



NORWICH
UNIVERSITY™

Expect Challenge. Achieve Distinction.

Online Programs Catalog

2012-2013

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Introduction to Catalog

The Official 2012-2013 Catalog of the College of Graduate and Continuing Studies

The Catalog of the College of Graduate and Continuing Studies is the official catalog for all students enrolled in online programs. It contains all applicable academic rules, regulations, and policies for students enrolled in semesters beginning after May 1, 2012. The Catalog is published for students enrolled in the following degrees and certificates:

Bachelor of Science in Strategic Studies and Defense Analysis
 Master of Arts in Diplomacy
 Master of Arts in History
 Master of Arts in Military History
 Master of Business Administration
 Master of Civil Engineering
 Master of Public Administration
 Master of Science in Business Continuity Management
 Master of Science in Information Assurance
 Master of Science in Nursing
 Master of Science in Organizational Leadership
 Certificate in Teaching and Learning
 Certificate in Continuity of Governmental Operations

University Information

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

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Steve Rippe, BS	Washington, DC	2016
Richard W. Schneider, BS, MALS, PhD	Northfield, VT	2012
Philip L. Soucy, BS, MS	Alexandria, VA	2014
Gordon R. Sullivan, BA, MA, DMILS (Hon)	Alexandria, VA	2015
Gary F. Terry, BS	Hanover, MA	2016
Mark D. Thompson, BS, MBA	Boxford, MA	2013
Elizabeth Veach, BA	Greenville, SC	2014
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Officers of Administration

Officer of Administration	Name
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Vice President, Strategic Partnerships	Philip Susmann
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Chief Financial Officer	Lauren D. Wobby, CPA

Equal Opportunity

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

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

Online Programs Catalog

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

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

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

Cordially,

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

Dean's Welcome

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

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

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

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

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

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

Welcome aboard!

Sincerely,

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

Programs of Study

College of Graduate and Continuing Studies

Bachelor's Degree Programs of Study

Dean: William Clements
Associate Dean of Academics: Harold Kearsley
Associate Dean of Administration: Debra Wick

Undergraduate Degree Completion

The College of Graduate and Continuing Studies is committed to lifelong and experiential learning in a distance education delivery format. For the 2012-2013 academic year, the College offers the Bachelor of Science in Strategic Studies and Defense Analysis, a degree completion program designed for the Special Operations Forces in the U.S. Army and joint military command.

Bachelor of Science in Strategic Studies and Defense Analysis

Program Overview

Interim Chair, Department of Continuing Studies: Harold Kearsley
Program Coordinator: Alec Adams

The Bachelor of Science in Strategic Studies and Defense Analysis is a bachelor's degree completion program designed to build upon the military education and experience of Special Operations Forces (SOF) in the U. S. Army and joint military command. The program of study will build upon a soldier's knowledge in vital areas such as sociology-anthropology, geography, cultural awareness, regional politics, and international conflict, as well as complete competencies in general education needed for the bachelor's degree. The program is open to those who are on active duty or retired from the U.S. Army Special Operations Forces, including reserve and National Guard components, and to other service members who are assigned to SOF.

The Strategic Studies and Defense Analysis degree is designed to be highly experiential in nature and to integrate 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, incorporate that research and field experiences into the classroom and potentially into the U.S. Army's body of knowledge of that region. Principles of critical thinking, ethical decision making and leadership interweave throughout the curriculum.

Students entering the Strategic Studies and Defense Analysis degree program may receive the equivalent of up to 60 semester credits for military training courses or preparation in leadership and language study as reviewed for credit by the American Council of Education or a similarly recognized organization. Students may also transfer up to an additional 24 semester-credit hour equivalent from other accredited institutions of higher education for courses that 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 provided in four areas of instruction. The first area is designed to ensure that students complete general education courses required for a degree at Norwich University. The second area, program courses, is designed to address specific learning needs of the SOF and related communities. The third area is field studies, in which students 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 will be supervised by a faculty member. The Capstone project is intended to contribute to the U.S. Army's body of knowledge of regions around the globe including Asia, Africa, the Middle East, Europe and Latin America.

Curriculum Requirements

Pre-Program Education and Training

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

Number of Semester Credits

General Education Courses

SSDA 306	Science and Technology Visual Augmentation Defense Systems	3
SSEN 270	Military Literature	3
SSES 301	Environmental Science	3
SSHI 310	Historical Studies	3
SSMA 232	Elementary Statistics	3
SSRE 300	Comparative Religion	3

Program Courses

Students complete 18 credits of the following:		18
SSDA 310	Emergency and Disaster Relief Operations	6
SSDA 315	Insurgency and Conflict	6
SSDA 320	Information Operations	6
SSEC 310	Socio-Economic Studies	3
SSPO 302	National Security Policy	3
SSPO 306	Comparative Politics	3
SSPO 318	International Terrorism	3
SSSO 330	Military Sociology	3
SSSO 335	Introduction to Cultural Competence	3

Field Studies

Students complete 18 credits of the following:		18
SSEC 401	Economic Studies	6
SSSO 401	Cultural and Anthropological Studies	6
SSSO 406	Area Studies	6
GD 511	The History of Diplomacy in the International System ¹	6
BC 510	Foundations of Business Continuity Management ²	6

Capstone

SSDA 400	The Capstone Project	6
SSDA 490	Selected Topics	1-6

Total Credits	60
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¹ Students may be admitted to the Master in Diplomacy Program under an early admissions program and may take GD 511 in lieu of one Field Study.

² Students may be admitted to the Master in Business Continuity program under an early admissions program and may take BC 510 in lieu of one Field Study. Students who choose either of these options must have a GPA of 2.75 or higher to qualify.

Faculty Member	Institution at which highest degree was earned
Edwin (Leigh) Armistead, PhD	Edith Cowan University, Perth, Australia
Laurette Brady, MBA	St. Joseph's University
Jack Covarrubias, MA	University of Southern Mississippi
John Covell, MS	Troy State University
Allison Greene, PhD	Old Dominion University
Victoria Greene, MS	University of Vermont
R. Alan King, MA	Webster University
Cynthia Levy, PhD	Academy of Sciences/Zriayi Miklos National Defense University (Hungary)
Charles Lynch, MS	Naval Post Graduate School

Martin McMahon, MLitt	Middlebury College
Greg Makuch, MS	Troy University
Randall H. Miller, MA	Norwich University
Brett Morash, MA	US Naval War College
Darlene Olsen, PhD	State University of New York, Albany
Robert Pauly, PhD	Old Dominion University
Russell Ramsey, PhD	University of Florida
Robert Greene Sands, PhD	University of Illinois
Shawn White, PhD	University of Georgia
Lea Williams, PhD	University of Oregon

Bachelor's Degrees Courses

Communications Courses

SSCM 305. Strategic Communications. 3 Credits.

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

Defense Analysis Courses

SSDA 306. Science and Technology Visual Augmentation Defense Systems. 3 Credits.

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

SSDA 310. Emergency and Disaster Relief Operations. 6 Credits.

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

SSDA 315. Insurgency and Conflict. 6 Credits.

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

SSDA 320. Information Operations. 6 Credits.

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

SSDA 400. The Capstone Project. 6 Credits.

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

SSDA 490. Selected Topics. 6 Credits.

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

SSDA 495. SSDA Residency. 0 Credits.

Economic Studies Courses

SSEC 305. Economic Theory-Micro and Macro. 5 Credits.

