelor of Science in Cyber Security

Program Overview

Associate Dean 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.

Requirements

Curriculum Requirements

The Bachelor of Science in Cyber Security (BSCS) 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 three curriculum areas:

- Core Courses
- Concentrations
- Capstone

Students are required to earn a minimum grade of C in core, concentration, and capstone courses.

Core Courses

CJ 341	Cyber Law and Cyber Crime	3
COMM 301	Business & Professional Writing	3
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
IA 340	Introduction to Information Assurance	3
IA 342	Management of Information Assurance	3
MNGT 309	Mngt of Organizations	3
PHLS 210	Ethics in the Modern World	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
CYBR 320	Vulnerability Testing I	3
CYBR 420	Vulnerability Testing II	3
DF 311	Network Forensics	3
DF 312	Malware Forensics	3
DF 411	Cyber Investigation	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
CYBR 410	Systems Assurance	3
CS 407	Politics of Cyberspace	3
POLS 302	National Security Policy	3
Total Cr.		18

Capstone

The capstone course 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.

CYBR 400	Cyber Capstone	6
Total Cr.		6

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.

General Education

Students are required to meet general education competencies (p. 32) in writing, literature, history, arts and humanities, science, social science, and math and may do so by transfer credit or enrollment in courses offered through the College of Graduate and Continuing Studies.

Transfer Credit and Student Progress in the Program

CLEP and DSST exams may be accepted for transfer credit by the program manager, depending on the requirements of the Norwich course for which credit is sought. CLEP and DSST transcripts must be applied to a student's record by the time they have earned 100 credits in their program. No credit derived from CLEP or DSST exams will be applied to the student's record after this point.

Students must complete all core and elective coursework, including any courses necessary to fulfill general education competencies, before being enrolled in a field study course unless given prior written approval by the program manager.

Students must complete all required coursework including any required field study courses before being enrolled in a capstone course, unless given prior written approval by the program manager.

All transfer credit must be applied to the student's record before the student can be enrolled in a capstone course.

Faculty

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

Program Overview

Associate Dean of Continuing Studies: Mark L. Parker
Program Manager: Daniel Alcorn

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.

Requirements

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 three curriculum areas:

- Core Courses
- Concentration
- Capstone

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. Free electives are taken by students who enter the program with fewer than 60 credits.

Core Courses

Students complete all of the following:		
ACCT 350	Financial Accounting	3
ACCT 351	Managerial Accounting	3
COMM 301	Business & Professional Writing	3
ECON 250	Seminar in Economics	6
FNCE 350	Fundamentals of Finance I	3
FNCE 351	Fundamentals in Finance II	3
MATH 232	Elementary Statistics	3
MNGT 309	Mngt of Organizations	3
MNGT 315	Leadership	3
MNGT 330	Management Information Systems	3
PHLS 210	Ethics in the Modern World	3
Total Cr.		36

Concentrations

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

Leadership Studies

MNGT 401	Sem in Leadership I: Fundamentals	6
MNGT 402	Sem in Leadership II Styles EQ	6
MNGT 403	Leadership of Change	3
MNGT 404	Leadership in Tech-Driven World	3
Total Cr.		18

Human Resource Management Studies

MNGT 404	Leadership in Tech-Driven World	3
MNGT 421	Sem in Human Resource Mngt I	6
MNGT 422	Sem in Human Resource Mngt II	6
MNGT 423	Human Capital Planning	3
Total Cr.		18

Procurement and Contract Management

MNGT 403	Leadership of Change	3
MNGT 404	Leadership in Tech-Driven World	3
MNGT 441	Public Procurement and Contracting	6
MNGT 442	Public Procurement and Strategic Planning	6
Total Cr.		18

Cyber Security Management Concentration

MNGT 475	Project Management Fundamentals	3
MNGT 476	Project Management Advanced Techniques	3
CYBR 410	Systems Assurance	3
CJ 341	Cyber Law and Cyber Crime	3

Capstone

The capstone course 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.

MNGT 400	Management Capstone	6
Total Cr.		6

General Education

Students are required to meet general education competencies (p. 32) in writing, literature, history, arts and humanities, science, social science, and math and may do so by transfer credit or enrollment in courses offered through the College of Graduate and Continuing Studies.

Transfer Credit and Student Progress in the Program

CLEP and DSST exams may be accepted for transfer credit by the program manager, depending on the requirements of the Norwich course for which credit is sought. CLEP and DSST transcripts must be applied to a student's record by the time they have earned 100 credits in their program. No credit derived from CLEP or DSST exams will be applied to the student's record after this point.

Students must complete all core and elective coursework, including any courses necessary to fulfill the general education competencies, before being enrolled in a field study course unless given prior written approval by the program manager.

Students must complete all required coursework including any required field study courses before being enrolled in a capstone course, unless given prior written approval by the program manager.

All transfer credit must be applied to the student's record before the student can be enrolled in a capstone course.

Faculty

Faculty Member	Institution at which highest degree was earned
Gregg D. Bailey, PhD	New Mexico State University
Edwin G. Sapp, JD	University of North Carolina
Ben Zamzow, PhD	University of Arizona
Dan Alcorn	
Brian M. Balduzzi	
Alex A. Chung	
Philip Crossman	
Carol A Keeler-Gravel	
Adam Komm	
Frank J. Parisi	
Scott K. Tobey	
Robert Wright, DPA	

Bachelor of Science in National Security Studies

Associate Dean of Continuing Studies: Mark L. Parker
Program Manager: James Dalton

The Bachelor of Science in National Security Studies (BSNSS) is an upper-division degree-completion program to build on the military education and experience of Combat Arms and Combat support personnel in the U.S. Army, Navy, Air Force, Coast Guard and Marine Corps. The BSNSS program fulfills general education competencies needed to complete the bachelor's degree while developing a service member's knowledge in vital areas such as geography, cultural awareness, regional politics, international conflict, and other social science disciplines. The program is open to those who are active duty or retired from the U.S. Department of Defense, including reserve and National Guard components. Members of the military or civilian intelligence community and federal law enforcement personnel are eligible.

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

Program outcomes:

- Evaluate classic and contemporary theories, strategies, doctrines, and procedures related to the causes, conduct, prevention and termination of armed conflict and the maintenance of peace;
- Assess and predict traditional and non-traditional threats to national security;
- Conduct research and create professional and academic analyses on issues critical to national security;
- Identify, understand, and analyze critical national and international security issues.

Requirements**Curriculum**

The Bachelor of Science in National Security Studies (BSNSS) 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:

- Core Courses
- Degree Electives
- Field Studies
- Capstone

The core courses are degree requirements to be taken by all students. All BSNSS students must complete 18-credits of focused degree electives and 12 credits of field studies. The capstone is the culminating activity for the program and is required for completion of the degree. Free electives are taken by students who enter the program with fewer than 60 credits.

Core Courses

Students must complete all of the following:

ENGL 270	Military Literature	3
HIST 425	AmericanForeignPolicy 20thCent	3
MATH 232	Elementary Statistics	3
RELG 300	Comparative Religion	3

SCIE 301	Environmental Science	3
SSDA 315	Insurgency and Conflict	6
SSDA 325	Law of Armed Conflict and Legal Basis for Use of Force	3
Total Cr.		24

Degree Elective Courses

Students must complete 18 credits from the following:		
ECON 310	Socio-Economic Studies	3
HIST 210	History of US Constitution	3
HIST 310	Historical Studies	3
HIST 411	History of Diplomacy I	3
HIST 412	History of Diplomacy II	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
MNGT 320	Strategic Planning	3
PHLS 210	Ethics in the Modern World	3
POLS 302	National Security Policy	3
POLS 316	Domestic Terrorism	3
POLS 318	International Terrorism	3
SOCI 322	Drugs and Gangs	3
SOCI 335	Intro to Cultural Competence	3
SSDA 310	Emergency and Disaster Relief Operations	6
SSDA 320	Information Operations	6

Successful completion of HIST 411 and HIST 412 provides a pathway into the Master of Arts in Diplomacy degree program (4+1).

Field Studies

Students will conduct research and submit professional and academic analyses on issues critical to national and international security.

Field Studies Courses

Students must complete 12 credits from the following:		
ECON 401	Economic Studies	6
SOCI 401	Culture and Anthropology	6
SOCI 406	Area Studies	6

Capstone

The capstone course is the culminating academic activity for BSNSS students. In it, students analyze and synthesize program learning with a particular focus on ethics and leadership related to national security issues. Throughout the course, students will be required to analyze potential national security scenarios and the inter-agency cooperation process while presenting their findings in written format. Students must address how their work will contribute to the Department of Homeland Security, Department of State or the Department of Defense's body of knowledge about the topic(s) under discussion. Students must propose, present, and deliver a final in-depth analysis paper that combines the general knowledge acquired in the core courses with the specific knowledge of the field study research. The capstone course may not be fulfilled through transfer credit.

NTSS 400	Natl Security Studies Capstone	6
Total Cr.		6

General Education

Students are required to meet general education competencies (p. 32) in writing, literature, history, arts and humanities, science, social science, and math and may do so by transfer credit or enrollment in courses offered through the College of Graduate and Continuing Studies.

Transfer Credit and Student Progress in the Program

CLEP and DSST exams may be accepted for transfer credit by the program manager, depending on the requirements of the Norwich course for which credit is sought. CLEP and DSST transcripts must be applied to a student's record by the time they have earned 100 credits in their program. No credit derived from CLEP or DSST exams will be applied to the student's record after this point.

Students must complete all core and elective coursework, including any courses necessary to fulfill required general education competencies, before being enrolled in a field study course unless given prior written approval by the program manager.

Students must complete all required coursework including any required field study courses before being enrolled in a capstone course, unless given prior written approval by the program manager.

All transfer credit must be applied to the student's record before the student can be enrolled in a capstone course.

Faculty

Faculty Member	Institution at which highest degree was earned
Edwin (Leigh) Armistead, PhD	Edith Cowan 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	Zriayi Miklos National Defense University
Charles Lynch, MS	Naval Post Graduate School
Martin McMahon, MLitt	Middlebury College
Greg Makuch, MS	Troy University
Randall H. Miller, MA	Norwich University
Brett Morash, MA	US Naval War College
Darlene Olsen, PhD	State University of New York, Albany
Robert Pauly, PhD	Old Dominion University
Russell Ramsey, PhD	University of Florida
Robert Greene Sands, PhD	University of Illinois
Shawn White, PhD	University of Georgia
Lea Williams, PhD	University of Oregon

Bachelor of Science in Strategic Studies and Defense Analysis

Program Overview

Associate Dean 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 credit 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 30 semester credit-hour equivalents from other accredited institutions of higher education. Transfer courses must meet specific course requirements in the SSDA program. Students complete the remaining credits through Norwich University in a structured program that will typically require two to four years to complete, depending upon a student's full-time or part-time enrollment status and military deployment schedule.

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

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

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

Faculty

Faculty Member	Institution at which highest degree was earned
Edwin (Leigh) Armistead, PhD	Edith Cowan University, Perth, Australia
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	Zriayi Miklos National Defense University (Hungary)
Charles Lynch, MS	Naval Post Graduate School
Martin McMahon, MLitt	Middlebury College
Greg Makuch, MS	Troy University
Randall H. Miller, MA	Norwich University
Brett Morash, MA	US Naval War College
Darlene Olsen, PhD	State University of New York, Albany
Robert Pauly, PhD	Old Dominion University
Russell Ramsey, PhD	University of Florida
Robert Greene Sands, PhD	University of Illinois
Shawn White, PhD	University of Georgia
Lea Williams, PhD	University of Oregon

Master's Degrees

Dean: William H. Clements

Associate Dean of Graduate Programs: James M. Ehrman

Graduate Studies

The College of Graduate and Continuing Studies (CGCS) 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 the vision of Norwich University founder, Alden Partridge, and his 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 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 September, December, March, or June and generally enroll in one six-credit seminar each eleven-week term.

All candidates for the masters' degrees are required to attend an annual residency conference (p. 26) 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. 41)
- Master of Arts in History (p. 44)
- Master of Arts in International Relations (p. 45)
- Master of Arts in Military History (p. 47)
- Master of Arts in Strategic Studies (p. 48)
- Master of Business Administration (p. 49)
- Master of Civil Engineering (p. 51)
- Master of Public Administration (p. 53)
- Master of Science in Criminal Justice (p. 56)
- Master of Science in Information Security and Assurance (p. 57)
- Master of Science in Leadership (p. 59)
- Master of Science in Nursing (p. 61)

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. 41)
 Master of Arts in History (p. 44)
 Master of Arts in International Relations (p. 45)
 Master of Arts in Military History (p. 47)
 Master of Arts in Strategic Studies (p. 48)
 Master of Business Administration (p. 49)
 Master of Civil Engineering (p. 51)
 Master of Public Administration (p. 53)
 Master of Science in Criminal Justice (p. 56)
 Master of Science in Information Security and Assurance (p. 57)
 Master of Science in Leadership (p. 59)
 Master of Science in Nursing (p. 61)

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.

Requirements

Curriculum Map/Plan of Study

Term 1

GD 510	Theory and the International System	6
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or GD 511	The History of Diplomacy in the International System	
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Term 2

One concentration course		6
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Term 3

One concentration course		6
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Term 4

One concentration course		6
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Term 5

One concentration course		6
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GD 555	Comprehensive Exam ¹	0
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Term 6

One concentration course		6
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GD 575	Exit Portfolio	0
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GD 595	Residency ²	0
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Total Cr.		36
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1 Students must complete the comprehensive exam prior to enrollment in their final term.