This course begins with a theoretical overview of key concepts related to micro and macro economics. The focus then moves to exploring the economy of a country from a macro perspective. Sub-topics include: comparing and contrasting the tenets of the economic system of a geographical area of interest with those of the free market system adopted by the US; monetary and fiscal policies, international trade agreements; politics of resources and environmental economics; indicators such as inflation, employment and imports/exports; and exploring various sectors such as agriculture, industry, and service. Pre-requisites: none.

SSEC 310. Socio-Economic Studies. 3 Credits.

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

SSEC 401. Economic Studies. 6 Credits.

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

English Courses

SSEN 270. Military Literature. 3 Credits.

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

Environmental Science Courses

SSES 301. Environmental Science. 3 Credits.

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

Historical Studies Courses

SSHI 310. Historical Studies. 3 Credits.

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

Management Courses

SSMG 320. Strategic Planning. 3 Credits.

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

Mathematics Courses

SSMA 232. Elementary Statistics. 3 Credits.

A course that covers the study of frequency distributions, averages and standard deviations, normal curve, probability, decision-making, sampling techniques, testing hypotheses, chi-square, students-t and F-distributions, correlation and linear regression. Prerequisite: A college level mathematics course or equivalent as determined by departmental placement testing. Not open to students with credit in MA311.

Political Science Courses

SSPO 302. National Security Policy. 3 Credits.

This course introduces students to the issues and institutions of national security policy. Successful students will have an appreciation of strategic thought and strategy formulation, the ability to assess national security issues and threats, and an understanding of the political and military institutions involved in the making and execution of national security policy. There are no pre-requisites.

SSPO 306. Comparative Politics. 3 Credits.

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

SSPO 318. International Terrorism. 3 Credits.

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

Psychology Courses

SSPY 305. Psychology of Resilience. 3 Credits.

In this course students gain a broad overview of the development and evolution of the field of psychology and in particular the recently developed theory of positive psychology. They explore the concept of resiliency and its role in dealing with trauma. Students learn skills and techniques to address psychological trauma that may result from a range of settings including military, firefighting, or First Responder. Pre-requisite: none.

Religion Courses

SSRE 300. Comparative Religion. 3 Credits.

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

Social Science Courses

SSSO 301. Studies in Cultural Anthropology. 5 Credits.

This course examines the theories, concepts, principles and methods in the comparative study of cultures. The focus is on how cultures are structured and how they evolve over time. Pre-requisites: admission to the SSDA program.

SSSO 330. Military Sociology. 3 Credits.

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

SSSO 335. Introduction to Cultural Competence. 3 Credits.

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

SSSO 401. Cultural and Anthropological Studies. 6 Credits.

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

SSSO 406. Area Studies. 6 Credits.

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

Rules and Regulations

Regulations

These regulations pertain to the Bachelor of Science degree completion offering in Strategic Studies and Defense Analysis. These regulations are subject to change. Norwich University students and faculty will be notified if changes are made during the academic year.

Degree Awarded

The degree awarded is the Bachelor of Science in Strategic Studies and Defense Analysis. All degrees earned in Norwich University's College of Graduate and Continuing Studies will be awarded with the traditional University diploma. The diploma reads:

[Degree Awarded]
Norwich University

Degree Requirements

The requirements for the Bachelor of Science in Strategic Studies and Defense Analysis can be found in the Programs of Study. Degree candidates are subject to the degree requirements of the class year to which they are assigned at the time of their admission, or readmission, to the degree program.

Conferring of Degrees (Graduation)

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 June and December.

Bachelor of Science in Strategic Studies and Defense Analysis students are not required, but may choose, to participate in the June graduation. Students may participate if coursework is completed or if they are enrolled in the final nine (9) or fewer semester hours required for completing their program.

Award of Credit

Credit hours and grade points shall be awarded only for those University courses for which a student is properly registered. Credit hours, not grade points, for approved courses taken by a Norwich student at other accredited institutions may be transferred, subject to the residence requirements and provided grades earned are "C" or above, for credit toward a bachelor's degree. Credit hours for extra-institutional learning may be awarded in accordance with the provisions identified in this section.

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.

Requests for Course Equivalency or Exemption

To waive a prerequisite course requirement a student must obtain approval through the Chair of the Department of Continuing Studies. The basis for such a waiver will be the student's demonstrated knowledge in the area concerned.

To waive a degree requirement on the basis of an exemption examination or other documented extra-institutional learning, a student must present appropriate documentation to and gain approval through the Chair of the Department of Continuing Studies. The number of credits of the waived course must be replaced by elective credits.

To obtain credits and grade points for a course on the basis of an equivalency examination administered under the provision below, a student must present appropriate documentation to and gain approval through the Chair of the Department of Continuing Studies.

Examinations for course equivalency or exemption will be given at Norwich University only if a nationally validated examination covering the same subject matter is not available. Examinations in EN101 and 102 are an exception and may be administered at the beginning of each semester to newly admitted students.

Before administering an exemption or an equivalency examination, the appropriate chair and/or dean should determine whether the student wishes to waive the course requirement under paragraphs one and two, above, or wishes to obtain the credits and grade points for the course as outlined in paragraph three, above. 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.

If the examination is for credits and grade points, above, a grade will be assigned and appropriate grade points awarded unless the Pass/Fail option is selected prior to administering the examination.

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

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.

Credit Overload (Extra Credits)

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

Course Audit

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

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

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 appropriate department chair and/or College dean.

Co-requisites

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

Repeat Courses/Repeat Grade Policy

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

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

Transfer Credit for Studies from Academic Institutions

The College of Graduate and Continuing Studies may award credits, not grade points, for academic work accomplished at other regionally accredited undergraduate institutions. Substitute credits from any "Special Topics" seminars taken at Norwich University also can be used to satisfy degree credit. Norwich University complies with Veterans Administration regulations and guidelines as they pertain to transfer credits.

Transfer Credit for Armed Forces Studies and Extra-institutional Learning

The College of Graduate and Continuing Studies may award credits, not grade points, in accordance with the Guide to the Evaluation of Educational Experiences in the Armed Forces, published by the American Council on Education, provided the courses are equivalent to Norwich University courses. Students entering the BS in Strategic Studies and Defense Analysis program may receive the equivalent of up to 60 semester credits for military training courses and requisite preparation in leadership and languages, as reviewed and recommended by the Army/ACE Registry Transcript System.

The College of Graduate and Continuing Studies programs may also award credits, not grade points, for other extra-institutional learning as recommended in nationally recognized guides and publications if applicable or by having the materials reviewed by the College's Academic Credit Review Committee and upon the positive recommendation of the appropriate program director or department chair. The term applies to learning acquired from work and life experiences, independent reading and study, and participation in formal courses sponsored by associations, business, government, industry, unions, and the military.

The fact a course of study constitutes professional certification or credentialing is not dispositive. A decision to award credit is based on the course(s) of study leading to such certification or credentialing. Such credits shall be awarded in compliance with the guidelines contained in the American Council on Education policy statement "Awarding Credit for Extra-institutional Learning."

Guidelines for Undergraduate Transfer Credits

Transfer of credits to Norwich University's College of Graduate and Continuing Studies is also governed by the following guidelines.

- The relevant program director or department chair shall review any official transcripts or records of academic work in question, and determine the acceptance of specific courses in satisfaction of a Norwich degree requirement. An official transcript is one that corresponds with the credit granting institution's definition of "official" and is received directly from that institution by Norwich University's College of Graduate and Continuing Studies. The term "official transcript" includes any similar document issued by non-academic institutions maintained by an organization to record a person's program of study whether such course work is recorded as an academic credit or not.
- In the case of other units of education that are not from an accredited institution or otherwise reviewed by a nationally recognized authority (such as the American Council on Education) but are deemed to be credit worthy, the program director/department chair may request that the unit(s) of education being considered for credit within a program or department can be forwarded to the College's Academic Credit Review Committee (ACRC). There the committee will review the materials of the unit(s) of education and make a determination of credit applicability to the program or department in question. The appropriate program director or departmental chair can then award up to those credits within the degree in question. The program director or departmental chair can allow less credit to be incorporated within the degree program, but never more credit than that which has been approved by the ACRC.
- Courses in which a grade of less than C or its equivalent has been earned are not transferable (the grade must be equivalent to 2.0 or higher on a 4.0 scale).
- Normally students may transfer up to as much as 75% of their degree of study (given a 120 semester credit hour degree) from other accredited institutions of higher education. In addition, students within certain identified programs may transfer into their program of study up to an additional 24 semester credits for courses that meet specific course requirements as defined by that program's chair or director.

Norwich University Students Seeking Transfer Credit

Norwich University students wishing to attend another regionally accredited collegiate institution for the purpose of obtaining semester credit hours acceptable to Norwich University should obtain prior approval of both the institution to be attended and the specific course(s) to be taken by filing a completed Application for Transfer Credit (RF8) with the Registrar's office. No transfer of semester credit hours can be assured for courses for which prior approval had not been obtained. Determination of the acceptance of specific courses shall be handled through the director or chair of the relevant program or department.

Provided the grades earned are "C" or better (the grade must be equivalent to 2.0 or higher on a 4.0 scale), semester credit hours for approved courses taken at other institutions may be transferred for credit toward the bachelor's degree. Grade points will not be transferred.

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.

Residence Requirement

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

- Military members currently serving on active duty, including those in the National Guard, Reserves and U.S. Coast Guard, who are enrolled in an online degree-completion program, may transfer into the degree program up to 70% of the required credits.
- Military members currently serving on active duty, including those in the National Guard, Reserves and U.S. Coast Guard, who are enrolled in a campus-based degree program, may transfer into the degree program up to 75% of the required credits.

Norwich University is a member of the Service members Opportunity Colleges (SOC); thus, the standard University requirement may be waived.

Statute of Limitations

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

Student and Progress Records

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

Transcripts of Academic Records, Official Transcripts

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

Grades and Grade Points

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

Grade	Grade Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0
P (Pass/Fail option exercised)	0.0
I (Incomplete)	0.0
W (Withdrawn)	0.0
S (Satisfactory)	0.0
U (Unsatisfactory)	0.0
AU (Audit)	0.0

Grade Point Average

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

Incomplete Grades

Students who are unable to complete required work in any course may request the grade of incomplete (I). Incompletes will be approved on a case-by-case basis only and must be based upon unusual circumstances. The request for an incomplete, accompanied by a proposed study plan, must be submitted to the instructor and will be evaluated by the Chair of the Department of Continuing Studies. If approved, the incomplete will be assigned for a period not to exceed one year. If the course in which the incomplete is assigned is a prerequisite to one or more subsequent courses, students may not be permitted to proceed to any subsequent course until the incomplete work has been finished. Students who cannot successfully complete the work necessary to remove the grade of "I" by the due date will receive a final grade for the course based on all unfinished assignments graded as zero.

Students who are granted a grade of "I" and subsequently withdraw from the program will be handled according to the Refund Policy and Schedule.

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

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

Students serving in the military who are notified after the start of enrollment that they are being activated or deployed to a combat zone or in direct support of or proximity to a combat zone 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 a course and if their cumulative grade represents sufficient knowledge of the course. In lieu of requesting a grade, students may submit a study plan outlining how the final weeks of academic work will be completed. Upon approval of the study plan by the relevant program director or department chair, a grade of Incomplete will be assigned. Incomplete grades assigned as a result of approved study plans for activated or deployed students must be resolved within one year of the issuance of the original incomplete grade.

Course Drop and Course Withdrawal

Students enrolled in only the first eight-week block of the semester may drop courses in that block for a period of one week (seven calendar days) after the course(s) begins.

Students enrolled in only the second eight-week block of the semester may drop courses in that block for a period of one week (seven calendar days) after the course(s) begins.

Students enrolled in the full 16-week semester may drop courses offered in the first eight-week block for a period of one week after the semester begins and may drop a course offered in the second eight-week block for a period of six weeks after the semester begins. Students may not add courses once the semester has commenced. The permanent record will not reflect courses dropped during the drop period.

Following the drop period and continuing to the end of the semester, a grade of "W" will be entered on the permanent academic record for any course withdrawal initiated by the student or the administration.

A student who separates (withdraws) from the University, for any reason, prior to the end of the semester will receive a grade of "W" in each class not completed prior to the withdrawal.

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

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

Grade Changes

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

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

Minimum Grade Standards

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

Academic Standing Criteria for Academic Progress

Good Standing

A student in good standing is allowed to register without qualification. To maintain good standing, a degree candidate must have a minimum cumulative grade point average of 2.0. Courses numbered below 100 will only meet pre-requisite requirements, but they will be included in the GPA and academic standing calculations.

Placement on Academic Probation

Students who fail to earn the cumulative grade point average for good standing at the end of the semester are enrolled for the following semester on academic probation. Being placed on probation warns the student that academic progress is in jeopardy and places restrictions and conditions on his/her enrollment. The conditions are as follows:

- The student may not enroll for more than 12 semester credits.
- Whenever possible, courses in which the student received a C- or below should be repeated to increase the GPA.
- Students must raise their GPA to the minimum required within 12 semester credits or they will be dismissed from the program. Subsequent to dismissal, students will be allowed to reapply for admission after one semester of separation.

Dismissal for Academic Deficiency

A student who fails to achieve the cumulative grade point average for good standing within 12 semester credit-hours of being placed on probation will be dismissed. Students who attain good standing after being on probation will restart the procedure above if they return to probationary status.

Application for Readmission by a Dismissed Student

Students whose enrollment in a degree-completion program is interrupted due to an academic dismissal may apply for readmission to the program following a one-semester separation. A written request for readmission should be addressed to the Chair of the Department of Continuing Studies and filed with the student services advisor and 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.

Individuals who are dismissed for academic deficiency may be conditionally readmitted to the University. Failure to adhere to the mandatory conditions of readmission may result in dismissal from the University prior to the conclusion of the semester.

Application for Readmission by a Withdrawn Student

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

Academic Honors

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

Discipline

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

Attendance

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

Withdrawals

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

Programs of Study

College of Graduate and Continuing Studies Master's Degrees Programs of Study

Dean: William Clements

Associate Dean of Academics: Harold Kearsley

Associate Dean of Administration: Debra Wick

Graduate Studies:

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

College of Graduate and Continuing Studies programs share a similar structure and require 36-48 credit hours to complete, typically through six credit-hour seminars, eleven weeks in duration. The College of Graduate and Continuing Studies strives to create classes that facilitate high levels of interaction and mentoring with typical enrollments of 12-16 students, who often proceed through the program with other students who enter the program at the same time. Seminars are asynchronous, allowing students to participate at any time, day or night, from anywhere in the world. Students may enter a program at one of four enrollment periods during the year in June, September, December, and March, and typically enroll for a twelve credit hour semester with seminars taken sequentially.

All graduating students are required to attend an annual residency conference held on campus each year, typically in June. Students participate in the conference through a variety of capstone and academic events and conclude the week-long event with academic recognition and commencement ceremonies.

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

- Master of Arts in Diplomacy
- Master of Arts in History
- Master of Arts in Military History
- Master of Business Administration
- Master of Civil Engineering
- Master of Public Administration
- Master of Science in Business Continuity Management [being phased out]
- Master of Science in Information Assurance
- Master of Science in Nursing Administration
- Master of Science in Organizational Leadership.