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

Curriculum Requirements

Core Curriculum

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

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

All students start with either the Theory seminar (GD 510 or the History seminar (GD 511) 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	Theory and the International System	6
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or GD 511	The History of Diplomacy in the International System	
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GD 555	Comprehensive Exam	0
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GD 575	Exit Portfolio	0
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Culminating Academic Requirement

GD 595	Residency	0
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Total Cr.		6
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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 541	The Practice of Diplomacy	
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 541	The Practice of Diplomacy	
or GD 567	Diplomacy and Communication	

Total Cr.		30
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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
choose one elective		
GD 530	Economics and the International System	6
GD 540	Conflict Avoidance, Prevention & Containment in the International System	6
GD 542	Terrorism: Introduction and State Sponsored Terrorism	6
GD 544	Global Commerce and the International System	6
GD 561	Human Rights and Conflict in the International System	6
GD 564	Global Corporate Diplomacy	6
GD 567	Diplomacy and Communication	6

Policy Track Seminars

GI 556	Cyber Crime	6
or GI 557	Cyber Law	
GI 566	Critical Infra. Protection	6
or GI 567	International Perspectives on Cyberspace	

Systems Track Seminars

GI 554	Computer Security Incident Response Team Management	6
or GI 562	Vulnerability Management and Penetration Testing I	
GI 551	Computer Forensic Investigations	6
or GI 563	Vulnerability Management II	
GD 568	Cyber Diplomacy	6

Total Cr.		30
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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. 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, GD 575. 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. 26) 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	Thesis Seminar	3
GD 571	Graduate Thesis Research II	3
GD 572	Graduate Thesis Research III	3
GD 573	Graduate Thesis Research IV	3
GD 579	GR Research Project Exam	0
Total Cr.		12

Faculty

Faculty Member	Institution at which highest degree was earned
Lasha Tchantouridze, PhD (Program Director)	Queens University, Canada
Charles Lerche, PhD (Associate Program Director of Academics)	University of Ibadan, Nigeria
Hayat Alvi, PhD	Howard University
Ali Askerov, PhD	University of Manitoba
Clifford Bates, PhD	Northern Illinois University
Narain Batra, PhD	Gujarat University, India
Bruce Bechtol, PhD	Union Institute
John Becker, PhD	University of Denver
Najiba Benabess, PhD	University of Wisconsin
Bond Benton, PhD	University of Vienna, Austria
James Binney, PhD	University of Kentucky
Stefan Brooks, PhD	University of Houston
Rowland Brucken, PhD	Ohio State 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, Canada
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
Samia Harb, PhD	Florida International University
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
Gregory Makuck, ABD	Salve Regina University
Hatice Gamze Menali, MA	Norwich University
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
Eileen Scully, PhD	Georgetown University
Jack Segal, MA	University of Southern California
Steven, Shirley, PhD	Old Dominion University
Joel Sokolsky, PhD	Harvard University
Eugene Tadie, PhD	Northern Illinois University
Andrea Talentino, PhD	University of California, Los Angeles
Stephen Twing, PhD	University of South Carolina
Shelton L. Williams, PhD	Johns Hopkins University

Master of Arts in History

Program Director: David Ulbrich
Associate Program Director of Academics: John Broom

Mission

The Master of Arts in History program:

- provides students with a base of historical knowledge within the field of history,
- builds 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,
- provides students with an introduction to historical pedagogy,
- provides students with a foundation for developing a professional identity as a historian and,
- helps 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 provides 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.

Requirements

Curriculum Map/Plan of Study

Term 1		
MH 510	Introduction to Military History: Historiography and Method	6
Term 2		
	One concentration course	6
Term 3		
	One concentration course	6
Term 4		
	One concentration course	6
Term 5		
HI 550	Directed Readings in History	6
Term 6		
	One capstone academic exercise ¹	6
MH 595	Residency ²	0
Total Cr.		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 term.

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 & MH 571	M.A. Thesis and MA Thesis II 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 & MH 571	M.A. Thesis and MA Thesis II ²	6

Culminating Academic Requirement

HI 595	Residency	0
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. 26) 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 seminars. The paper must contain a well developed historical question and a compelling interpretation/argument answering the question posed.

The thesis option requires enrollment in two 3-credit seminars offered sequentially. The thesis may be completed in a minimum of six months, but in all cases must be completed in nine months with accompanying sustaining and thesis fees.

Faculty

Faculty Member	Institution at which highest degree was earned
David Ulbrich, PhD (Program Director)	Temple University
John Broom, PhD (Associate Program Director)	The Union Institute and University
Sergei Antonov, PhD	Columbia University
Michael Beauchamp, PhD	Texas A&M University
Rae Bielakowski, PhD	Loyola University of Chicago
Robert Clemm, PhD	Ohio State University
Ginger Davis, PhD	Temple University
Kelly DeVries, PhD	University of Toronto
Sviatoslav Dmitriev, PhD	Harvard University
Michael Dolski, PhD	Ohio State University
Sarah Douglas, PhD	Ohio State University
Hugo Evans, PhD	Bowling Green State University
Paul Hatley, PhD	Kansas State University
Timothy Hayburn, PhD	Lehigh University
John Jennings, PhD	University of Hawaii
Sean Kalic, PhD	Kansas State University
Susan Karr, PhD	University of Chicago
Sanders Marble, PhD	King's College London
Kathryn Merriam	University of Massachusetts, Amherst
Stephen Morillo, PhD	Jesus College, Oxford University
Matthew Muehlbauer, PhD	Temple University
Lisa Munday, PhD	Kansas State University
Uta Raina, PhD	Temple University
Jennifer Reed Fry, PhD	Temple University
Chris Rein, PhD	University of Kansas
John Roche, PhD	University of North Carolina
Charles Sanders, PhD	Kansas State University
Ryan Staude, PhD	State University of New York at Albany
Kenneth Swope, PhD	University of Michigan

Matthew Wall, PhD	Trinity College Dublin
Bobby Wintermute, PhD	Temple University

Master of Arts in International Relations

Program Overview

Program Director: Lasha Tchantouridzé
Associate Program Director of Academics: Charles Lerche

The Master of Arts in International Relations has three parts. The first two parts are taught seminars followed by electives. At the end of the program students complete an International Relations field exam that consists of issues from the required seminars, as well as the two elective seminars. Satisfactory completion of the field exam is required to graduate from the program. The third part of the program is research elements – students complete a Master's research paper (MRP), approximately 10 to 12 thousand words. Students select their MRP or capstone topic as early as possible; by the end of Seminar Four advisors are assigned. Students choose their elective seminars according to their research interests. Master's Research Paper are a shorter version of MA thesis, with one important difference: students are 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.

Program Mission

- Prepare students to excel in a particular functional area of international relations and/or geographic area of the world,
- Provide modern, fundamental, practice-oriented education in various fields of international relations,
- Foster creativity and critical thinking in problem solving and motivate students to consider the societal consequences of their work,
- Prepare ethical leaders for the fields of international relations and committed to global service to humanity.

Program Outcomes

Students:

- Evaluate various political, economic or social issues of a particular functional area of international relations or a geographic area of the world,
- Correlate historical, political and/or economic origins of an international phenomenon or a process,
- Employ theories and methodological skills to clarify complex issues in international relations,

Requirements

Curriculum Map/Plan of Study

Term 1		
IR 510	World Politics Intl Relations	6
Term 2		
	One concentration course	6
Term 3		
	One concentration course	6
Term 4		
	One elective course	6
Term 5		
IR 555	Field Exam	0

IR 590 & IR 591	Masters Research Paper I and Masters Research Paper Conclusion and Examination	9
IR 595	MIR Residency ¹	0
Total Cr.		33

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

Curriculum 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/plan of study for the degree.

Core Courses for all Concentrations

IR 510	World Politics Intl Relations	6
IR 555	Field Exam	0
IR 590 & IR 591	Masters Research Paper I and Masters Research Paper Conclusion and Examination	9
IR 595	MIR 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 541	The Practice of Diplomacy	
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
IR 541	Intel & Natl Security Policy	6
Total Cr.		18

International Development Concentration Courses

GD 530	Economics and the International System	6
IR 543	PoliEconomy of IntDevelopment	6
IR 553	Capital and international Development	6
Total Cr.		18

Cyber Diplomacy Concentration Courses

GD 520	Law and the International System	6
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Policy Track Seminars

GI 556	Cyber Crime	6
or GI 557	Cyber Law	
GI 566	Critical Infra. Protection	6
or GI 567	International Perspectives on Cyberspace	

Cyber Systems Seminars

GI 554	Computer Security Incident Response Team Management	6
or GI 562	Vulnerability Management and Penetration Testing I	
GI 551	Computer Forensic Investigations	6

or GI 563 Vulnerability Management II	
Total Cr.	18

Regions of the World Concentration Courses

IR 520	American Foreign Policy	6
IR 530	International Security	6
IR 549	Regions of the World	6
Total Cr.		18

Field Exam

All students take a written exam consisting of three sets of questions with two questions per set, for a total of six questions. Students must choose one of the two questions in each set, thus answering three questions. The questions are devised by program faculty and are not given to students in advance. The three-hour exam is proctored online. Students may opt to take the exam during the Residency Conference, however, this option will delay degree conferral. 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 Field Exam requirement.

One-Week Residency

All degree candidates of the Master of Arts in International Relations are required to attend a one-week Residency Conference (p. 26) 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

Faculty Member	Institution at which highest degree was earned
Lasha Tchatouridze, PhD (Program Director)	Queens University, Canada
Charles Lerche, PhD (Associate Program Director of Academics)	University of Ibaden, Nigeria
Hayat Alvi, PhD	Howard University
Clifford Bates, PhD	Northern Illinois University
Narain Batra, PhD	Gujarat University, India
John Becker, PhD	University of Denver
Najiba Benabess, PhD	University of Wisconsin
Bond Benton, PhD	University of Vienna, Austria
James Binney, PhD	University of Kentucky
Stefan Brooks, PhD	University of Houston
Rowland Brucken, PhD	Ohio State 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, Canada
Hatice Gamze Menali, MA	Norwich 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
Timothy Riesen, PhD	Claremont Graduate University
Eileen Scully, PhD	Georgetown University
Steven Shirley, PhD	Old Dominion University
Joel Sokolsky, PhD	Harvard University
Andrea Talentino, PhD	UCLA
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 Director: David Ulbrich
Associate Program Director of Academics: John Broom

Mission

The Master of Arts in Military History program:

- provides students with a base of historical knowledge within the field of military history,
- builds an awareness of differing historical interpretations and the ability to synthesize diverse types of historical knowledge,
- builds and refine student research, writing, analysis and presentation skills,
- provides students with an introduction to historical pedagogy,
- provides students with a foundation for developing a professional identity as a historian and,
- helps 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.

Requirements

Curriculum Map/Plan of Study

Term 1		
MH 510	Introduction to Military History: Historiography and Method	6
Term 2		
One elective course		6
Term 3		
One elective course		6
Term 4		
One elective course		6
Term 5		
HI 550	Directed Readings in History	6
Term 6		
Capstone academic exercise ¹		6
MH 595	Residency ²	0
Total Cr.		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

Required Core Seminars

MH 510	Introduction to Military History: Historiography and Method	6
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Elective Seminars

Select four of the following:

MH 520	Global Military History to 1800	6
MH 540	Non-Western Military History	6
MH 541	Chinese Military History	6
MH 543	Amphibious Warfare	6
MH 550	U.S. Military History	6
MH 551	Race and Gender in Military History	6
MH 552	Total War	6

Capstone Academic Exercise

Select one of the following:

MH 562	Capstone Paper	6
MH 569	Comprehensive Exam ¹	0
MH 570 & MH 571	M.A. Thesis and MA Thesis II ²	6

Culminating Academic Requirement

MH 595	Residency	0
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. 26) 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

Faculty Member	Institution at which highest degree was earned
David Ulbrich, PhD (Program Director)	Temple University
John Broom, PhD (Associate Program Director of Academics)	The Union Institute
John Abbatiello, PhD	King's College London
Michael Beauchamp, PhD	Texas A&M University
Lisa Beckenbaugh, PhD	University of Arkansas
Terry Beckenbaugh, PhD	University of Arkansas
Stephen Bourque, PhD	Georgia State University
Thomas Brusino, PhD	Ohio University
Catherine Burns, PhD	University of Wisconsin Madison
Earl Catagnus, PhD	Temple University
Michael Cessford, PhD	Carlton University
Robert Clemm, PhD	Ohio State University
Ginger Davis, PhD	Temple University
Kelly DeVries, PhD	University of Toronto
Sviatoslav Dmitriev, PhD	Harvard University
Michael Dolski, PhD	Temple University
Antulio Echevarria, PhD	Princeton University
Hugo Evans, PhD	Bowling Green State University
Mark Fissel, PhD	University of California, Berkley
John France, PhD	Institute for Historical Research London
Hal Friedman, PhD	Michigan State University
Paul Hatley, PhD	Kansas State University
Timothy Hayburn, PhD	Lehigh University
Andrew Holt, PhD	University of Florida
Jonathan House, PhD	University of Michigan
Lance Janda, PhD	University of Oklahoma
John Jennings, PhD	University of Hawaii
Sean Kalic, PhD	Kansas State University
Susan Karr, PhD	University of Chicago
Deborah Kidwell, PhD	University of Kansas
Robert Kirkland, PhD	University of Pittsburgh
John Kuehn, PhD	Kansas State University

Xiao Bing Li, PhD	Carnegie Mellon University
John Maass, PhD	Ohio State University
Sanders Marble, PhD	King's College London
Kathryn Merriam, PhD	University of Massachusetts, Amherst
Stephen Morillo, PhD	Jesus College, Oxford University
Matthew Muehlbauer, PhD	Temple University
Lisa Munday, PhD	Kansas State University
Christopher Rein, PhD	University of Kansas
Jason Ridler, PhD	Royal College of Canada
John Roche, PhD	University of North Carolina, Chapel Hill
Joyce Sampson, PhD	Florida State University
Charles Sanders, PhD	Kansas State University
Dennis Showalter, PhD	University of Minnesota
Ken Swope, PhD	University of Michigan
John Votaw, PhD	Temple University
Bradford Wineman, PhD	Texas A&M University
Bobby Wintermute, PhD	Temple University
Mitchell Yockelson, PhD	Cranford University
Miles Yu, PhD	University of California, Berkley
Xiaoming Zhang, PhD	University of Iowa

Master of Arts in Strategic Studies

Associate Dean of Graduate Programs: James M. Ehrman
Program Manager: James Dalton

The Master of Arts in Strategic Studies (MASS) is a 36 credit program for current and former military personnel from all uniformed branches who have successfully completed the BSSSDA, BSNS, and other Norwich University Bachelor degrees in related fields. The MASS program builds on the education and experience of undergraduates by providing graduate-level coursework focusing on ends, ways and means and the challenges of nesting supporting objectives. Graduates of the program are equipped to carry out the changing mission of the U.S. military and to work collaboratively with agencies outside the Department of Defense on matters of national security.

The MASS program explores the relationship between politics and the many kinds of national power—from the use of diplomacy to the threatened use of military might. Although many strategic studies programs focus on the use of military means, the MASS program includes work in closely related fields such as intelligence, infrastructure, natural resource studies and inter-agency cooperation. As such, it has broad applications in non-security related areas such as leadership, technology, communication and strategic planning.

Program Outcomes:

- Synthesize major trends in military affairs and the fundamental problems in civil-military relations;
- Analyze Western and Asian theoretical approaches to strategic thought and concepts of contemporary security;
- Evaluate the interrelationship of policy, strategy and operations;
- Analyze the relationships among tactics, operations, strategy and policy;
- Design a plan for the effective use of all the elements of national power to achieve a strategic objective.

Requirements

Curriculum Map/Plan of Study

Term 1

NT 510	Strategy and Policy	6
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Term 2

MH 530	Military Thought and Theory	6
Term 3		
GD 510	Theory and the International System	6
Term 4		
GD 530	Economics and the International System	6
Term 5		
NT 550	The Use of Military Force	6
Term 6		
NT 560	Capstone Planning Exercise	6
Total Cr.		36

Curriculum Requirements

The seminars in the Master of Arts in Strategic Studies have been carefully structured and sequenced to guarantee that prerequisite knowledge needed in subsequent seminars is obtained to optimize the learning experience, provide a mixture of topics in each seminar that evenly distribute the overall work load for the degree, and provide a blend of theoretical and practical oriented topics in each seminar.