Several programs provide focused study in an area as a concentration of 12-18 credit hours; program descriptions should be consulted for more detail.

Master of Arts in Diplomacy

Program Overview

Program Director: Lasha Tchantouridzé

Associate Program Director of Academics: Charles Lerche

Associate Program Director of Administration: Fianna Verret

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

With the increase in globalization, there is a growing need to demonstrate a mastery of the international environment and the challenges it presents. The Diplomacy program gives students the tools by which to more effectively operate within this increasingly complex international system. All students will complete a 36 credit hour program (a maximum of 12 credits can be transferred into the program with the approval of the Program Director) that culminates in a June residency at the Norwich University campus. The program is divided between a core of 18 credit hours and a concentration of 18

credit hours. All students must complete the core before moving on to their chosen concentration. In addition, in order to graduate all students must complete the comprehensive examination or its equivalent offering, an exit portfolio and an oral presentation.

Curriculum Map

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

Total Credits: 36

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

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

Curriculum Requirements

Core Curriculum

The core seminars are designed to give students a solid understand of central concepts within the international system. Like many 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 give students 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 "does and don'ts" 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. The understanding of this phenomenon is essential to a student's understanding of the international system.

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

Core Courses

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

Culminating Academic Requirement

GD 595	Residency	0
Total Credits		18

Concentrations

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

International Conflict Management Concentration (18 Credits)

This concentration is designed to allow students to further study all aspects of conflict within the international arena. The first seminar explores the various methods by which "actors" (be they states, corporations or individuals) in the international system can avoid getting embroiled in conflict. Once in a conflict this seminar explores the various methods actors have used to contain the impact and spread of the conflict. The second seminar deals with very important task of resolving a conflict. This concept is coupled to the aspect that actors must think about how a post conflict cleanup is going to take shape. This reconstruction is a vital aspect of post conflict reconciliation. Finally the concentration ends with a choice for students; in one elective the

student can delve further into the nature of international conflict from trade wars to nuclear war. Alternatively a student can explore the growing field of human rights within conflict. The idea is to promote peace by defusing the problems that are seen to cause conflict.

International Conflict Management Courses

GD 540	Conflict Avoidance, Prevention & Containment in the International System	6
GD 550	Conflict Resolution & Post-Conflict Reconstruction in the International System	6
GD 555	Comprehensive Exam	0
GD 560	Military Intervention & Conflict Management in the International System	6
or GD 561	Human Rights and Conflict in the International System	
Total Credits		18

International Terrorism Concentration (18 Credits)

This concentration explores the multifaceted concept of terrorism in both the 20th and 21st centuries. The first seminar provides a historical introduction and then explores the more "tradition" aspects of terrorism; that which is state supported or sponsored. The second seminar delves into the emerging concept of terrorism that is not contained by states but is more transnational in nature. This would include the study of narco- terrorism, "religious extremist" terrorism, etc. Finally the last seminar explores how the international system has responded to this very real threat. This would include states, multinational organizations and non-governmental entities response to terrorism.

International Terrorism Courses

GD 542	Terrorism: Introduction and State Sponsored Terrorism	6
GD 552	International Terrorism by Non-State Actors	6
GD 555	Comprehensive Exam	0
GD 562	International Response to Transnational Terrorism	6
Total Credits		18

International Commerce Concentration (18 Credits)

This concentration is for business students who want to enhance their understanding of doing 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 turns toward the idea of a multi-national workforce and the unique set of challenges such a workforce presents. This is human resource management on an international scale. The final seminar deals with the need for international business actor to build their diplomatic image. This is analogous to countries having ministries for foreign affairs or "State Departments" and is seen as a need in the business world as well.

International Commerce Courses

GD 544	Global Commerce and the International System	6
GD 554	Cross Cultural Management in the International System	6
GD 555	Comprehensive Exam	0
GD 564	Global Corporate Diplomacy	6
Total Credits		18

Additional Program Requirements

In addition to the degree requirements for each concentration there are a number of other program elements required for the degree. Each requirement is graded on a pass/fail or satisfactory/unsatisfactory basis. Exceptions to these requirements need the approval of the Program Director.

Comprehensive Exams

All students will take a written exam (or its equivalent offering) where they will be given eight questions in four groups of two questions per group. Student's must choose one of the two questions in each group, thus answering four questions. The questions will be devised by program faculty and will not be given to students in advance. The test will be proctored and four hours in length. The exam is typically administered during the break between GD 55X and GD 56X. It is a closed book exam, in other words, no sources other than what is in a student's mind can be used or consulted. The exam will be graded by a minimum of two faculty members. A grade of pass, fail one question (immediate re-sit), or fail will be awarded.

Oral Presentations

All students will be required to attend the program's residency week. All students will be required to take part by giving an oral presentation and/or presenting a poster and/or participating in round-tables. These activities will take place before an audience of the student's peers, similar to a conference setting.

Exit Portfolio

All students will be required to maintain and present to their seminar six (6) instructor an Exit Portfolio. This requirement will consist of electronic copies of all FINAL research papers in each preceding seminars. The portfolio is to be divided up by seminar and each paper written under that seminar listed

separately. Therefore, from the outset, a student must retain an UNMARKED readable copy of all his or her FINAL research papers throughout the degree program. The student's seminar 6 instructors will examine each portfolio and report a grade of satisfactory or unsatisfactory to the Program Director. The seminar 6 instructors report will be part of the graduation criteria and a grade of satisfactory will be required in order for the student to graduate from the program.

Thesis Track

Students may submit a proposal to pursue a thesis on a topic of their choosing in addition to all other requirements for the degree. Students may apply to the thesis track at the conclusion of their second seminar with a proposed topic, proposed methodology to be used and the endorsements of the student's instructors in the first two seminars (if taken). Accepted students must enter the Thesis Seminar either by the beginning of the fifth seminar of the program or at the end of the student's seminar work. Upon completion of the seminar the student must defend the thesis before a committee comprised of the thesis advisor and two additional readers. A grade of Pass, Pass with Minor Revisions, Referred for one year, or Fail will be sent to the Program Director. The thesis track is not a degree requirement and is outside the degree process, allowing for students to complete a thesis after graduation.

Students allowed to pursue a thesis will be required to take the Thesis Seminar that will explore the purposes, problems, and strategies of empirical and theoretical research. The seminar focuses on ways to design and conduct empirical political study. Attention is given to the advantages and pitfalls of particular research strategies. Students will be exposed to both the quantitative and qualitative research methods.