Capstone

The capstone planning exercise provides an opportunity for the student to integrate extensive research along with the concepts and principles of the program that results in student-derived plan to achieve a theater-strategic objective. Each student will complete the plan using all the elements of national power in concert with one another. The purpose of the capstone project is for the student to apply theoretical and methodological skills to real-world issues. The expectation of the program is that the capstone project will demonstrate a student's overall knowledge in the discipline and the skills necessary to achieve a mastery of strategic planning.

* Denotes courses that have yet to be developed.

One-Week Residency

All degree candidates of the Master of Arts in Strategic Studies are required to attend a one-week Residency Conference (p. 26) 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

Faculty Member	Institution at which highest degree was earned
James Dalton, MA (Program Manager)	US Naval War College
Angelo J. Collura, PhD	Catholic University
Christopher Costa, MA	US Naval War College
Daniel Cox, PhD	University of Nebraska
Kevin Dougherty, PhD	University of Southern Mississippi
Allison Greene-Sands	Old Dominion University
Mary T. Hall, JD	University of Georgia
John Jennings, PhD	University of Hawaii
Brian Kupfer, PhD	Claremont Graduate College
Cynthia Levy, PhD	Zriayi Miklos National Defense University (Hungary)
Timothy Maynard, EdD	Johnson and Wales University
Brett Morash, PhD	Salve Regina University
Robert Pauly, PhD	Old Dominion University
Samantha Powers, PhD	Old Dominion University
Robert Sands, PhD	University of Illinois
Jeffrey Shaw, PhD	Salve Regina University
David Witty, MA	University of Pennsylvania

Master of Business Administration

Program Director: Jose A. Cordova

The Master of Business Administration (MBA) is 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 MBA program is offered by the College of Graduate and Continuing Studies in partnership with the School of Business, 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 MBA 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 develops traits common among leaders in every profession — discipline, integrity, confidence, critical thinking, and adaptability.

Program 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.

Requirements

Curriculum Map/Plan of Study

Term 1		
GB 511	Strategic Resources Management	6
Term 2		
GB 522	Managerial Finance	6
Term 3		
GB 532	Strategic Marketing & Operations Management	6
Term 4		
One concentration course		6
Term 5		
One concentration course		6
Term 6		
One concentration course		6

GB 595	Residency ¹	0
Total Cr.		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
Select two of the following:		12
GB 547	Supply Chain Management Strategy, Planning and Operations	6
GB 544	Project Management Techniques, Tools and Practices	6
GB 560	Strategic Management	6
OL 530	Leading Change in Organizations	6
Total Cr.		36

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 Corporate Energy Needs	6
Total Cr.		18

Technology Management

The Technology Management concentration is designed to provide the student with the knowledge and skills required to be an effective business leader within all areas of business with specialized expertise in technology management.

GB 549	Technology Management Strategy	6
GB 544	Project Management Techniques, Tools and Practices	6
GB 547	Supply Chain Management Strategy, Planning and Operations	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. 26) 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

Faculty Member	Institution at which highest degree was earned
Jose Cordova, PhD (Program Director)	Ohio University
B. Dean Angell, DBA	Capella University
Andrew Bargerstock, PhD	Maharishi International University
Kahwa Dououguih, PhD	University of Maryland
Kim Gallagher, MBA	Northeastern University
Jean Gordon, DBA	Nova Southeastern University
Tracey Green, DBA	Argosy University
Christopher Roe, MBA	Keller Graduate School of Management
Juan Stegmann, PhD	University of Warsaw
Gregory VanderPal, DBA	Nova Southeastern 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.

Mission

- Prepare students to excel in civil engineering and related fields.
- Make clear to students that above all else, the civil engineering profession is committed to bettering the world.
- Provide modern, fundamental, practice-orientated education in the civil engineering field.
- Foster creativity and critical thinking in problem solving and motivate students to consider the societal consequences of their work.
- Enable students to be leaders in their profession, community, and the nation

Program Outcomes

- Students assess, formulate, and innovate to solve complex and multidisciplinary real-world engineering problems by applying knowledge of engineering fundamentals, mathematics, natural and social sciences, humanities, and technology.
- Students develop, build, and lead professional teams to work collaboratively in multidisciplinary work environments.
- Students implement and apply effective verbal and written communications with technical and non-technical audiences.
- Students anticipate and understand responsibilities of practicing engineers with respect to global, environmental, societal, and ethical contexts of their work.

Requirements**Curriculum Map/Plan of Study****Term 1**

GB 544	Project Management Techniques, Tools and Practices	6
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Term 2

EG 501	Engineering Mathematics	6
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Term 3

One concentration course		6
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Term 4

One concentration course		6
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Term 5

One concentration course		
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Term 6

CE 561	Capstone Design Project ¹	6
CE 595	Residency ²	0

Total Cr.		36
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¹ Grade of B or better required for the Capstone Design Project.

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

Pre-admission Requirements

Students not meeting the admission requirements of the Master of Civil Engineering program with respect to their previous course work will be required to pass fundamentals courses with a grade of B or better in order to be admitted to the degree program. Students earning grades of less than a B in fundamentals courses will be required to petition for re-enrollment to repeat the course. Fundamentals courses do not satisfy degree requirements of the Master of Civil Engineering degree.

Fundamentals Courses

CE 501	Hydraulics for Environmental Engineers	3
CE 503	Fundamentals of Soil Mechanics and Foundation Engineering	6

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

Curriculum Requirements

The 18-month Master of Civil Engineering program is divided into six, eleven-week, six-credit courses. 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.

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
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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
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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
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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
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One-Week Residency

All degree candidates of the Master of Civil Engineering are required to attend a one-week Residency Conference (p. 26) 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

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
Jospeh W. Delaney, PhD, PE	University at Buffalo
Paul Draghi, PhD	Indiana University
Kenneth Edwards, PhD, PE	Iowa State University
Andrew Ernest, PhD, PE	Texas A&M
Kenneth Lamb, PhD, PE	University of Nevada – Las Vegas
Will Lindquist, PhD, PE	University of Kansas
W. Nicholas Marianos, PhD, PE	Tulane University
Joseph Miller, PhD, PE	Michigan Technological University
David Nowacki, MBA, MS	Louisiana State University
Bryan Pascarella, MBA	University of Pittsburgh
Carmine Polito, PhD, PE	Virginia Polytechnic Institute and State University
Jared Reigstad, MCE, PE	Norwich University
Scott Sabol, MSCE	Pennsylvania State University
Eric J. Sweich, MS, PG	Bowling Green State University
Timothy Tyler, PhD, PE	Virginia Polytechnic University

Master of Public Administration

Program Director: Rosemarie Pelletier

The Master of Public Administration program is designed for working professionals who 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 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 paper and, prior to the completion of the program, a shorter publishable paper addressing the capstone project.

Mission

The Master of Public Administration (MPA) program prepares and supports diversified adult learners who are military and non-military, to become knowledgeable,

innovative public sector leaders. The MPA program develops leadership characteristics driven by fundamental public administration values, including those that are at the core of Norwich's history and tradition. Norwich MPA faculty members are academically and professionally prepared to advance the mission with practitioner-oriented educational experiences available through state-of-the-art, online course delivery, and external partnership. Culminating experiences of a Capstone Project, portfolio development and Residency Week complement the MPA on-line delivery method, providing the opportunity for problem-solving, a retrospective on course work, face-to-face collaboration and networking.

Goals:

- Prepare and support diversified learners
- Help students become knowledgeable innovative public sector leaders based upon better communication
- Reinforce public administration best practices
- Use Practitioner-oriented learning

Requirements

Curriculum Map/Plan of Study

Term 1		
AD 511	Foundations of Public Administration and Policy	6
Term 2		
AD 521	Public Administration Research and Analysis (or one concentration course)	6
Term 3		
AD 531	Public Organization Resources & Processes (or one concentration course)	6
Term 4		
One concentration course		6
Term 5		
One concentration course		6
Term 6		
Concentration capstone course		6
AD 590	MPA Portfolio	0
AD 595	Residency ¹	0
Total Cr.		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 521	Public Administration Research and Analysis	6
AD 531	Public Organization Resources & Processes	6
AD 561	Capstone Studies	6
AD 590	MPA Portfolio	0
Culminating Academic Requirement		
AD 595	Residency	0
Total Cr.		24

Concentrations Courses:

Criminal Justice and Public Safety Concentration

Our criminal justice and public safety concentration is designed to help students develop the skills needed to pursue or further their careers in law enforcement or transition into another area of public service. This concentration explores the best practices of law enforcement agencies, corrections administration, and public safety management.

Criminal Justice and Public Safety Courses

AD 511	Foundations of Public Administration and Policy	6
AD 521	Public Administration Research and Analysis	6
AD 531	Public Organization Resources & Processes	6
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
Capstone		
AD 561	Capstone Studies	6
Total Cr.		36

Fiscal Management Concentration

This two course concentration explores the legal and regulatory foundation of 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 governmental organizations.

Students will be provided with the 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. This concentration also 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 by issuing bonds and levying taxes, and managing cash and employee retirement funds. Students will also examine contemporary perspectives on professional ethics and ethical behavior of leaders in the public sector, particularly in regard to their fiduciary responsibility in investing and managing public funds

Fiscal Management Courses

AD 511	Foundations of Public Administration and Policy	6
AD 521	Public Administration Research and Analysis	6
AD 531	Public Organization Resources & Processes	6
AD 558	Fiscal Management Accounting & Contracting	6
AD 559	Fiscal Management Finance/Tax & Budgeting	6
AD 561	Capstone Studies	6
Total Cr.		36

International Development and Influence Concentration

This concentration introduces students to the political and historical background of U.S. efforts to foster development in developing countries, and the cultural, economic and legal factors involved in planning and engaging in economic and infrastructural development in these areas. Particular focus is placed on the value

and role of analytical research, identifying stakeholders, understanding the role of non-governmental organizations and assessing the social, cultural, and political context of the areas of development. Participants are introduced to the role development as a means of furthering democratic principles and U.S. foreign policy. Particular focus will be placed on the problems and challenges presented by conflicts, corruption and poor governance in areas of development, strategic planning, security analysis, management of information public works and other infrastructural projects, and how the developing organizations should integrate or coordinate their efforts with other actors in the area. Finally, students will be familiarized with the process of an organizational needs assessment as a necessary step in planning international development

International Development and Influence Courses

AD 511	Foundations of Public Administration and Policy	6
AD 521	Public Administration Research and Analysis	6
AD 531	Public Organization Resources & Processes	6
AD 564	International Development and Influence I	6
AD 574	International Development and Influence II	6
AD 561	Capstone Studies	6
Total Cr.		36

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 511	Foundations of Public Administration and Policy	6
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	6
AD 561	Capstone Studies	6
Total Cr.		36

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 511	Foundations of Public Administration and Policy	6
AD 521	Public Administration Research and Analysis	6
AD 531	Public Organization Resources & Processes	6
AD 542	Leading the Nonprofit Organization	6
AD 552 or AD 562	Nonprofit Administration Transformational Organizational Culture, Human Resources Devel and Mngt in NonProfit Organizations	6
or AD 572	Resource Development, Management & Efficiency by Nonprofit Organizations	
or AD 582	Healthcare Management	
AD 561	Capstone Studies	6
Total Cr.		36

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 511	Foundations of Public Administration and Policy	6
AD 545	Policy, Politics, and Planning	6
AD 555	Methods of Policy Analysis	6
AD 565	Policy and Policy Implementation	6
AD 575	Tools for Policy Analysis	6
AD 585	Economics & Decision Making	6
Total Cr.		36

Public Administration Leadership and Crisis Management Concentration

These courses introduce students to the fundamentals of management and leadership in public administration. Students explore major models of leadership from theoretical, ethical, and practical perspectives. Students develop a thorough understanding of leadership concepts and how to apply them in their own work environment. Leading in crisis situations, including how discussions are made and implemented, how information is communicated in critical situations, how political leaders are held accountable in crisis situations and how communities can

be returned to a state of normality after a critical incident has occurred are key topics covered in this concentration.

The concentration's seminars 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 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 511	Foundations of Public Administration and Policy	6
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.		36

Public Works and Sustainability

Prepare to successfully manage municipalities, statehouses, or agencies with our public works and sustainability concentration. Develop your communication and decision-making skills, while building your network with professionals across the U.S. Students learn the skills necessary to navigate the political, technological, and operational issues in the areas of public utilities, water resources, waste management, transportation, facilities and structures and parks and grounds. Topics include historical development, technological advances and best practices for leadership and management. Students are introduced to the principles and strategies of sustainability as it applies to public works services including the connections between the environment and mankind, how water and air pollution affect public health and other important issues.

Public Works and Sustainability Courses

AD 511	Foundations of Public Administration and Policy	6
AD 521	Public Administration Research and Analysis	6
AD 531	Public Organization Resources & Processes	6
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
Capstone		
AD 561	Capstone Studies	6
Total Cr.		36

Procurement and Government Contract Management

After completing this concentration, students will have the ability to analyze data and craft plans to conduct and actively engage public procurement, contracting, and contract management processes from a functional and management vantage.

Procurement and Government Contract Management Courses

AD 511	Foundations of Public Administration and Policy	6
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AD 521	Public Administration Research and Analysis	6
AD 531	Public Organization Resources & Processes	6
AD 568	Government Procurement and Contract Management	6
AD 578	Government Contract Management	6
AD 561	Capstone Studies	6
Total Cr.		36

Cyber Law and International Perspectives on Cyber Space

This concentration for public administration professionals helps expand the potential number of employees qualified in this field of cyber security and begins to blend the fields of policy, law, technology, international cyber policies and cyber security, much as the “real world” is blended. Public Administration students will study and learn side-by-side with Information Security students.

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. After completing this concentration, students have the ability to better understand these specific fields of laws, policies and regulations that specifically address topics and the impact these have on public administration.

Cyber Law and International Perspectives Courses

GI 557	Cyber Law	6
GI 567	International Perspectives on Cyberspace	6
Total Cr.		12

Critical Infrastructure Protection and Cyber Crime

This concentration examines the security of information critical to national security and the nature of conflict in cyberspace. This concentration strengthens knowledge of supervisory control and data acquisition systems (SCADA) in the flow of resources such as electricity, water, and fuel. The courses in this concentration help information leaders leverage the benefits of Internet technologies while minimizing the risks that such technologies pose to their organizations.

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 and synthesis of assets, threats, vulnerabilities, impacts, and countermeasures.

Opening this concentration to public administration professionals helps expand the potential number of employees qualified in this field of cyber security and begins to blend the fields of policy, technology, and cyber security, much as the “real world” is blended. Public Administration students will study and learn side-by-side with Information Security students.

After completing this concentration, students have the ability to better understand these specific fields of cyber security and the impact these have on public administration.