Thesis Seminar (6 Credits)

GD 570

Thesis Seminar

6

Faculty Member	Institution at which highest degree was earned
Lasha Tchantouridze, PhD (Program Director)	Queens University
Charles Lerche, PhD (Associate Program Director of Academics)	University of Ibadan (Nigeria)
Clifford Bates, PhD	Northern Illinois University
Narain Batra, PhD	Gujarat University
John Becker, PhD	Denver University
Najiba Benabess, PhD	University of Wisconsin
Bond Benton, PhD	University of Vienna
Stefan Brooks, PhD	University of Houston
Rowland Brucken, PhD	Ohio State University
Eric Bush, PhD	Widener University
Anthony Cain, PhD	Ohio State University
Stanley Carpenter, PhD	Florida State University
Emily Copeland, PhD	The Fletcher School of Law and Diplomacy
Paula Doherty, PhD	Nova Southeastern University
Robert Farkasch, PhD	York University
David Gray, PhD	University of Southern California
Don Harrington, PhD	University of Connecticut
Michael Jackson, PhD	Brandeis University
David Jones, PhD	State University of New York at Albany
William Jong-Ebot, PhD	University of Wisconsin
Seung-Ho Joo, PhD	Pennsylvania State University
Angela Kachuyevski, PhD	Fletcher School of Law and Diplomacy (Tufts)
James Kraska, PhD	Indiana University
Brian Kupfer, PhD	Claremont Graduate University
Jonathan Levy, PhD	William Howard Taft Law School
Peter Liotta, PhD	Salve Regina
James Miskel, PhD	State University of New York
Darryl Mitry, PhD	University of Southern California
Amit Mukherjee, PhD	Syracuse University
Eric Nelson, PhD	University of Illinois at Urbana-Champaign
Scott Nelson, PhD	Arizona State University
Alex Norsworthy, PhD	American University
Robert Pauly, PhD	Old Dominion

Russell Ramsey, PhD	University of Florida
Tim Riesen, PhD	Claremont Graduate University
Eileen Scully, PhD	Georgetown University
Steven, Shirley, PhD	Old Dominion
Vlad Suchan, PhD	Carleton University
Eugene Tadie, PhD	Northern Illinois University
Stephen Twing, PhD	University of South Carolina
Shelton L. Williams, PhD	Johns Hopkins
Paula Wylie, PhD	National University of Ireland

Master of Arts in History

Program Overview

Program Director: James Ehrman

Associate Program Director of Academics: John Broom

Associate Program Director of Administration: Lars Nielsen

Capstone Director: John Grenier

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

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

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

Curriculum Map

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

Total Credits: 36

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

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

Curriculum Requirements

U.S. History Concentration

Core Seminars

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

Elective Seminars

Select one of the following:

MH 550	U.S. Military History	6
MH 551	Race and Gender in Military History	6
GU 590	Selected Topics	6

Capstone Academic Exercise

Select one of the following:

MH 562	Capstone Paper	6
MH 569	Comprehensive Exam ¹	0
MH 570	M.A. Thesis ²	6

Culminating Academic Requirement

MH 595	Residency	0
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Total Credits	36
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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.

Master's Thesis

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

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

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

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

Master of Arts in Military History

Program Overview

Program Director: James Ehrman

Associate Program Director of Academics: John Broom

Associate Program Director of Administration: Lars Nielsen

Capstone Director: John Grenier

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

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

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

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

Curriculum Map

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

Total Credits: 36

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

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

Curriculum Requirements

Core Seminars

MH 510	Introduction to Military History: Historiography and Method	6
MH 520	Global Military History to 1800	6
MH 530	Military Thought and Theory	6

Elective Seminars

Select two of the following:

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

Capstone Academic Exercise

Select one of the following:

MH 562	Capstone Paper	6
MH 569	Comprehensive Exam ¹	0
MH 570	M.A. Thesis ²	6

Culminating Academic Requirement

MH 595	Residency	0
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Total Credits		36
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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 561.

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.

M.A. Thesis

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

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

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

Master of Business Administration

Program Overview

Program Director: Jose Cordova

Norwich University's Master of Business Administration is specifically designed for working business professionals. The core curriculum covers the foundation of a traditional Master of Business Administration program and includes seminars in Finance, Operations, Strategic Resource Management, Marketing, and Strategic Management. The degree is customized through elective seminars in one of four critical areas of business: E-commerce, International Management, Organizational Leadership, or Project Management.

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

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

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

Subject Knowledge:

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

Business Problem Solving:

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

Student coursework in the Master of Business Administration program culminates with attendance at a week-long residency conference held on campus. The conference includes intense academic activities in which students demonstrate how their learning and experience over the six seminars has made them effective thinkers, communicators, and leaders. Activities may include debates, lectures, a paper presentations, case-study field trips, or professional panels and roundtable discussions. Attendance at Residency is mandatory for all Master of Business Administration students.

Curriculum Map

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

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

Curriculum Requirements

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

Core Seminars

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

Culminating Academic Requirement

GB 595	Residency	0
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Total Credits 18

Concentration Seminars

General MBA Seminars

GB 552	International Business Management	6
GB 553	Organizational Leadership	6
GB 560	Strategic Management	6

Total Credits 18

Project Management Seminars

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

Total Credits 18

Finance Seminars

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

Total Credits 18

Organizational Leadership Seminars

GB 546	Leading Change in Business Organizations	6
GB 556	Strategic Organizational Behavior	6
GB 566	Strategic Management in Organizational Leadership	6

Total Credits 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.

Faculty Member	Institution at which highest degree was earned
Jose Cordova, PhD (Program Director)	Ohio University
Matthew Ademola, DBA	Argosy University
Nida Backaitis, PhD	Columbia University
Magdalena Barreiro, PhD	Illinois Institute of Technology
Miguel Blanco, PhD	Universidad Rey Juan Carlos
Laurette Brady, MBA	St. Joseph's University
Daniel Burkart, MA	Webster University
Glenn Daniels, MBA	The University of Texas at Dallas
Robert Deemer, MBA	Pepperdine University
Carmen DePablos, PhD	Universidad Complutense de Madrid
Bashar Elkhatib, DBA	California Southern University - Irvine
William Jolley, PhD	The University of Western Australia
Thomas Lockett, PhD	Walden University
Thomas Matula, PhD	New Mexico State University
Charlie Mcquillen, PhD	University of Florida
Sanford Miller, MBA	Fairfield University
Mehdi Mohaghegh, PhD	Clark University
Stacie Morgan, PhD	Union Institute and University
Larry Neale, PhD	The University of Western Australia, Perth
George Nixon, DPA	The University of Alabama
Mike Puddicombe, DBA	Boston University
Casey Reason, PhD	Bowling Green State University
Morris Samit, MBA	University of Pennsylvania
William Saunders, MBA	University of Maryland
James Schaap, PhD	Pepperdine University
Judy Schieve-Veal, MBA	Northwestern University
Robert Scully, DBA	Nova Southeastern University
Juan Stegmann, PhD	University of Warsaw
Mike Thirtle, PhD	Wright State University
John VanVliet, MBA	Georgia State University
Keith Wade, PhD	North Central University
Ellalou Zirblis, MBA	Norwich University

Master of Civil Engineering

Program Overview

Program Director: Thomas J. Descoteaux

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

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

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

ASCE encourages institutions of higher education, governmental units, employers, civil engineers, and other appropriate organizations to endorse, support, and promote the concept of mandatory post-baccalaureate education for the practice of civil engineering at a professional level. The

implementation of this effort should occur through establishing appropriate curricula in the formal education experience, appropriate recognition and compensation in the workplace, and congruent standards for licensure."

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

Curriculum Map

Semester 1	Credits	Semester 2	Credits	Semester 3	Credits
GB 544 Project Management Techniques, Tools and Practices	6	Select one concentration course	6	Select one concentration course	6
EG 501 Engineering Mathematics	6	Select one concentration course	6	CE 561 Capstone Design Project and Utility System Fundamentals	6
				CE 595 Residency ¹	0
	12		12		12

Total Credits: 36

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

Curriculum Requirements

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

Pre-requisite Courses

(If needed per admission committee assessment)

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

Core Courses (18 Credits)

GB 544	Project Management Techniques, Tools and Practices	6
EG 501	Engineering Mathematics	6
CE 561	Capstone Design Project and Utility System Fundamentals	6

Culminating Academic Requirement

CE 595	Residency	0
Total Credits		18

Concentration Courses (18-19 Credits)

Environmental/Water Resources Concentration (18 credits)

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

Total Credits 18

Structural Concentration (18 credits)

CE 528	Classical, Matrix, and Dynamic Analysis of Structures	6
CE 538	Design of Steel and Timber Structures	6

CE 558	Design of Reinforced and prestressed/Precast Concrete Structures	6
Total Credits		18

Geotechnical Concentration (19 credits)

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

Construction Management Concentration (18 credits)

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

One-Week Residency

During the final phase of the Master of Civil Engineering program students are required to attend a one-week residency on our campus. During this residency, students participate in discussions with each other and faculty; present their capstone design projects; and are generally given a chance to get to know the people they have worked with online during the previous 18 months, our campus, and central Vermont.

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

Master of Public Administration**Program Overview**

Program Director: Donal Hartman, Jr.

Associate Program Director: Christopher Ormsby

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

The challenge for the administrator of the public service organization is to find a balance between the needs of society, best practices and the financial constraints of public financing. Only by developing a sense of inquiry, mastering the skills of research of relevant and up-to-date studies and publications and focusing on evidence-based practices will the leader of the public organization achieve organizational success. The Master of Public Administration program requires its students to develop and exhibit superior skills of research, effective communication, excellent integration of relevant concepts and principles appropriate to mission accomplishment and the ability to accomplish operational objectives in an evolving environment of federal and state rules of employment practices, laws of liability, and statutory mandates.

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

Curriculum Map

Semester 1	Credits	Semester 2	Credits	Semester 3	Credits
AD 511 Foundations of Public Administration and Policy	6	AD 531 Legal Environment, Human Resources and Organizational Leadership	6	Select one concentration or elective course	6
AD 521 Public Administration Research and Analysis	6	Select one concentration or elective course	6	AD 561 Capstone Studies	6
				AD 595 Residency ¹	0
	12		12		12

Total Credits: 36

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

Curriculum Requirements

Required Courses (24 Credits)

Core Courses

AD 511	Foundations of Public Administration and Policy	6
AD 521	Public Administration Research and Analysis	6
AD 531	Legal Environment, Human Resources and Organizational Leadership	6
AD 561	Capstone Studies	6

Culminating Academic Requirement

AD 595	Residency	0
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Total Credits 24

Concentrations and Electives

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

Public Works Concentration (12 credits)

AD 557	Public Works Administration, Part I	6
AD 567	Public Works Administration, Part II	6

Total Credits 12

Continuity of Operations Concentration (12 credits)

BC 511	Continuity of Government Operations	6
BC 521	Public Sector Incident Management and Emergency Response	6

Total Credits 12

Leadership Concentration (12 credits)

Select two courses from the following:

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

Organizational Leadership Concentration (12 credits)

Select two courses from the following:

OL 540	Strategic Communication and Information Leadership	6
OL 550	Strategic Organizational Behavior as Leadership in Organizations	6
OL 560	Developing a Learning Organization for the Knowledge Base Economy	6

Criminal Justice Concentration (12 credits)

Select two courses from the following:

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

Fiscal Management Concentration (12 credits)

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

International Development Concentration (12 credits)

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

Faculty Member	Institution at which highest degree was earned
Donal Hartman, JD, LL.M (Program Director)	Gonzaga University School of Law
Robert Appleton, MPA	Marist College
Tom Bazley, PhD	University of South Florida
Paula Beiser, MBA	College of William and Mary
Frank Colaprete, EdD	Nova Southeastern University
Susan Craig, PhD	Pennsylvania State University
George Crombie, MPA	Northeastern University
Lori Demeter, PhD	University of Maryland
George Haines, MPA, MCE	Notre Dame de Namur University; Georgia Institute of Technology
Christopher Hansen, EdD	Nova Southeastern University
Nova Southeastern University	Western Michigan University
Paul Katsampes, DPA	University of Colorado at Denver
University of Colorado at Denver	Cornell University
Harol Nees, DPA	University of Colorado at Denver
George Nixon, DPA	University of Alabama
Daniel O'Shea, JD	New England School of Law
Deborah Rhyne, EdD	University of Central Florida
Tanya Settles, PhD	University of Colorado at Denver

Master of Science in Business Continuity Management

Program Overview

[Program Suspended]

Program Director: Thomas Descoteaux
Associate Program Director: Elizabeth Templeton

Events such as 9/11 and Katrina have brought business continuity management (BCM) into mainstream corporate practice as a fundamental aspect of sound business practice. The growth of continuity management has been further fueled by regulations requiring continuity programs in industries such as healthcare and finance, and as a condition of insurance coverage. Moreover, with eighty-five percent of the nation's critical infrastructure, and nearly one hundred percent of the economic infrastructure, in private hands, BCM is a national security priority. Recognizing the importance of securing the nation's economic infrastructure for national security, President Clinton issued Presidential Decision Directive Order 63 in 1997 to address critical infrastructure protection. The federal government has extended this effort to support private sector BCM programs. In August, 2007, the federal government passed the Implementing Recommendations of the 9/11 Commission Act of 2007, which mandates the Department of Homeland Security to actively encourage the development of continuity programs in the United States. The National Security and Homeland Security Presidential Directive 51 was signed in 2007 requiring continuity programs to "be incorporated into daily operations of all executive departments and agencies."

The Master of Science in Business Continuity Management degree serves the education needs of private and public sector business continuity professionals. To ensure relevancy to the field, the program has created an Advisory Committee made up of academics, industry leaders, noted consultants in the field, and representatives of professional organizations.

Curriculum Map

Semester 1	Credits	Semester 2	Credits	Semester 3	Credits
BC 510 Foundations of Business Continuity Management or 511 Continuity of Government Operations	6	BC 530 Developing the Resilient Organization	6	BC 550 Information Systems Continuity	6
BC 520 Principles of Incident Management and Emergency Response or 521 Public Sector Incident Management and Emergency Response	6	BC 540 Business Continuity Risk Management	6	BC 560 Implementation: Awareness Programs and Testing	6
				BC 595 Residency ¹	0
	12		12		12

Total Credits: 36

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

Curriculum Requirements

The first seminar is an introduction to the field and covers the steps to developing and implementing a business continuity plan. Plan development is considered the starting point of any BCM program. The remaining five seminars cover the various competencies needed to support organizational resiliency and risk management. The topics prepare the professional for both the business and security challenges of BCM.

The first two seminars in the program offer a choice of concentration specific to the student's professional needs. One of the following two-seminar concentrations is required to complete the 36 credit hour program:

Concentrations (12 credits)

Public Sector Continuity of Government Operations

BC 511	Continuity of Government Operations	6
BC 521	Public Sector Incident Management and Emergency Response	6
Total Credits		12

Private Sector Business Continuity Management

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

Core Seminars (24 Credits)

BC 530	Developing the Resilient Organization	6
BC 540	Business Continuity Risk Management	6
BC 550	Information Systems Continuity	6
BC 560	Implementation: Awareness Programs and Testing	6

Culminating Academic Requirement

BC 595	Residency	0
Total Credits		24

Residency

Master of Science in Business Continuity Management students will cap their studies with a one-week on-campus Residency held in the summer. This is a time to engage in a variety of face to face educational programs, such as debates and conferences, as well as network with each other and instructors. The Residency ends with a commencement ceremony.