Critical Infrastructure Protection Courses

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

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. 26) 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

Faculty Member	Institution at which highest degree was earned
Paula Beiser, MBA	College of William and Mary
Jose Cordova, Ph.D.	Ohio University
Jason Jagemann, PhD	State University of New York
Bruce Lindsay, PhD	University of Delaware
Charles Lorbeer, PhD	Walden University
William Powers, PhD	Bellevue University
Deborah Rhyne, EdD	University of Central Florida
Chris Sigle, DPA	Capella University
Ruth Stillwell, DPA	University of Baltimore
Lasha Tchamouridze	Queen's University
Emmanuel Tetteh, PhD	Walden University
Robert Wright, DPA	University of Leverage

Master of Science in Criminal Justice

Program Overview

Associate Dean of Graduate Programs: James M. Ehrman
Program Manager: Allison Crowson

The Master of Science in Criminal Justice (MSCJ) is a 30 credit program 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 through graduate-level coursework focusing on international law enforcement and the challenges of working with non-U.S. military and civilian criminal justice agencies and organizations. Graduates are 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. Highly qualified candidates with civilian/federal law enforcement experience might also find the program meets their educational and career aspirations and are encouraged to apply.

Mission

The Master of Science in Criminal Justice program prepares visionary criminal justice leaders who demonstrate advanced critical thinking, communication, and ethical decision making skills to ensure the security and protection of our nation and global interests. Masters prepared criminal justice leaders utilize this knowledge base integrated with theories from Criminal Justice and related disciplines to create and implement ethical practices and policies to improve the environment in which they operate.

The Masters prepared criminal justice professional 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 the Criminal Justice system and across multiple disciplines. Graduate education prepares the criminal justice professional to identify and evaluate personal and organization values and to implement ethical decisions and strategies to improve outcomes.

Program Outcomes

- Initiate and effectively utilize research findings to improve outcomes across the spectrum of Criminal Justice environments.
- Integrate theories from Criminal Justice and related disciplines to create and implement ethical practices and policies to improve Criminal Justice practice.
- Critically analyze problems and demonstrate theory based problem solving in addressing the threats of terrorism from home, abroad, state and non-state actors
- Plan and manage change effectively.
- Incorporate the knowledge and skills related to informatics and technology to effectively improve the Criminal Justice field.
- Implement effective communication skills to create collaborative partnerships within Criminal Justice and other support agencies.
- Apply the principles of international law as it relates to national security and security abroad.

Requirements

Curriculum Map/Plan of Study

Term 1

GJ 551	Law Enforcement Administration	6
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Term 2

GJ 522	Contemporary Issues in Criminal Justice: Ethical Leadership and Technology	6
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Term 3

GD 520	Law and the International System	6
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Term 4

GD 552	International Terrorism by Non-State Actors	6
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Term 5

GD 562	International Response to Transnational Terrorism	6
GD 595	Residency ¹	0

Total Cr.		30
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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. 26) 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

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
Michael 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 Information Security and Assurance

Program Director: Rosemarie Pelletier
Associate Program Director of Academics: George Silowash

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 and is designed for security administrators, network administrators, information technology specialists, professionals in the information technology field, including 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 who are academically and professionally qualified in their respective fields of expertise. Please note that a case study is a required part of the Master of Science in Information Security and Assurance program.

Throughout the program, students:

- Study various aspects of information security and assurance
- Analyze the situation at their workplace or case study site
- Complete written assignments
- Use research findings to prepare a report with recommendations

Depending upon the concentration chosen, students are able to

- Perform penetration tests,
- Analyze cyber law, cybercrime and critical infrastructure protection
- Understand international perspectives on cyber space
- Manage Computer Incident Response Teams
- Apply best practices in digital forensics

Requirements

Curriculum Map/Plan of Study

Term 1

GI 512	Foundations and Historical Underpinnings of Information Assurance	6
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Term 2

GI 522	Information Assurance Technology	6
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Term 3

GI 532	Human Factors and Managing Risk	6
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Term 4

GI 542	Information Assurance Management and Analytics	6
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Term 5

One concentration course	6
Term 6	
One concentration course	6
GI 595 Residency ¹	0
Total Cr.	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	Project Management Leadership, Communications and Teams	6
or GB 564	Strategic Management in Project Management	

Total Cr.		12
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Computer Forensic Investigation/Incident Response Team Management Concentration

In this concentration, students learn to analyze and apply the key points in creating and managing a computer security incident response team (CSIRT) also known as a computer incident response team (CIRT) or a computer emergency response team (CERT). Students use the

case study developed in the four required core courses to apply their knowledge to real-world situations and prepare recommendations for the establishment of a new CSIRT or improvement of their existing CSIRT. This concentration also provides the broad understanding that information assurance professionals must have of the management, investigation, and analysis of digital incidents.

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
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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
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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
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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

Procurement and Government Contract Management

After completing this concentration, students will have the ability to analyze data and craft plans to conduct and actively engage public procurement, contracting, and contract management processes from a functional and management vantage.

Procurement and Government Contract Management Courses

AD 568	Government Procurement and Contract Management	6
AD 578	Government Contract Management	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. 26) 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

Faculty Member	Institution at which highest degree was earned
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
Matthias Plass, MS	University of Maryland, University College
George Silowash, MSIA, CISSP	Norwich University

Brent Kennedy, MS	Carnegie Mellon University
Bill Powers, PhD	Bellevue University
Peter Sullivan, MISA	Norwich University
Jimmie Flores, DMgt, PhD	University of Phoenix
Jerry Dixon, MISA	Norwich University
Tom Hyslip, DS	Capitol College
Michael Albrethsen, MS	University of Pittsburgh
Charles Lorbeer, PhD	Walden University
Stuart McCubbrey, MIS	University of Michigan

Master of Science in Leadership

Program Director: Rex H. Marks

The Norwich University Master of Science in Leadership (MSL) program provides 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.

Mission

The Master of Science in Leadership program delivers a graduate educational experience to adults around the world teaching 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.

Requirements

Curriculum Map/Plan of Study

Term 1		
OL 510	Leadership Fundamentals	6
Term 2		
OL 520	Emotional Intelligence	6
Term 3		
OL 530	Leading Change in Organizations	6
Term 4		
	One concentration course	6
Term 5		
	One concentration course	6
Term 6		
	One concentration course	6
OL 595	Residency ¹	0
Total Cr.		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.

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. 26) 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

Faculty Member	Institution at which highest degree was earned
Rex Marks, MS (Program Director)	Norwich University
Darrell Aubrey, PhD	University of Phoenix
Matthew Boyne, MS	Pepperdine University
Lowell Doringo, MS	Norwich University
Christopher Eberle, DM	University of Phoenix
Robert Freeborough, PhD	Capella University
Shalaina Harlan-Yuya, EdD	Grand Canyon University
Jeremy Hodges, PhD	Northcentral University
Bruce Lazar, DM	University of Phoenix
James Long, MS	Troy University
Jill Long, MS	Troy State University
Warren Martin, PhD	Northcentral University
Lance Raymond, PhD	Chicago School of Professional Psychology

Master of Science in Nursing

Program Director: Paulette Thabault
Program Coordinator: Janice Hansen

Norwich University offers the Master of Science in Nursing with concentrations in Healthcare Systems Leadership, Nursing Informatics, and Nursing Education. The program is fully approved by the Vermont State Nursing Board and accredited by the Commission on Collegiate Nursing Education (CCNE).

The Norwich University Master of Science in Nursing with a concentration in Healthcare Systems Leadership is a 36 credit program that provides graduates with the knowledge

and skills necessary to succeed as nurse leaders in a variety of health care settings.

The Master of Science in Nursing with a concentration in Nursing Informatics is 36 credit program that prepares the graduate to function in a variety of information systems leadership roles and to sit for the national certification examination.

The Master of Science in Nursing with a concentration in Education is a 40 credit program that prepares the graduate to assume roles in formal academic settings or in staff development positions.

Mission

The Master of Science in Nursing program prepares 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 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.

Program Outcomes

- Initiate and effectively utilize research findings to improve outcomes across the spectrum of nursing environments.
- Integrate knowledge of health promotion, health care policy and systems, change and finance to effectively manage available resources in the nursing environment.
- Integrate theories from nursing and related disciplines to create and implement ethical practices and policies to improve nursing practice.
- Critically analyze problems and demonstrate theory based problem solving in making decisions across a variety of nursing settings.
- Plan and manage change effectively.
- Incorporate the knowledge and skills related to informatics and technology to effectively improve nursing practice.
- Implement effective communication skills to create collaborative partnerships within nursing and across health care disciplines.
- Apply the principles of translational science and implementation/improvement science, advocacy and appreciative inquiry in the context of the advanced nursing role.

Requirements

Curriculum Map

Term 1

NR 512	Advanced Nursing Care in the Delivery of Healthcare	6
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Term 2

NR 522	Translating and Integrating Scholarship into Practice	6
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Term 3		
NR 532	Quality Improvement, Informatics & Healthcare Technologies	6
Term 4		
	Concentration course(s)	6
Term 5		
	Concentration course(s)	6-10
Term 6		
	Concentration course(s)	6
NR 595	Residency ¹	0
Total Cr.		36-40

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 512	Advanced Nursing Care in the Delivery of Healthcare	6
NR 522	Translating and Integrating Scholarship into Practice	6
NR 532	Quality Improvement, Informatics & Healthcare Technologies	6

Culminating Academic Requirement

NR 595	Residency	0
Total Cr.		18

Concentrations (18 - 22 credits)

Healthcare Systems Leadership Concentration

NR 546	Leadership in Healthcare Organizations	6
Select two of the following		
NR 555	Innovation and Entrepreneurship in Healthcare	6
NR 556	Healthcare Resource Management	6
AD 582	Healthcare Management	6
NR 566	Strategic Planning and Management in Healthcare	6
Total Cr.		18

Nursing Informatics Concentration

NR 547	Theoretical and Practice Foundations of Nursing Informatics	6
NR 557	Strategic Planning and Practice Applications in Nursing Informatics	6
NR 567	Using Informatics to improve Nursing Practice	6
Total Cr.		18

Nursing Education Concentration

NR 541	Clinical Concepts: Advanced Pharmacology	3
NR 542	Clinical Concepts: Advanced Health Assessment	3
NR 543	Clinical Concepts: Pathophysiology for Disease Management	4
Students may substitute the following for NR 543		
NR 571	ClinicalConceptsADV Pathophys1	1
NR 572	ClinicalConceptsADV Pathophys2	1
NR 573	ClinicalConcept ADV Pathophys3	1
NR 574	ClinicalConceptsADV Pathophys4	1

NR 551	Theoretical Foundations of Curriculum and Instruction	6
NR 561	Scholarship of Teaching, Learning, and Evaluation	6
Total Cr.		22

One-Week Residency

All degree candidates of the Master of Science in Nursing are required to attend a one-week Residency Conference (p. 26) 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

Faculty Member	Institution at which highest degree was earned
Jonathon Brown, DNP	George Washington University
Janet Dupont, PhD	Capella University
Betty Fair, PhD	University of Texas
Emily Gessner, DNP	Northeastern University
Jean Gordon, DBA	Nova Southeastern University
Jo Anne Grunow, PhD	Rush University
Lisa Hawthorne, PhD	University of San Diego
Nancy Kupka, DNS	Rush University
Mario Ortiz, PhD	Loyola University
Linda Tjong, DBA	University of Sarasota
Richard Watters, PhD	University of Western Australia
Hope Williamson, DNP	University of Miami

Certificates

Dean: William H. Clements
Associate Dean of Continuing Studies: Mark L. Parker

Certificate Programs:

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

- Computer Forensic Investigation/Incident Response Team Management (p. 64)
- Critical Infrastructure Protection and Cyber Crime (p. 64)
- Cyber Law and International Perspectives on Cyberspace (p. 64)
- Cyber Security Management (p. 64)
- Effective Nonprofit Management (p. 64)
- Fiscal Management (p. 65)
- Government Procurement and Contract Management (p. 65)
- Human Resources Leadership (p. 65)
- International Development and Influence (p. 65)
- Leading Change Management Consulting (p. 65)
- Nonprofit Healthcare Management (p. 65)
- Nonprofit Human Resource Management (p. 65)
- Nonprofit Resource Management (p. 66)
- Organizational Leadership (p. 66)
- Project Management (p. 66)
- Public Administration and Leadership (p. 66)
- Public Sector, Government, and Military Leadership (p. 66)
- Rural Municipal Governance (p. 67)
- Teaching and Learning (p. 67)

- Urban Municipal Governance (p. 67)
- Vulnerability Management (p. 67)

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

Programs of Study

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

Undergraduate Certificates Awarded

Cyber Security Management (p. 64)

Graduate Certificates Awarded

Computer Forensic Investigation/Incident Response Team Management (p. 64)

Critical Infrastructure Protection and Cyber Crime (p. 64)

Cyber Law and International Perspectives on Cyberspace (p. 64)

Effective Nonprofit Management (p. 64)

Fiscal Management (p. 65)

Government Procurement and Contract Management (p. 65)

Human Resources Leadership (p. 65)

International Development and Influence (p. 65)

Leading Change Management Consulting (p. 65)

Nonprofit Healthcare Management (p. 65)

Nonprofit Human Resource Management (p. 65)

Nonprofit Resource Management (p. 66)

Organizational Leadership (p. 66)

Project Management (p. 66)

Public Administration and Leadership (p. 66)

Public Sector, Government, and Military Leadership (p. 66)
 Rural Municipal Governance (p. 67)
 Teaching and Learning (p. 67)
 Urban Municipal Governance (p. 67)
 Vulnerability Management (p. 67)

Undergraduate Certificate in Cyber Security Management

The undergraduate certificate in Cyber Security Management is designed to provide students who are already managers and possess the knowledge and tools needed to work collaboratively with cyber security professionals in an organization in order to achieve both effectiveness and efficiency in cyber security-related projects and decision-making.

The certificate in Cyber Security Management will require successful completion of the following 3-credit courses (for a total of 18 credits):

CJ 341	Cyber Law and Cyber Crime	3
CYBR 410	Systems Assurance	3
IA 340	Introduction to Information Assurance	3
IA 342	Management of Information Assurance	3
MNGT 475	Project Management Fundamentals	3
MNGT 476	Project Management Advanced Techniques	3
Total Cr.		18

Graduate Certificate in Computer Forensic Investigation/Incident Response Team Management

This certificate is two 6 credit master's level courses. The topics covered include analyzing and applying the key points in creating and managing a computer security incident response team (CSIRT) also known as a computer incident response team (CIRT) or a computer emergency response team (CERT). Discussions of digital investigation and forensics cover topics from both technical and management perspectives to increase the information assurance professional's understanding and application of domain-specific knowledge.

Computer Forensic Investigation/Incident Response Team Management Certificate Courses

GI 554	Computer Security Incident Response Team Management	6
GI 551	Computer Forensic Investigations	6
Total Cr.		12

Graduate Certificate in Critical Infrastructure Protection and Cyber Crime

Critical Infrastructure Protection and Cyber Crime Certificate

This certificate 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 certificate 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. Topics include

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 Certificate Courses

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

Graduate Certificate in Cyber Law and International Perspectives on Cyberspace

Cyber Law and International Perspectives on Cyber Space Certificate

This certificate 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 certificate 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 Certificate Courses

GI 557	Cyber Law	6
GI 567	International Perspectives on Cyberspace	6

Total Cr. 12

Graduate Certificate in Effective Nonprofit Management

This certificate is made up of two six-credit master's level courses. Participants in this certificate course will use real-world organizational settings to explore and understand the knowledge and skills needed to effectively manage a nonprofit organization in the areas of: strategic planning, development, and deployment; program planning, deployment, implementation and evaluation; internal/external communications, marketing, and public relations; economics, resource development, fundraising and grantsmanship; accountability, accounting, and financial management; performance analysis, review, and improvement; knowledge management; information technology and management; financial resources management and accounting; leadership, governance effectiveness and board development; human resources management; legal and risk management.