Faculty Member	Institution at which highest degree was earned
Harvey Betan, MS, CBCP, CBCV, MBCI	Pace University
Michael Charter, PhD, MPS, MBA, CEM	Valdosta State University
Gerald Lewis, PhD	The George Washington University
Joseph Manna, MS, MSBC, CBCP	Norwich University
Michael Miora, MA, CISSP-ISSMP, FBCI	University of California, Berkeley
James I. Nelson, MS, MBCP, CDCP, CORP	National Louis University
Suzanne Warner Hart, MS, CBCP, CISSP	University of Washington

Master of Science in Information Assurance

Program Overview

Interim Program Director: Elizabeth Templeton

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

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

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

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

Curriculum Map

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

Total Credits: 36

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

Curriculum Requirements

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

Required Core Courses (24 credits)

GI 512	Foundations and Historical Underpinnings of Information Assurance	6
GI 522	Information Assurance Technology	6
GI 532	Human Factors and Managing Risk	6
GI 542	Information Assurance Management and Analytics	6
Culminating Academic Requirement		
GI 595	Residency	0
Total Credits		24

Concentrations (12 credits)

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

Computer Forensic Investigation/Incident Response Team Management

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

Private Sector Business Continuity Management

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

Residency

The one-week Residency acts as a capstone experience where students participate in workshops, hear distinguished speakers, and optionally take one of several Information Systems Security Certification Consortium, Inc. (ISC)2® certification examinations. Residency is a dynamic, vital experience, and participation is required.

Faculty Member	Institution at which highest degree was earned
Clarke Cummings, MSIA, CISSP	Norwich University
Jenelle Davis, MSCS, CISSP	The George Washington University
Martin J. Devine, MA, CISSP, CISM, CBCP	Naval War College
Cris Ewell, PhD, CISSP, CISM	Nova Southeastern University
Robert Guess, MSIA, CISSP, NSA-IAM, -IEM	Norwich University
Dawn Hendricks, MSSE, CISSP	Johns Hopkins University
Thomas Hendricks, MESCS, CISSP	Loyola College (MD)
Rebecca Herold, MA, CISSP, CISM, CISA, FLMI	University of Northern Iowa, Cedar Falls
Donald Holden, MBA, CISSP-ISSMP	University of Pennsylvania
John Mason, MBA, CISA, CISM, CFE, CFSSP, CFS	University of Phoenix
Michael Miora, MA, CISSP-ISSMP, FBCI	University of California, Berkley
Dennis Opacki, MSIA, CISSP	Norwich University
Sanford Sherizen, PhD, CISSP	Northwestern University
Ric Steinberger, MSME, CISSP	Catholic University
George Silowash, MSIA, CISSP	Norwich University
Nicholas Takacs, MSIA, CISSP	Norwich University
Peter R. Stephenson, PhD, CISSP, CISM, FICAF	Oxford Brookes University

Master of Science in Nursing

Program Overview

Interim Program Director: Janice Hansen

Associate Program Director: Rija Ramahatra

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

Program Outcomes for the Master of Science in Nursing Administration

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

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

Program Outcomes for the Master of Science in Nursing Education:

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

Mission

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

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

Curriculum Map

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

Total Credits: 36

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

Curriculum Requirements

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

Core Courses (18 credits)

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

Concentrations (18 credits)

Nursing Administration Concentration

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

Nursing Education Concentration

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

Electives

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

Residency Presentation

Each student is required to attend and participate in the annual residency. Opportunity is provided for discussion, presentations and interactions with peers and faculty.

Faculty Member	Institution at which highest degree was earned
Betty Fair, PhD	University of Texas
Roger Green, PhD	Rush University
Jo Anne Grunow, PhD	Rush University
Nancy Kupka, DNS	Rush University
Linda Susan McCord, DHA	University of Phoenix
Mario Ortiz, PhD	Loyola University

Linda Tjiong, DBA
Richard Watters, PhD

University of Sarasota
University of Western Australia

Master of Science in Organizational Leadership

Program Overview

Program Director: Donal Hartman, Jr.
Associate Program Director: Chris Ormsby

The Master of Science in Organizational Leadership is offered to provide relevant educational experience to graduates who positively impact their organizations and communities as leaders or future leaders. The mission of the Master of Science in Organizational Leadership program is to promote leadership capabilities in adult learners through high standards of teaching and coaching by program faculty and staff.

A fundamental goal of the curriculum is to provide opportunities for students to research leadership theories to gain understanding about the major thinkers and practitioners in leading and leadership development. The Master of Science in Organizational 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 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 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 of change. Realities of the global economy have created what is now commonly called the "knowledge-based economy" and the Master of Science in Organizational Leadership is structured to provide students with tools, understanding and vision to address the leadership challenges of our time.

Curriculum Map

Semester 1	Credits	Semester 2	Credits	Semester 3	Credits
OL 510 Leadership Fundamentals	6	OL 530 Leading Change	6	OL 550 Strategic Organizational Behavior as Leadership in Organizations	6
OL 520 Emotional Intelligence	6	OL 540 Strategic Communication and Information Leadership	6	OL 560 Developing a Learning Organization for the Knowledge Base Economy	6
				OL 595 Residency ¹	0
	12		12		12

Total Credits: 36

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

Curriculum Requirements

The Master of Science in Organizational 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.

Required Courses (36 Credits)

OL 510	Leadership Fundamentals	6
OL 520	Emotional Intelligence	6
OL 530	Leading Change	6
OL 540	Strategic Communication and Information Leadership	6
OL 550	Strategic Organizational Behavior as Leadership in Organizations	6

OL 560	Developing a Learning Organization for the Knowledge Base Economy	6
Culminating Academic Requirement		
OL 595	Residency	0
Total Credits		36

Faculty Member	Institution at which highest degree was earned
Donal Hartman, JD LL.M (Program Director)	Gonzaga University School of Law
Matthew Boyne, MS	Pepperdine University
Cam Caldwell, PhD	Washington State University
George Crombie, MPA	Northeastern University
Paul Katsampes, DPA	University of Colorado at Denver
Bianca LeGrand, MA	Norwich University
Tom Luckett, PhD	Walden University
Katherine McQuade, MBA	Rivier College
Stacie Morgan, PhD	Union Institute and University
Maureen Nixon, PhD	North Carolina State University
Erich Randall, PhD	Capella University
William Shirey, PhD	Regent University

Master's Degrees Courses

Business Continuity Courses

BC 510. Foundations of Business Continuity Management. 6 Credits.

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

BC 511. Continuity of Government Operations. 6 Credits.

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

BC 520. Principles of Incident Management and Emergency Response. 6 Credits.

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

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

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

BC 530. Developing the Resilient Organization. 6 Credits.

One of the greatest challenges facing a continuity professional is to create a culture that supports organizational resiliency at all levels. The business continuity professional must bring together disparate constituencies to participate in an organization-wide resiliency program. This seminar teaches how to analyze an organization and work within its structure to create continuity policies and procedures. The seminar also examines leadership principles and how to effect change within an organization.

BC 540. Business Continuity Risk Management. 6 Credits.

This seminar examines the various aspects of risk management. Students will learn how to perform a risk assessment and then use that information to do a Business Impact Analysis. Students will also learn how to express risk in terms that will help to inform planning. The process will include defining Recovery Time Objectives (RTO) and Recovery Point Objectives (RPO) for response. Students will then learn how to differentiate between different types of control strategies by considering their value, viability, and appropriateness specific to their company.

BC 550. Information Systems Continuity. 6 Credits.

Information systems are the backbone of the modern corporation, and often its greatest vulnerability. Yet very often there is often a gulf within the organization between those responsible for continuity of operations and those responsible for IT systems. This seminar bridges that gulf by providing business continuity professionals with an understanding of information security and IT continuity principles. Students will understand the convergence of physical and information security to support the development of a comprehensive, organization-wide, risk management and business continuity system to supports all functions within an organization.

BC 560. Implementation: Awareness Programs and Testing. 6 Credits.

This seminar discusses the various types of education and empowerment activities that support testing and implementation of a continuity program. Students will learn different training approaches and how to engage and sustain cooperation from management, specialized teams, and general employees. Students will also delve into best practice recommendations for testing and exercising the company plan or isolated components, as well as how to use the results to continually improve the plan over time.