Effective Nonprofit Management Certificate Courses

AD 542	Leading the Nonprofit Organization	6
AD 552	Nonprofit Administration	6
Total Cr.		12

Graduate Certificate in Fiscal Management

This two-course certificate explores the legal and regulatory foundation of 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 governmental organizations.

Students will be provided with the 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. The Fiscal Management certificate also 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 by issuing bonds and levying taxes, and managing cash and employee retirement funds. Students will also examine contemporary perspectives on professional ethics and ethical behavior of leaders in the public sector, particularly in regard to their fiduciary responsibility in investing and managing public funds.

Fiscal Management Certificate Courses

AD 558	Fiscal Management Accounting & Contracting	6
AD 559	Fiscal Management Finance/Tax & Budgeting	6
Total Cr.		12

Graduate Certificate in Government Procurement and Contract Management

Students gain the ability to analyze data and to craft plans to conduct and actively engage public procurement, contracting, and contract management processes from a functional and management vantage.

AD 568	Government Procurement and Contract Management	6
AD 578	Government Contract Management	6
Total Cr.		12

Graduate Certificate in Human Resources Leadership**Human Resources Leadership Certificate Courses**

OL 542	Human Resources Leadership	6
OL 552	Leveraging Human Capacity for Strategic Results	6
Total Cr.		12

Graduate Certificate in International Development and Influence

Students are introduced to the political and historical background of U.S. efforts to foster development in developing countries, and the cultural, economic and legal factors involved in planning and engaging in economic and infrastructural development in these areas. Students

focus on the value and role of analytical research, identifying stakeholders, understanding the role of non-governmental organizations and assessing the social, cultural, and political context of the areas of development. Participants are introduced to the role development as a means of furthering democratic principles and U.S. foreign policy. Focus is on the problems and challenges presented by conflicts, corruption and poor governance in areas of development, strategic planning, security analysis, management of information public works and other infrastructural projects, and how the developing organizations should integrate or coordinate their efforts with other actors in the area. Students are familiarized with the process of an organizational needs assessment as a necessary step in planning international development.

International Development and Influence Certificate Courses

AD 564	International Development and Influence I	6
AD 574	International Development and Influence II	6
Total Cr.		12

Graduate Certificate in Leading Change Management Consulting**Leading Change Management Consulting Certificate Courses**

OL 544	Change Management Consulting	6
OL 554	Implementing Organizational Change	6
Total Cr.		12

Graduate Certificate in Nonprofit Healthcare Management

The Certificate in Nonprofit Healthcare Management requires successful completion of two, six-hour graduate seminars, including AD 542 Leading Nonprofit Organizations and AD 582 Healthcare Management.

Nonprofit Healthcare Management Certificate Courses

AD 542	Leading the Nonprofit Organization	6
AD 582	Healthcare Management	6
Total Cr.		12

Graduate Certificate in Nonprofit Human Resource Management

Students use real-world organizational settings to explore and understand the knowledge and skills needed to effectively manage a nonprofit organization in the areas of: strategic planning, development, and deployment; program planning, deployment, implementation and evaluation; internal/external communications, marketing, and public relations; economics, resource development, fundraising and grantsmanship; accountability, accounting, and financial management; performance analysis, review, and improvement; knowledge management; information technology and management; financial resources management and accounting; leadership, governance effectiveness and board development; human resources management; legal and risk management.

This certificate emphasizes a workforce focus for professional and volunteer staff management in the nonprofit organization. Topics covered include nonprofit law, ethics, risk management, leadership, and governance excellence in nonprofit organizations. The course focuses heavily on competencies and the 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.

Nonprofit Human Resource Management Certificate Courses

AD 542	Leading the Nonprofit Organization	6
AD 562	Transformational Organizational Culture, Human Resources Devel and Mngt in NonProfit Organizations	6

Total Cr. 12

Graduate Certificate in Nonprofit Resource Management

The Certificate of Charitable-Philanthropic Organization Leadership in Resource Development and Organization Systems Improvement requires successful completion of two, 6 credit graduate seminars.

AD 542 introduces students to the fundamentals of management and leadership in the three management domains and outcomes of excellence most closely associated with an NPO's ability to achieve sustainable, superior organizational performance within ever-changing operational environments. Effectiveness, Efficiency, and Transformational Organizational Environment represent management constructs shared by all nonprofit organizations that determine their overall success or failure. Students completing the course will use real-world organizational settings to explore and understand the knowledge and skills needed to effectively manage a nonprofit organization in the areas of: strategic planning, development, and deployment; program planning, deployment, implementation and evaluation; internal/external communications, marketing, and public relations; economics, resource development, fundraising and grantsmanship; accountability, accounting, and financial management; performance analysis, review, and improvement; knowledge management; information technology and management; financial resources management and accounting; leadership, governance effectiveness and board development; human resources management; legal and risk management.

AD 572 course objectives and learning outcomes emphasize professional and managerial competencies associated with efficient, resource conservative nonprofits, including such important management areas as: revenue/resource development; fund-raising and grantsmanship; nonprofit accountability and economics; financial management and accounting; economic theory and principles; financial evaluation and portfolio analysis; fund development process; fundraising models; fundraising planning; performance/results measurement, analysis, improvement; information technology and management; risk management; and, knowledge management.

Nonprofit Resource Management Certificate Courses

AD 542	Leading the Nonprofit Organization	6
AD 572	Resource Development, Management & Efficiency by Nonprofit Organizations	6

Total Cr. 12

Graduate Certificate in Organizational Leadership

Organizational Leadership Certificate Courses

OL 540	Strategic Communication and Information Leadership	6
OL 550	Strategic Organizational Behavior	6

Total Cr. 12

Graduate Certificate in Project Management

Project Management Certificate

The Project Management certificate 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). Students enrolled in this certificate will be taking advantage of the experience of the Project Management faculty. More importantly, the Project Management students establish a firm foundation in project management tools, techniques and practices. The courses offer in-depth study, specifically addressing each project management process area from a project leadership perspective.

Project Management Certificate Courses

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

Total Cr. 12

Graduate Certificate in Public Administration and Leadership

Students learn fundamentals of management and leadership in public administration through major models of leadership from a theoretical, ethical, and practical perspective. Students 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. Students develop a thorough understanding of leadership concepts, and are able to apply them in their own leadership situations.

This certificate also explores the role of leadership in public organizations by examining how leadership is intrinsically tied to the organization. Students 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 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.

Public Administration and Leadership Certificate Courses

AD 576	Foundations of Leadership and Ethical Decision Making	6
AD 586	Public Leadership, Crisis Management, and Organizational Change	6

Total Cr. 12

Graduate Certificate in Public Sector, Government, and Military Leadership

OL 543	Theories and Innovative Practices of Public Sector/Government/Military Leadership	6
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OL 553	Influence in the Public Sector/ Government/Military: Collaborating Across Organizational Lines	6
Total Cr.		12

Graduate Certificate in Rural Municipal Governance

Rural Municipal Governance Certificate Courses

AD 543	Municipal Governance	6
AD 553	Rural Municipal Governance	6
Total Cr.		12

Graduate Certificate in Teaching and Learning

Program Overview

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.

Requirements

Curriculum Requirements

ED 570	Teaching and Learning I	6
ED 571	Teaching and Learning II	6
Total Cr.		12

Faculty

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

Graduate Certificate in Urban Municipal Governance

Urban Municipal Governance Certificate Courses

AD 543	Municipal Governance	6
AD 563	Urban Municipal Governance	6
Total Cr.		12

Graduate Certificate in Vulnerability Management

This certificate is designed for penetration testers, system security, and network administrators. The basics of penetration testing constitute the core of this certificate.

Vulnerability Management Certificate Courses

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

Course Descriptions (online courses only)

Courses numbered 500 and above are graduate courses.

Accounting Courses (ACCT) - Online Undergraduate

ACCT 350 Financial Accounting 3 Cr.

This course provides successful students with a basic understanding of financial accounting concepts, the double-entry bookkeeping system, the accounting cycle, and general-purpose financial statements. Basic knowledge of accounting for merchandising operations, short-term liquid assets; inventories; property, plant, and equipment; short- and long-term liabilities; and revenues and expenses are also developed.

ACCT 351 Managerial Accounting 3 Cr.

This course provides students with a basic understanding of the principles, techniques, and uses of accounting in the planning and control of a business organization from a management perspective. The course focuses on types of costs, cost behavior, costing systems, activity-based costing, cost-volume-profit analysis and budgeting.

ACCT XXX Accounting Elective 100 Cr.

Business Administration Courses (GB) - Online Graduate

GB 501 Fundamentals of Business Management 6 Cr.

This seminar presents learning in economics, management, and marketing and operations management from the perspective of a business manager. Students focus on the economic framework for business decision-making, learning the importance of and gaining an ability to assess market conditions as the context for all business strategy development and implementation. Management's ability to plan for and execute advantageous a strategy to achieve organization objectives through efficient and effective allocation of its human, capital and intellectual resources are discussed. Students learn theory and skills for best practices in the marketing and operations management of products and services.

GB 502 Quantitative Methods and Financial Analysis for Managers 6 Cr.

This seminar concentrates on the learning and demonstration of competency in the accounting process, understanding the accounting equation, the basics of double-entry bookkeeping the income statement, the balance sheet and the statement of cash flow statement. Learning how these statements effect the calculation of financial ratios as tests of enterprise profitability, asset utilization, risk and liquidity is required.

GB 511 Strategic Resources Management 6 Cr.

This seminar focuses on strategic management of 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.

GB 522 Managerial Finance 6 Cr.

This seminar introduces the problems of finance function and the responsibilities of the chief financial executive. Efficient allocation and uses of funds is emphasized. Topics include 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 from their own functional perspectives in a business organization and how to achieve integration of the two functions. The Product Life Cycle (PLC) model is used as a framework for integrating the two disciplines to demonstrate how the nature and interface of marketing and operations change as products evolve through the PLC. Prereq GB 522.

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

This seminar focuses on the fundamentals of project management and practices. The key elements of project management from the project management framework, the project life cycle, project process and key project management knowledge areas are discussed. Additionally, the project integration, scope, time, cost, quality, resource and schedule management are studied. Other areas of focus are project management procurement and overall project communications.

GB 545 Multinational Business Finance 6 Cr.

This seminar focuses 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. Identifies and describes the differences between multinational business finance and domestic finance. Topics presented 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. Prereq: GB 522, or permission of the program director.

GB 547 Supply Chain Management Strategy, Planning and Operations 6 Cr.

The focus of this seminar is 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. Examines demand forecasting, aggregate planning and sales and operation planning, uncertainty, and archetype strategies with a focus on flexibility, speed and technology.

GB 548 Energy Resources and Markets 6 Cr.

This seminar focuses 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 549 Technology Management Strategy 6 Cr.

Students explore key technology management concepts related to strategy, planning, processes, the application technologies in key business operational areas from engineering, production, assembly, warehousing, distribution, transportation, procurement, contracts, networking, inventory and overall business operations. Prerequisites: GB 511, GB 522 and GB532.

GB 552 International Business Management 6 Cr.

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

GB 554 Project Management Leadership, Communications and Teams 6 Cr.

This seminar focuses on project management leadership, effective communications and the management of project teams. Students explore the fundamental principles of good project management, including: 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 discusses project leadership, communication and team management skills integrating them with concepts from Seminar 4's, 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.

Students learn the characteristics and analysis of individual securities as well as the theory and practice of optimally combining securities into portfolios. This seminar is organized around two basic themes: the security market, a highly efficient market, and an investor who diversifies and takes a long-term approach to investing, generally rewarded with higher returns and less risk.

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

Students learn 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.

Managing an organization's project to save and use energy in the most efficient way, including introductions to sustainability, energy intensity, energy efficiency and savings are topics of this seminar. These aspects are reviewed for electricity and heat generators energy systems. Students develop an efficiency solution project for a company, including financial aspects, auditing and energy strategies. Prereq: GB 548.

GB 560 Strategic Management 6 Cr.

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 are discussed. Analytical models are used to dissect actual case scenarios, identify business problems, and develop strategic recommendations. Students debate topical and controversial current issues in corporate management and have the opportunity to interact with industry leaders. A project that integrates results of prior seminars into a cohesive strategic analysis of an international company is required along with a comprehensive outcomes assessment.

GB 561 Assessment Exam 0 Cr.

The assessment exam is a requirement of the MBA program and is part of the graduation requirement. The exam covers business concepts discussed throughout the MBA program and is administered during the student's final term. Exam dates and instructions will be provided by Norwich staff well ahead of time. The exam is not graded, and it does not affect the student's GPA for the program.

GB 564 Strategic Management in Project Management 6 Cr.

Applications from the GB 544 and GB 554 are applied in this seminar using 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 include the integration of leadership skills, winning stakeholder cooperation, project risk management, building strong project teams, clear communications, measuring progress and problem solving in a proposed project. Prereqs: GB 544 and GB 554, or permission of the Program Director.

GB 565 Strategic Management in Finance 6 Cr.

This seminar illustrates the application of tools and concepts of modern finance. This seminar is the culmination of the study of finance for the MBA program. The seminar relies on the techniques and theories of Corporate Finance, Multinational Business Finance, and Investments to expand students' strategic perspectives and enhance their financial analysis skills. Case analysis is used and managing for corporate value creation is the focus of all cases used in this seminar. Prereqs: GB 522, GB 545, and GB 555.

GB 567 Supply Chain Management Assessment, Integration, and Optimization 6 Cr.

This seminar focuses on supply chain optimization, which includes topics such as: value assessment of the supply chain, baseline and optimization, capacity management, project management, demand forecasting, quantitative risk assessment, constraint optimization and time estimating techniques. Students learn to integrate important ideas associated with supply chain strategies, logistic operations, and operational optimization with a focus on continuous improvement of supply chain operations. Prereqs: GB 547 and GB 557, or permission of the program director.

GB 568 Managing Corporate Energy Needs 6 Cr.

This seminar focuses on energy procurement optimization with security of supply, quality and low cost, including 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. A detailed behavior of each relevant energy market (oil, gas & electricity) from the demand point of view is discussed. Components of the energy markets and the available energy origins are reviewed, as well as internal analysis of the organization needs and processes, to optimize all aspects of a company's energy procurement. Students will acquire analytical and managerial capacity and skills to resolve the energy procurement of the organization. Prereqs: Completion of seminars GB 548 and GB 558.

GB 595 Residency 0 Cr.

Residency is the final academic requirement for the MBA program. In a week-long residency at Norwich University, students meet with fellow students, faculty, and program staff in formal and informal classroom settings. Exemptions from the residency attendance and participation requirement must be approved in advance by the Dean. When an exemption is approved, an alternate academic assignment is required prior to the conferral of the master's degree. The annual Residency Conference includes program-specific academic recognition ceremonies and a college-wide graduation ceremony.

Business Continuity Courses (BC) - Online Graduate

BC 521 Public Sector Incident Management and Emergency Response 6 Cr.

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

Civil Engineering Courses (CE) - Online

CE 318 Soil Mechanics 3 Cr.

An introduction to the engineering properties of soil: soil classification; soil structure and mineralogy; water flow through soils; compressibility and consolidation; shear strength. Laboratory testing of soils and soil exploration. Offered to allow students from other institutions to transfer 3 credit equivalent 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 Physicochemical & 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 533 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 groundwater 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 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 (EG) - Online****EG 501 Engineering Mathematics 6 Cr.**

First and second order differential equations, basic matrix algebra with emphasis on solving systems of equations and understanding eigenvalues and eigenvectors, numerical techniques for solving both differential and algebraic equations, and an introduction to partial differential equations. Basic concepts in probability and statistics, random variables, testing hypotheses, confidence intervals, and correlation along with the least square line. In addition to solving problems by hand, students will also be using software tools. Prerequisite: acceptance into the Master of Civil Engineering program.

Communication Courses (COMM) - Online Undergraduate**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: SOCI209.

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.

COMM 315 Tech-Mediated Communication 3 Cr.

This course is 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 versus written communication; synchronous versus 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 XXX Communications Elective 100 Cr.**Criminal Justice Courses (CRMJ) - Online Undergraduate****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 307 Cold Case Investigations 3 Cr.

This course examines the process of cold criminal case investigations. Students analyze the reasons why investigations become classified as a cold case and the factors involved in re-assigning or re-opening a cold case. Students also study the problems, practices and methods in investigating a cold case. Advances in forensic evidence and science are studied as they apply to criminal investigations and the ability to solve cases formally considered unsolvable. As part of this process, actual criminal cases are analyzed and discussed. Students have the opportunity to research cold cases and develop investigative approaches to solving such cases.

CRMJ 340 Foundations in Interrogation 3 Cr.

Foundations in Interrogation offers a multidimensional and integrated perspective in the operational, legal, and ethical frameworks for interrogation tradecraft and current interrogation practitioners and managers serving in law enforcement, the military, or the intelligence community. Prereqs: CRMJ 201 or Program Manager approval.

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 Program Manager.

CRMJ XXX Criminal Justice Elective 100 Cr.**Cyber Security Courses (CYBR) - Online Undergraduate****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 is the first of a two-part introduction to Penetration Testing and Vulnerability Assessment. 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 course introduces several open-source tools such as the Metasploit framework, Nmap, Nessus, Wireshark and Kali Linux. This course includes hands-on lab exercises using a virtual computer environment. Prerequisite: permission of program manager.

CYBR 330 Forensic Accounting and Fraud Investigations 3 Cr.

This course explores how Forensic accounting methodologies are used to uncover evidence of criminal activity. Students will develop an understanding of white-collar crime schemes, fraud in businesses, the circumstances in which it arises, techniques for identifying, assessing and preventing fraud, and the skills needed to aid in the prosecution of exposed frauds. This course examines individuals that carry out fraudulent activities, the indicators to look for, and what countermeasures can be adopted to mitigate their impact. Pre-req: none. Offered: Fall, Spring, Summer.

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 380 Offensive Information Warfare 3 Cr.

Students learn how Offensive Information Warfare is executed at the technical level and the defensive measures cybersecurity professionals use to prevent them. The following principles from the National Security Agency and Department of Homeland Security Information Assurance/Cyber Defense Knowledge Units are examined: Cyber, Defense, Cyber Threats, IA Fundamentals, Policy, Legal, Ethics, and Compliance, Network Defense and Networking Technology and Protocols. Prereqs: CYBR 370 or Program Manager permission.

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 final course of the program in which students analyze and synthesize program learning by examining a chosen organization's network infrastructure and security posture. Students present an in-depth analysis paper as their final deliverable. Pre-requisites: Completion of CJ442, DF311, DF312, DF411, CYBR320 & CYBR420 for the Computer Forensics and Vulnerability Management concentration or completion of CYBR370, CYBR380, CYBR382, CS407, POLS302 & CYBR410 c or permission of the Program Manager. This course may not be satisfied by transfer credit.

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 and 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.

This course is the second of a two-part introduction to Penetration Testing and Vulnerability Assessment. 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 course introduces several open-source tools such as the Metasploit framework, Nmap, Nessus, Wireshark, Vistumbler, BurpSuite, Nikto, Cain and Abel, Aircrack-ng Suite, John the Ripper, Social Engineer Toolkit and Kali Linux. This course includes hands-on lab exercises using a virtual computer environment. Pre-requisite: CYBR320 or permission of program manager.

CYBR XXX Cyber Security Elective 100 Cr.**Defense Analysis Courses (SSDA) - Online Undergraduate****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 Program Manager.

SSDA XXX Defense Analysis Elective 100 Cr.**Diplomacy Courses (GD) - Online Graduate****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 issued 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 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.

This seminar 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 3 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 3 Cr.

In this research course students: finalize their thesis outline, complete literature review, conduct necessary research, and start writing thesis chapters. Students work with their supervisors to develop a reasonable and coherent thesis draft.

GD 572 Graduate Thesis Research III 3 Cr.

Students are expected to read literature, do field research if applicable, prepare proposals, outline bibliographies, prepare drafts of these chapters. This is a semester-long course, and it is estimated that students will spend approximately 140 hours in research and preparatory activities.

GD 573 Graduate Thesis Research IV 3 Cr.

Students are expected to finalize their research projects, and write and revise these chapters. This is a semester-long course, and it is estimated that students will spend approximately 140 hours in research and preparatory activities.

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.

Economics Courses (ECON) - Online Undergraduate

ECON 1XX Economics Elective 6 Cr.**ECON 201 Macroeconomics 3 Cr.**

An intensive introduction and overview of the principles of macroeconomics. The course begins with a high-level analysis employment, unemployment, interest rates, and inflation, then moves to a more in-depth look at topics such as monetary and fiscal policies. Topics such as the sub-prime crisis, public debt, and international economic issues are explored.

ECON 202 Microeconomics 3 Cr.

An intensive introduction and overview of the principles of microeconomics. 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 250 Seminar in Economics 6 Cr.

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, price formation, economic growth, and the challenges of international trade, including issues related to international banking and stock markets.

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 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.

ECON XXX Economics Elective 100 Cr.

Education Courses (ED) - Online Certificate

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.

English Courses (ENGL) - Online Undergraduate

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 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.

ENGL 4XX Upper Level English Elective 100 Cr.**ENGL XXX English Elective 100 Cr.**

Ethics Courses (ETHC) - Online Undergraduate

ETHC 1XX Ethics Competency 6 Cr.

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

ETHC XXX Ethics Elective 100 Cr.

Executive Leadership Courses (EXL) - Online Graduate

EXL 595 Residency 0 Cr.

EXL 610 The Science of Self – Leadership Mastery in Real Time 6 Cr.

This seminar introduces the correlation between the neuroscience of Emotional Intelligence and values-based leadership competencies. Specific instruction is given to the dimension of Leading the Self, while introducing the dimensions of Leading Others, Leading Organizations, and Leading in Service; and their associated competencies commonly correlated with successful leaders. Students expand their knowledge and familiarity with the leadership competencies associated with the science of emotional intelligence and strategic communication to more effectively lead the self and successfully engage individuals/organizations in today's chaotic world. Students develop their understanding and application of social media and technologies to facilitate high-speed communication with their cohort on critical issues and topics developed in real-time, thereby simulating the frequent need to multitask as required in the executive arena in order to practice new skills for competency development.

EXL 620 Leading Complex Change 6 Cr.

This seminar expands student understanding and the application of Emotional Intelligence to Organizational Changes through values-based leadership competencies. Specific instruction is given to the dimensions of Leading Others and Leading Organizations to enhance awareness and capacity as a Transformational Leader. Executive Leaders are responsible for taking organizations to new levels of productivity, market presence, identity, customer satisfaction, employee satisfaction, and accountability to organizational values and vision. The role of the leader is in fact to lead change. This seminar addresses the processes and considerations for leading complex change initiatives in their own organization. Special attention is given to leveraging human capacity for strategic results.

EXL 630 Lead Beyond Your Organization 6 Cr.

This seminar focuses student learning on the necessity and application of leading beyond the organization, employing values-based leadership competencies. Specific instruction is given to the dimensions of Leading Organizations and Leading in Service to enlarge personal understanding of the elements contributing to organizational awareness. Students examine the value of humility, empathy and the strength of persuasive communications toward achieving sustainable outcomes aligned with the organization's vision and strategic plan. Executive leaders must accept the role of organizational steward to ensure readiness of people and to develop a sense of community within the organization. Navigating diverse environments by calculating the risks of change initiatives and introducing innovative approaches to organizational challenges is the centerpiece of this seminar.

EXL 640 Leading With Technology 6 Cr.

This seminar focuses student learning on the necessity of Leading with Technology and Data by employing the cumulative knowledge gleaned from prior seminars. Students extend the application of values-based leadership competencies to data analytics for driving more decisions with an ever-increasing impact on complex systems. Technology is rapidly integrating with a growing amount of sensitive organizational systems and intellectual property. Therefore, this seminar addresses the leadership lens through which senior leaders must view these tools. Students develop a clear understanding of ways to apply technology and data in leveraging greater personal and organizational capacity to achieve positive results.

EXL 650 Research & Publishing Results 6 Cr.

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

EXL 660 Exec Leadership Capstone 6 Cr.

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

Finance Courses (FNCE) - Online Undergraduate

FNCE 350 Fundamentals of Finance I 3 Cr.

This course introduces students to various techniques of investing and the theories, methods and procedures used to understand current complex investment/finance environments. Students explore the major financial markets, the concept of risk in financial markets, government agency regulations (including those from the Federal Reserve Bank and Securities Exchange Commission), and portfolio management theories. Basic usage of Microsoft Word and Excel is required for this course.

FNCE 351 Fundamentals in Finance II 3 Cr.

This course explores corporate finance; how capital can be raised and allocated within corporations to the advantage of corporate shareholders. Topics covered include: procedures for analyzing companies' financial data to determine how efficiently they have been run; methods for projecting funding needs based on principles of good working capital management; rules for choosing the maximal, safe, or optimal level of debt in the structure of capital used for funding company operations; and figuring the costs of the various types of funds that a company uses and its weighted average cost of capital. Prerequisite: FNCE350.

FNCE XXX Finance Elective 100 Cr.

History Courses (HI) - Online Graduate

HI 513 Introduction to Public History 6 Cr.

An intensive graduate-level seminar teaching the technical skills and knowledge to work in permanent institutions in the service of society and its development, which acquire, conserve, research, mediate, interpret, communicate, digitize, and/or exhibit the tangible and intangible heritage in ethical and professional ways for the purposes of education, study, and enjoyment of the public. 6 credits.

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 523 Archival Science and Management 6 Cr.

An intensive graduate-level seminar teaching the technical skills and knowledge needed to systematically identify, select, protect, organize, describe, preserve, and make available archival materials to users. Attention is also paid to increasing responsibility to engage and educate the public, to learning grant-writing techniques, to diversify the historical record and the profession, to solve problems and use archival materials creatively, to perform in digital realm, to advocate for the profession, and to enhance the public good in ethical ways. Course under development.

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 528 Western Legal Tradition, 1000 CE-1789 6 Cr.

This course examines the origins, sources, and nature of the "western legal tradition" from the rediscovery of Roman Law in the 11th century CE to the Age of Revolutions in the late eighteenth century. Students survey the development of western legal traditions, including theories and practices of governance through political institutions, legislative bodies, and courts of law, as well as informal and formal arrangements between states and empires designed to mediate relations of war and peace. The course concludes with the transformation of the western rule of law into an international and global legal tradition that continues to shape national and international law within and beyond the United States and Europe in the twenty-first century.

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 533 Museum Science and Management 6 Cr.

An intensive graduate-level seminar teaching the technical skills and knowledge to work in permanent institutions in the service of society and its development, which acquire, conserve, research, mediate, interpret, communicate, digitize, and/or exhibit the tangible and intangible heritage in ethical and professional ways for the purposes of education, study, and enjoyment of the public. Course under development.

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 538 Race, Gender, and the U.S. Constitution 6 Cr.

This seminar explores the issues of race and gender in American constitutional legal history from 1789 to present. Focusing on landmark Supreme Court decisions, this seminar provides a broad historical survey of the interactions between law, race, and gender in American society. The first several weeks explore the legal construction and regulation of questions and issues related to race, including slavery, reconstruction, and the 14th amendment, desegregation, national security and citizenship, and affirmative action. Then the second half of the seminar explores how American constitutional law has shaped gender relations through the regulation of citizenship, marriage, work, and reproduction. Course under development.

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 553 Research and Planning Seminar 6 Cr.

In consultation with Program Director and a local supervisor in a mutually agreed-upon institution, this research and planning seminar will identify a project that tailored to students' residential locations, interests, and career goals whenever feasible. Depending on these variables, the students will undertake significant projects at museums, historical societies, archives, battlefields, libraries, government agencies, genealogical societies, or similar institutions. Course under development.

HI 563 Capstone Project 6 Cr.

An intensive 11-week Capstone Project in which the previous seminar's research and plans will be executed. This capstone will take form of an internship and will be supervised and evaluated by qualified staff members at institutions in consultation with Norwich's Program Director for Public History. Each student will be required to spend a total of 400 hours working on site as part of this Capstone Project. The Capstone Project could include any of the following: cataloging and creating a finding aid for personal paper collections at an archive, transcribing and annotating primary documents for a historical society, and planning and curating an exhibit for a museum either on-site or online. The expectation for the Capstone Project is that it should be added to the student's portfolio. Course under development.

HI 568 Capstone Curriculum Project 6 Cr.

Under the direction of Norwich faculty member assigned by the program's capstone director, students will design Capstone Curriculum projects that include detailed lesson plans, homework assignments, classroom activities, and assessment tools commensurate with learning outcomes for primary or secondary education social studies classes. Curriculum Projects must entail research in scholarly historical sources and in teaching methodology sources. Completed Capstone Curriculum Project must demonstrate mastery of the historical subject matter at the highest levels of Bloom's taxonomy and it must comply with the pedagogical standards set forth by the National Social Studies Standards. Length and scope will be approved by capstone director in conjunction with the assigned Norwich faculty member advising the project. Course under development.

HI 595 Residency 0 Cr.

History Courses (HIST) - Online Undergraduate

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 3XX History Elective 3 Cr.

This course is used for transfer when no equivalent Norwich course exists.

HIST 402 Israeli-Palestinian Conflict 3 Cr.

This course provides an engrossing exposure to the themes and complexities of the Israeli-Palestinian conflict. Its focus is historical and conceptual, and requires students to apply their learning through critical evaluation of contemporary events and conditions. Participants learn the conflict's history and grapple with recurring obstacles to peace, including practical issues of security as well as abstract issues of culture, identity, and religion. Students are required to view the conflict from both national communities' perspectives and to critically analyze different models for resolving the conflict.

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.

HIST 425 American Foreign Policy 20th Cent 3 Cr.

In this course students gain an understanding of America's rise as a global power in the twentieth century. Topics include the strategic elements of American foreign policy in the Western Hemisphere, American neutrality and subsequent involvement in World War I and II, and challenges faced by the United States during and after the Cold War. Students examine the diplomatic, political and military aspects that determined the foreign policy of the United States as it has participated in and shaped world history. Through discussions, readings and research assignments, students have the opportunity to think critically about the major foreign policy issues of the time period.

HIST 430 The Cold War Revisited: The Sullivan Seminar 3 Cr.

Students analyze the Cold War and its impact upon American and world history. Topics include: the diplomatic relationship between the United States and the Soviet Union; the various crises of the Cold War such as the Berlin Airlift and Cuban Missile Crisis; the efforts to end the Cold War made by various presidential administrations; and significant events in Russo-American relations over the last quarter century. The views and experiences of General Gordon R. Sullivan are added to the traditional historiography of the Cold War period. 3 Lecture hours per week. Pre-requisites: none. Offered: Fall, Spring, Summer.

HIST XXX History Elective 100 Cr.

Humanities Courses (HUMA) - Online Undergraduate

HUMA 1XX Humanities Competency 6 Cr.

This course is used for transfer when no equivalent Norwich course exists. This course indicates successful demonstration of the required Fine Arts and Humanities Competency.

HUMA XXX Humanities Elective 100 Cr.

Independent Study Courses (GU) - Online Graduate

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.

Independent Study Courses (INDE) - Online Undergraduate

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 Security and Assurance Courses (GI) - Online Graduate

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.**Information Operations Courses (INOP) - Online Undergraduate****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.

INOP XXX Information Ops Elective 100 Cr.**Intelligence Security Courses (INSC) - Online Undergraduate****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.

Students examine 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 all through a historical lens. Students explore the uses of strategic intelligence by world leaders in shaping policy and the effects of strategic intelligence on world events. Students 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.

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.

INSC XXX Intell/Security Elective 100 Cr.**Interdisciplinary Studies Courses (INTD) - Online Undergraduate****INTD 200 The Partridge Seminar 3 Cr.**

A study of Norwich University's unique history, mission, and guiding principles that allows students to develop skills in information literacy, the writing of a research paper, and scholarly ethics. Students explore concepts such as leadership, community service, and citizenship in order to practice skills that are both embedded in the educational vision of Alden Partridge, Norwich's founder, and that are essential to succeeding success in college and the workplace today. 3 Lecture hours per week. Pre-requisites: None. Offered: Fall, Spring, Summer.

INTD 310 Epistemology & Critical Thinking 6 Cr.

Students are introduced to both historical and contemporary theories of knowledge acquisition and validation. Topics covered include: empiricist vs. rationalist epistemologies; the epistemological basis of the scientific method; the interface between epistemology and neuroscience; informal logic and logical fallacies; and bias. Prerequisites: approval of the program manager. This course may not be satisfied by transfer credit.

INTD 320 The Scientific Method: Understanding the Results of Quantitative Research 6 Cr.

A study of the principles, goals, and techniques of science and scientific research. Topics covered include the epistemology of science; the origins and characteristics of the scientific method; research design and statistical tools; and science and public policy. Emphasis is placed on developing the ability to recognize valid scientific reasoning and to interpret reports of scientific research in a non-specialist manner.

INTD 400 Capstone 6 Cr.

This course is the culminating academic activity for BIS students in which they create a portfolio of previous work that demonstrates mastery of the program outcomes. They also propose, develop, and deliver a final substantive project that combines the general knowledge acquired in the core curriculum 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 to bring an interdisciplinary perspective to the subject. The capstone course may not be fulfilled through transfer credit. Prereqs: Permission of the Program Manager.

International Relations Courses (IR) - Online Graduate**IR 510 World Politics Intl Relations 6 Cr.**

This course explores the dominant theories of international relations, and main trends in world politics. It addresses seminar changes in modern international politics, and theoretical assumptions and world views in international relations. It surveys the evolution of the discipline and its various branches.

IR 520 American Foreign Policy 6 Cr.

Encompasses the period from the late 19th century to the present and reviews critical cases in the history of US foreign relations. Students examine US government actions in international affairs through various methodological contexts in foreign policy development and implementation. Explanations are drawn from history, international relations theory, and area studies. Special emphasis is placed on post-Cold War developments in America's foreign relations, especially focusing on the use of force, application of coercive diplomacy and the impact of global issues on US foreign policy.

IR 530 International Security 6 Cr.

This graduate level 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.

IR 531 National Security 6 Cr.

This course examines security threats to the United States, institutions and policies to address them, and various methods and instruments available to policy-makers and practitioners to avoid, manage, mitigate, and resolve major security threats and events. The focus is on man-made threats, but natural disasters are addressed as well. The course material and exercises take into account the networked nature of America's critical infrastructure.

IR 541 Intel & Natl Security Policy 6 Cr.

Intelligence plays a key role in US national security. This course provides the history, structure, roles, and responsibility of the intelligence community and the relationship between intelligence and senior policy makers, including Congress and the President. It also explains intelligence as a discipline including collection and analysis as well how oversight and accountability are applied to intelligence activities. This course challenges students to evaluate and analyze the effectiveness of the intelligence community and its products against changing threats to the United States.

IR 543 PoliEconomy of IntDevelopment 6 Cr.

This seminar endeavors to understand the process of facilitating development as encompassing a complex set of social, economic, political, cultural and institutional transformations. The seminar aims to introduce students to the wide range of theories about development that inform issues such as the economic effects of different growth strategies, the difficulties of foreign aid as well as the role of markets, states and civil society. Specifically, we will study questions such as: How important are political institutions to economic development and what role do they play? How does economics affect political institutions and government policies? Why do inefficient and/or harmful institutions survive? Highlighted will be the interplay of theories and histories of various forms of development to provide a graduate level of introduction to the political economy of development in a theoretical, historical, and comparative perspective.

IR 549 Regions of the World 6 Cr.

Covers the overarching themes of the region's political culture and institutions, the economy, regional and national identities, and international relations. It examines the decisive social, cultural, economic, and political issues defining the world region in question in its own historical and geographic context. The concepts, theoretical approaches and methodology for analysis are selected individually for each region to better address its unique features and characteristics.

IR 553 Capital and international Development 6 Cr.

The course explores the relationship between capital and institutions of human society. It explains what capital is and how it works, and addresses unequal economic development among global regions, the role of international aid, conditions of global poverty, and debates about better international development policies.

IR 555 Field Exam 0 Cr.

The International Relations Field Exam is a necessary part of the Master of Arts program in International Relations. Its successful completion is required to graduate from the program. The exam is based on the current taught seminars of the program.

IR 590 Masters Research Paper I 6 Cr.

This research seminar provides students the opportunity to research issues, trends, theories or events in international relations of their own choice. Each student researches individualized topic and prepares a written major paper that offers a practical or theoretical perspective on interstate, regional or national security question of international importance. The students are expected to synthesize knowledge acquired in the previous seminars of the program. Students are required to exhibit in-depth critical thinking, analysis, and effective writing skills.

IR 591 Masters Research Paper Conclusion and Examination 3 Cr.

Students enrolled in the Master's Research Paper seminar will conclude their research projects. Once ready, their research project will be evaluated in written and/or oral examination. Students will make necessary changes, updates, and revisions to their final research paper, and will submit the final copy of their manuscript to the university.

IR 595 MIR Residency 0 Cr.**Justice Administration Courses (GJ) - Online Graduate****GJ 522 Contemporary Issues in Criminal Justice: Ethical Leadership and Technology 6 Cr.**

This course focuses on the nexus and relationships among leadership, ethics, and emerging technology for criminal justice practitioners, managers and administrators. The multifaceted responsibilities of criminal justice professionals require basic knowledge of these focused competency based areas as well as of the symbiotic relationships which lead to successful policies, procedures, and practices in contemporary criminal justice organizations. Emerging technologies such as drone usage, body cameras and enhanced listening devices are explored in the context of ethical use in police interdiction and intervention.

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) - Online Graduate****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.**Management Courses (MNGT) - Online Undergraduate****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 it supports operations management strategic goals and objectives. We'll also examine some of the key elements of project management from the project management life cycle, key processes and important tools, techniques and measurements of project. Pre-requisites: None. Note: this course is under development and will be reviewed by the University Curriculum Committee.

MNGT 315 Leadership 3 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.

Students examine the information technology solutions and systems available for use in the management of organizations. The focus will be on what managers and executives must know and understand about technology to be successful in business. Topics covered include: the strategic use of information resources; organization and work design issues; the business of IT with a discussion of hardware and software components, database technologies, enterprise systems, telecommunications and networking, decision support systems and trends in technology; governance and projects. Emphasis is placed on the importance of information technology as an enabler for the enterprise as well as the efficient use of IT dollars in a rapidly changing world. Students conclude with an examination of the ethical and human resource challenges of the use of management information systems.

MNGT 400 Management Capstone 6 Cr.

This course is the culminating academic activity for BSMS students. Under the supervision of the instructor, students create a portfolio of work from previous courses to demonstrate achievement of the program outcomes. Students also 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. This course may not be fulfilled through transfer credit. Prerequisite: successful completion of all BSMS core and concentration courses or permission of the Program Manager.

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.**

The first of two seminars focusing on a comprehensive examination of the key functional areas of HR. Students analyze the first 9 of the 15 Human Resources (HR) Functional Areas of knowledge and apply them in case studies to design enterprise HR solution for the organization.

MNGT 422 Sem in Human Resource Mngt II 6 Cr.

The second of two seminars focused on a comprehensive examination of the key functional areas of HR. Students analyze the final 6 of the 15 Human Resources (HR) Functional Areas of knowledge of HR and apply them in case studies to design enterprise HR solution for an organization.

MNGT 423 Human Capital Planning 3 Cr.

The course enhances student understanding of Human Capital Management (HCM) in organizations to help them be effective Human Resources (HR) professionals and strategic partners. The focus is on the essential practices of HCM and how these practices impact organizational goals. Students examine HCM practices such as workforce analytics, workforce planning, talent management, and performance management. They learn to apply HR metrics to demonstrate the impact HR has on the achievement of goals. 3 lecture hours. Pre-Reqs: MNGT 421, MNGT 422.

MNGT 424 Strategic Role of HRM in Organizations 3 Cr.

Students build upon the traditional foundations of Human Resource Management by synthesizing and applying them in the strategic planning and goals of organizations to help achieve competitive advantage. Topics analyzed from a strategic vantage point include advanced employment law and processes, staff training and development, and strategic performance management. 3 lecture hours. Pre-reqs: MNGT 421, MNGT 422.

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.

MNGT 441 Public Procurement and Contracting 6 Cr.

The student examines the scope, methods, and processes of forming contracts between public and private parties for the purpose of accomplishing the missions of governmental agencies at the international, federal, state/provincial and local level. It is designed for individuals considering a career in public administration, persons employed in government agencies, public procurement personnel wishing to enhance their knowledge, and suppliers or citizens interested in learning more about the formulation of government contracts. Subject and foundational areas such as contract monitoring, contract administration ethics, and of the legal basis of the public procurement function will be examined and explored. Pre-req: None.

MNGT 442 Public Procurement and Strategic Planning 6 Cr.

Student examines the scope, methods and processes of forming contracts between public and private parties for the purpose of accomplishing the missions of governmental agencies at the international, federal, state/provincial and local level from a strategic planning vantage. It is designed for individuals considering a career in public administration, persons employed in government agencies, public procurement personnel wishing to enhance their knowledge, and suppliers or citizens interested in learning more about the formulation of government contracts. Subject and foundational areas such as procurement strategic planning, risk management and procurement ethics will be examined and explored as it relates to the public procurement function. Pre-req: MNGT 441 (C or better).

MNGT 475 Project Management Fundamentals 3 Cr.

Focus is on the fundamentals of project management and practices and preparation for Project Management Institute (PMI) certification. Students 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, project integration, scope, time, cost, quality, resource and schedule management are studied. Other key areas of focus are project management procurement and overall project communications requirements. 3 cr.

MNGT 476 Project Management Advanced Techniques 3 Cr.

Builds on and finalizes the foundational material on project management principles, practices, and processes covered in MNGT 475: Project Management Fundamentals. Students focus on the critical PM components of project management leadership, effective communications, and the management of project teams. 3 cr. Pre-req: MNGT 475.

MNGT XXX Management Elective 100 Cr.**Mathematics Courses (MATH) - Online Undergraduate****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.

MATH XXX Math Elective 100 Cr.**Military History Courses (MH) - Online Graduate****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 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 3 Cr.

Thesis I is the first of two required seminars for the thesis project in the MMH and MAH programs. Students will conduct primary and secondary source research and write drafts of their thesis under the guidance of a faculty thesis advisor. Students pursuing a research question requiring primary and/or secondary sources in one or more foreign languages must demonstrate advanced reading proficiency in the pertinent foreign language(s). External assessment such as the Defense Language Proficiency Examinations, Foreign Service Institute examination or reading comprehension tests approved by the American Council on the Teaching of Foreign Languages will be used to assess foreign language proficiency. 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 571 MA Thesis II 3 Cr.

The second of two required seminars for the thesis project. Students will continue their research related to their M.A. thesis and will write a final version of the thesis under the guidance of their thesis advisor. Upon approval of the thesis advisor, the student will submit their thesis to their thesis committee and schedule an oral defense with his/her advisor and MMH/MAH thesis readers. A successful oral defense and final manuscript meeting the approval of a majority of the thesis committee will result in a grade of S (Satisfactory). Prerequisites: grade of SP in MH570: Thesis I.

MH 595 Residency 0 Cr.

National Security Studies Courses (NTSS) - Online Undergraduate

NTSS 400 Natl Security Studies Capstone 6 Cr.

The culminating academic activity for BS National Security Studies (NSS) students. Under the supervision of the instructor, students create a portfolio of work from previous courses to demonstrate achievement of the program outcomes. Students also 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 security of national objectives as they pertain to the topics under discussion throughout the entirety of the program. Pre-req: successful completion of all core courses or permission of the Program Manager.

NTSS XXX Natl Security Studies Elective 100 Cr.

Nursing Courses (NR) - Online

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 512 Advanced Nursing Care in the Delivery of Healthcare 6 Cr.

This seminar represents the foundation of graduate level nursing education. It provides a global perspective of the healthcare system and helps the student assess and analyze the healthcare system as the context for graduate level nursing practice. The relationship among various stakeholders including consumers, providers, regulatory agencies and policy makers are explored as well as their impact on healthcare delivery. This seminar also emphasizes health policy and advocacy, interprofessional collaboration, and clinical prevention and population health. Analysis of the advanced nursing role is conducted within the context of the healthcare system in relationship with complex social, economic, technological, legal, ethical and political environments.

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 522 Translating and Integrating Scholarship into Practice 6 Cr.

This seminar examines the application and integration of evidence in leadership roles and decision making. The student explores nursing and other relevant theories from the social, organizational, and behavioral sciences to provide a theoretical foundation for evidence-based practice. The student is equipped to critically appraise and utilize research, identify researchable problems within his/her practice setting, and lead teams toward integration of evidence-based practice in healthcare. Translational science and implementation/improvement science is introduced. The seminar concludes with a brief overview of innovation and its relevance to advanced nursing roles. The student participates in a mentored practicum of 100 hours. This practicum experience provides the student with an opportunity to apply and integrate relevant evidence in their practice and develop reflective practices and appreciative inquiry. Prerequisite: NR 512.

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 532 Quality Improvement, Informatics & Healthcare Technologies 6 Cr.

This seminar introduces the student to the fundamentals of quality improvement science, and the use, implementation and impact of informatics and healthcare technologies on quality and safety in healthcare. Students examine quality improvement models in the delivery of healthcare and measures for quality improvement initiatives. The business case for quality is discussed as well as leadership and teambuilding for quality improvement in a continuous learning organization. The student conducts a microsystem analysis and prepares a performance improvement project proposal. The student participates in a mentored practicum of 100 hours. This practicum experience provides the student with the opportunity to conduct a clinical microsystem analysis, participate in a quality improvement project and develop reflective practices and appreciative inquiry. Prerequisites: NR 512 and NR 522.

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 543 Clinical Concepts: Pathophysiology for Disease Management 4 Cr.

Students examine pathophysiological processes integral to the understanding of human health conditions and disorders of children and adults. Objective and subjective manifestations of common health problems resulting from environmental, genetic, and stress-related maladaptation are assessed and analyzed. Assessment findings, diagnostic testing, and interventions for specific health problems are discussed. Pharmacologic treatments for specific health problems are explored. The etiology, epidemiology, and pathophysiology of disorders are reviewed within the context of age and gender. Principles of pathophysiology are applied to recognize clinical signs and symptoms consistent with human health conditions and disorders during case study presentations and discussions. The impact of health promotion and disease prevention on pathophysiological processes across the lifespan are explored.

NR 544 Clinical Concepts: Advanced Pathophysiology for Disease Management I 2 Cr.

Students examine pathophysiological processes integral to the understanding of human health conditions and disorders of children and adults. Objective and subjective manifestations of common health problems resulting from environmental, genetic, and stress-related maladaptation are assessed and analyzed. Assessment findings, diagnostic testing, and interventions for specific health problems are discussed. Pharmacologic treatments for specific health problems are explored. The etiology, epidemiology, and pathophysiology of disorders are reviewed within the context of age and gender. Principles of pathophysiology are applied to recognize clinical signs and symptoms consistent with human health conditions and disorders during case study presentations and discussions. The impact of health promotion and disease prevention on pathophysiological processes across the lifespan are explored.

NR 545 Clinical Concepts: Pathophysiology for Disease Management II 2 Cr.

Students examine pathophysiological processes integral to the understanding of human health conditions and disorders of children and adults. Objective and subjective manifestations of common health problems resulting from environmental, genetic, and stress-related maladaptation are assessed and analyzed. Assessment findings, diagnostic testing, and interventions for specific health problems are discussed. Pharmacologic treatments for specific health problems are explored. The etiology, epidemiology, and pathophysiology of disorders are reviewed within the context of age and gender. Principles of pathophysiology are applied to recognize clinical signs and symptoms consistent with human health conditions and disorders during case study presentations and discussions. The impact of health promotion and disease prevention on pathophysiological processes across the lifespan are explored.

NR 546 Leadership in Healthcare Organizations 6 Cr.

Students explore organizational science and its application to healthcare. Each student analyzes the principles of leadership and leadership science including theory, styles as well as contemporary approaches and strategies. The seminar emphasizes system science and integration, change theory and social change theories, and healthcare systems and organizational relationships. The student has the opportunity through case studies and a seminar project to address an organization's challenges specific to healthcare delivery within the contemporary financial and social environment. The student participates in a mentored practicum of 100 hours. This practicum experience provides the student with the opportunity to address organizational challenges and develop reflective practices and appreciative inquiry.

NR 547 Theoretical and Practice Foundations of Nursing Informatics 6 Cr.

This seminar addresses the foundational concepts of Nursing Informatics and provides the student with the opportunity to apply these concepts to the development of a Nursing Informatics project. This seminar also includes reviewing information exchange standards, methods and models of care. Students address communication and conflict resolution techniques as they create change in the process of developing their project and identify and apply data analysis principles. Students participate in a mentored practicum of 100 hours during which the student completes the seminar's experiential learning assignments which is their Nursing Informatics project. This practicum experience introduces the student to specialized roles in that support improved patient outcomes and the opportunity to develop reflective practices and appreciative inquiry. Students incorporate practice standards, quality improvement processes, regulatory and accreditation standards as well as ethical practices into their project.

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 555 Innovation and Entrepreneurship in Healthcare 6 Cr.

This MSN elective is designed for nurse leaders who are interested in the entrepreneurial process and acquiring innovative knowledge and skills within the context of the healthcare environment. The student is introduced to definitions and concepts that pertain to innovation, including different types of innovation and entrepreneurship as well as individual-level, organizational and institutional factors that impact the healthcare innovation process. The course examines how entrepreneurs and healthcare organizations create and capture value through sustainable innovation that meet consumer and societal needs. It explores various approaches employed by entrepreneurial healthcare organizations and considers the knowledge, skills and abilities needed to succeed in today's competitive and global environment. Through real-world examples, the student has the opportunity to evaluate innovative healthcare ventures and viable business models for different kinds of healthcare innovations. The student participates in a 100 hour mentored practicum to apply learned concepts to practice. This practicum experience provides the student with an opportunity to explore self-awareness, reflective practices and appreciative inquiry.

NR 556 Healthcare Resource Management 6 Cr.

Students examine the critical aspects of human and financial resource management in the context of healthcare systems. Human resource management includes confronting the nursing shortage through recruitment and retention, staffing management, performance appraisal and marketing. Prevention of workplace violence and disaster preparedness are also explored as opportunities and challenges for nurse leaders in managing the healthcare workforce. Healthcare finance resource management incorporates nursing unit based budget preparation, management control systems, and operations management. The student utilizes his/her healthcare organization for the exploration, development and application of the seminar's objectives. The student participates in a mentored practicum of 100 hours. This practicum experience introduces the student to human and financial resource management in the health care environment as well as develop reflective practices and appreciative inquiry.

NR 557 Strategic Planning and Practice Applications in Nursing Informatics 6 Cr.

Building on the theoretical foundations addressed in NR547, this seminar examines the practice applications related to strategic planning and implementation of an informatics system in a healthcare organization. Topics include an overview of data analytics, facilitating and assessing learning in non-academic healthcare settings. Students examine a number of factors that impact the success of a system implementation while considering technical standards, system analysis concepts and data management. Students participate in a mentored practicum of 100 hours during which the student completes the seminar's experiential learning assignments which is their Nursing Informatics project. This practicum experience introduces the student to specialized roles in that support improved patient outcomes and the opportunity to develop reflective practices and appreciative inquiry.

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 566 Strategic Planning and Management in Healthcare 6 Cr.

NR 566 is the capstone for the Master of Science in Nursing program, concentration in Healthcare Systems Leadership. The seminar emphasizes strategic planning in healthcare, business planning and conceptual analysis of role. Discussion focuses on the acquisition of knowledge, skills and abilities (KSA) for strategic planning and for practice as a nurse leader across traditional and non-traditional healthcare settings. This capstone experience is designed so that students may apply the necessary KSA learning throughout the graduate program to guide his/her future career development. The student participates in a mentored practicum of 100 hours. This practicum experience supports the student in integrating learned knowledge, skills and abilities in the health care environment as well as develop reflective practices and appreciative inquiry.

NR 567 Using Informatics to improve Nursing Practice 6 Cr.

This seminar reviews concepts that are important to implementing and sustaining effective use of technology in the clinical environment. Security and privacy for the protection of privileged information, effective policy development, testing and implementation are examined. Concepts of change management as well as informatics role in community/population health monitoring and management are explored. Students will study the use of technology to generate new evidence, the potential influence of emerging technologies on clinical practice and the importance of developing a caring practice in a high technology environment. Students will participate in a mentored practicum of 100 hours during which the student completes the seminar's experiential learning assignments which is their Nursing Informatics project. This practicum experience introduces the student to specialized roles in that support improved patient outcomes and the opportunity to develop reflective practices and appreciative inquiry.

NR 571 Clinical Concepts ADV Pathophys 1 Cr.

Students examine pathophysiological processes integral to the understanding of human health conditions and disorders of children and adults. Objective and subjective manifestations of common health problems resulting from environmental, genetic, and stress-related maladaptation are assessed and analyzed. Assessment findings, diagnostic testing, and interventions for specific health problems are discussed. Pharmacologic treatments for specific health problems are explored. The etiology, epidemiology, and pathophysiology of disorders are reviewed within the context of age and gender. Principles of pathophysiology are applied to recognize clinical signs and symptoms consistent with human health conditions and disorders during case study presentations and discussions. The impact of health promotion and disease prevention on pathophysiological processes across the lifespan are explored. Note: This course is under development and will be approved by the University Curriculum Committee by Dec. 2018.

NR 572 Clinical Concepts ADV Pathophys 2 1 Cr.

Students examine pathophysiological processes integral to the understanding of human health conditions and disorders of children and adults. Objective and subjective manifestations of common health problems resulting from environmental, genetic, and stress-related maladaptation are assessed and analyzed. Assessment findings, diagnostic testing, and interventions for specific health problems are discussed. Pharmacologic treatments for specific health problems are explored. The etiology, epidemiology, and pathophysiology of disorders are reviewed within the context of age and gender. Principles of pathophysiology are applied to recognize clinical signs and symptoms consistent with human health conditions and disorders during case study presentations and discussions. The impact of health promotion and disease prevention on pathophysiological processes across the lifespan are explored. Note: This course is under development and will be approved by the University Curriculum Committee by Dec. 2018.

NR 573 Clinical Concept ADV Pathophys 3 1 Cr.

Students examine pathophysiological processes integral to the understanding of human health conditions and disorders of children and adults. Objective and subjective manifestations of common health problems resulting from environmental, genetic, and stress-related maladaptation are assessed and analyzed. Assessment findings, diagnostic testing, and interventions for specific health problems are discussed. Pharmacologic treatments for specific health problems are explored. The etiology, epidemiology, and pathophysiology of disorders are reviewed within the context of age and gender. Principles of pathophysiology are applied to recognize clinical signs and symptoms consistent with human health conditions and disorders during case study presentations and discussions. The impact of health promotion and disease prevention on pathophysiological processes across the lifespan are explored. Note: This course is under development and will be approved by the University Curriculum Committee by Dec. 2018.

NR 574 Clinical Concepts ADV Pathophys 4 1 Cr.

Students examine pathophysiological processes integral to the understanding of human health conditions and disorders of children and adults. Objective and subjective manifestations of common health problems resulting from environmental, genetic, and stress-related maladaptation are assessed and analyzed. Assessment findings, diagnostic testing, and interventions for specific health problems are discussed. Pharmacologic treatments for specific health problems are explored. The etiology, epidemiology, and pathophysiology of disorders are reviewed within the context of age and gender. Principles of pathophysiology are applied to recognize clinical signs and symptoms consistent with human health conditions and disorders during case study presentations and discussions. The impact of health promotion and disease prevention on pathophysiological processes across the lifespan are explored. Note: This course is under development and will be approved by the University Curriculum Committee by Dec. 2018.

NR 595 Residency 0 Cr.**Philosophy Courses (PHLS) - Online Undergraduate****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.

PHLS XXX Philosophy Elective 100 Cr.

Political Science Courses (POLs) - Online Undergraduate

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 XXX Political Science Elective 100 Cr.

Public Administration Courses (AD) - Online Graduate

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 Methods of Policy Analysis 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 Fiscal Management Accounting & Contracting 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 Fiscal Management Finance/Tax & Budgeting 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, wastewater, 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 Policy and Policy Implementation 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 568 Government Procurement and Contract Management 6 Cr.

Examines the scope, methods, and processes of forming contracts between public and private parties for the purpose of accomplishing the missions of governmental agencies at the international, federal, state/provincial and local level. Designed for individuals considering a career in public administration, persons employed in government agencies, public procurement personnel wishing to enhance their knowledge, and suppliers or citizens interested in learning more about the formulation of government contracts. Subject and foundational areas such as planning, ethics, and of the legal basis of the public procurement function will be examined and explored.

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 II 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 578 Government Contract Management 6 Cr.

Students study the concepts of contract management beginning with crafting the Request for Proposal, (RFP) through contract negotiations, award, and management. Students gain knowledge of government contract management from both the government and the private sector (industry) perspective including all fields of procurement.

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.

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.

Religion Courses (RELG) - Online Undergraduate

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.

RELG XXX Religion Elective 100 Cr.

Science Courses (SCIE) - Online Undergraduate

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.

SCIE 310 Scien Basis of Sustainability 3 Cr.

Students examine how Sustainability Science has emerged in the 21st Century. Students learn how evidence-based, quantitative data are collected and used to define and monitor sustainability-related issues and problems, and how critical thinking skills are applied to an interdisciplinary understanding of problems and solutions, as well as how information networks can both supply important data and serve as a medium for communicating with other interested parties on a global basis. The course concludes by examining how sustainability science relates to an ever-widening range of decisions, strategies and activities in the private, public and military worlds. Prereq: approval of the Division of Continuing Studies.

SCIE XXX Science Elective 100 Cr.

Sociology Courses (SOCI) - Online Undergraduate

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.

SOCI XXX Sociology Elective 100 Cr.**Accreditations****Regional Accreditation**

Norwich University is accredited by the New England Commission 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:

New England Commission of Higher Education
(<https://www.neche.org>)
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

Catalog Supplement

The 2018-2019 catalog of the College of Graduate and Continuing Studies is updated quarterly through this Catalog Supplement in December, March, and June. Updates include new degree offerings, new courses, changes to existing degrees and courses, and corrections.

General Definitions

The following terminology and definitions, listed alphabetically, are currently in use at Norwich University relative to student status for all students enrolled in

an online master's, bachelor's degree-completion, or certificate 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 trimester or term, students shall follow the instructions issued to them concerning enrollment.

Full-Time Graduate Student

A master's degree student who is registered for six or more semester credit hours per term.

Full-Time Undergraduate Student

A degree-completion student who is registered for twelve or more semester credit hours per trimester.

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 Graduate Student

A master's student who is registered for fewer than six, but more than zero semester credit hours per term.

Part-Time Undergraduate Student

A degree-completion student who is registered for fewer than twelve, but more than zero semester credit hours per trimester.

Registered

Students who have a schedule of seminars or courses for one trimester (bachelor's degree-completion students) or one term (master's and certificate students).

Session

An eight-week period within a sixteen-week trimester. Each trimester contains two sequential sessions.

Term

An eleven-week period of enrollment for master's and certificate students.

Trimester

A sixteen-week period of enrollment for bachelor's degree-completion students, comprised of two sessions.

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