BC 595. Residency. 0 Credits.

Civil Engineering Courses

CE 501. Hydraulics fro Environmental Engineers. 3 Credits.

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

CE 503. Fundamentals of Soil Mechanics and Foundation Engineering. 6 Credits.

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

CE 505. Engineering Analysis Techniques. 3 Credits.

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

CE 506. Engineering Mechanics I. 3 Credits.

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

CE 507. Fundamentals of Structural Engineering. 6 Credits.

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

CE 509. Fundamentals of Environmental/Water Resources Engineering. 6 Credits.

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

CE 523. Intermediate Soil Mechanics and Foundation Engineering. 6 Credits.

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

CE 525. Physiochemical & Biological Processes in Water & Wasterwater Treatment. 6 Credits.

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

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

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

CE 529. Information Technology. 6 Credits.

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

CE 533. Earthquake Engineering and Soil Stabilization. 6 Credits.

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

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

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

CE 538. Design of Steel and Timber Structures. 6 Credits.

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

CE 539. Contracts and Insurance. 6 Credits.

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

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

Survey of computer methods and applications for analysis of complex geotechnical engineering problems. Finite element, finite difference and closed form solution techniques, modeling applications. Review of select geotechnical engineering case studies. Prerequisite: CE 533 (Earthquake Engineering and Soil Stabilization) or permission of Program Director.

CE 555. Geoenvironmental Engineering - Groundwater Flow and Waste Containments. 6 Credits.

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

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

This course focuses on advanced topics in reinforced concrete design and an introduction to prestressed / precast concrete using the provisions of the American Concrete Institute. Beams, slabs, columns, deflections, analysis and design of prestressed members, loss calculations, use of standard precast members. Design and detailing for seismic loads. The course also includes an introduction to Geographic Information Systems as they apply to the structural engineering field and will spend time formulating proposals for the student's upcoming capstone design project in Seminar Six.

CE 559. Project Finance and Accounting. 6 Credits.

This course focuses on understanding project risk and financial performance across all project participants. It will address traditional financial arrangements as well as new models such as the Special Purpose Entity (SPE) and Public Private Partnerships (PPP). This seminar will enable the student to address the ever increasing complexity of the financial arena. Prerequisite: CE 539 (Contracts and Insurance) or permission of Program Director.

CE 561. Capstone Design Project and Utility System Fundamentals. 6 Credits.

This six credit hour course has two parts: an in-depth capstone design project and an introduction to utility systems. 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. In addition to the capstone design project you will learn about a topic neglected in most undergraduate civil engineering programs, utility systems. This portion of the course will provide an overview of the fundamentals of utility systems: heating, ventilation, and air conditioning equipment; power supply systems and equipment; lighting, communication, and security systems; plumbing systems and equipment.

CE 571. Elementary Geotechnical Tools Laboratory. 1 Credit.

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

CE 572. Intermediate Geotechnical Tools Laboratory. 1 Credit.

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

CE 595. Residency. 0 Credits.

Graduate Administration Courses

AD 511. Foundations of Public Administration and Policy. 6 Credits.

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

AD 521. Public Administration Research and Analysis. 6 Credits.

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

AD 531. Legal Environment, Human Resources and Organizational Leadership. 6 Credits.

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

AD 544. Strategies and Principles for Sustainability I. 6 Credits.

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

AD 557. Public Works Administration, Part I. 6 Credits.

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

AD 558. Certified Government Financial Manager Studies. 6 Credits.

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

AD 559. Public Organization Financial Management. 6 Credits.

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

AD 561. Capstone Studies. 6 Credits.

This final core course offers students the opportunity to apply their learning in two tangible ways: the preparation of a capstone paper/project that offers a practical or theoretical solution to a program, operation or policy; and the writing of a paper suitable for publication in a professional journal. Each student presents the capstone project or paper at residency in June just prior to graduation.

AD 564. International Development and Influence I. 6 Credits.

This course introduces students to the political and historical background to 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 will be 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.

AD 567. Public Works Administration, Part II. 6 Credits.

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

AD 574. International Development and Influence. 6 Credits.

This course builds on the materials presented in AD564 International Development & Influence I. Students will be 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.

AD 595. Residency. 0 Credits.

Graduate Business Admin. Courses

GB 501. Fundamentals of Business Management. 6 Credits.

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

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

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

GB 511. Strategic Resources Management. 6 Credits.

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

GB 522. Managerial Finance. 6 Credits.

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

GB 532. Strategic Marketing & Operations Management. 6 Credits.

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

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

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

GB 545. Multinational Business Finance. 6 Credits.

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

GB 546. Leading Change in Business Organizations. 6 Credits.

This seminar focuses on the strategic management of change in organizations. Students learn about change from a leadership as well as a management perspective in business organizations, national and multinational. This seminar is broad based and will focus on differentiating the conceptual and theoretical change models in order to assist the student in understanding the best ways to lead and manage change. Students will learn the importance of a manager's ability to understand and follow the change management process in a collaborative manner. The seminar will help students learn about and practice management skills that foster positive changes in people and organizations.

GB 551. Project Management. 6 Credits.

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

GB 552. International Business Management. 6 Credits.

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

GB 553. Organizational Leadership. 6 Credits.

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

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

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

GB 555. Investments and Portfolio Management. 6 Credits.

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

GB 556. Strategic Organizational Behavior. 6 Credits.

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

GB 560. Strategic Management. 6 Credits.

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

GB 564. Strategic Management in Project Management. 6 Credits.

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

GB 565. Strategic Management in Finance. 6 Credits.

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

GB 566. Strategic Management in Organizational Leadership. 6 Credits.

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

GB 595. Residency. 0 Credits.

Graduate Diplomacy Courses

GD 510. Theory and the International System. 6 Credits.

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

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

This seminar is a comprehensive overview of diplomacy, international relations, and world order in the context of the modern state system, 1648 to the present. The seminar provides an introduction to the international political environment through studies in foreign policy decision-making. As a joint offering between the Master of Military History and the Master of Arts in Diplomacy, the seminar combines the fields of history and political science by using an analytical framework of historiography and IR methodology.

GD 520. Law and the International System. 6 Credits.

In this seminar students will explore the structure of the international system as defined by the rules and guidelines for that system. A student will be introduced to international law terminology, history and its theory. The laws surrounding conflict, war and war crimes will be explored. Of special interest will be the laws pertaining to human rights. Finally the more up and coming areas of international law will be explored, environmental law and the growing body of law concerning humanitarian intervention.

GD 530. Economics and the International System. 6 Credits.

In this seminar students will explore the international economic system. The impact of modernization within the system will be examined. The controversy over the concept of globalization will be explored. The debate over free trade versus protectionism will be investigated. A student will become familiar with the international financial network and its institutions. Special attention will be given to Third World development issues. Finally the idea of economics as a tool of diplomacy and military power will be raised.

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

In this seminar students will address the multiple schools of debate concerning the causes of conflict and war. The increasingly controversial area 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 to avoid conflict in the international system will be examined.

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

This seminar examines how states have used terrorism as a tool in managing their international relations. The seminar also evaluates the actions that the international community took to deter state-sponsored terrorism. Case studies will be used to complement theory and to allow for comparative analyses of actions taken by the international community in different situations. In this seminar students will examine the dos and don'ts of negotiating peace, its hazard, unexpected consequences and lessons learned. Of increasing importance is learning how to recover from atrocities through trials, truth commissions and amnesty. Post conflict governing recovery is also explored. Reestablishing the rule of law, the dominance of civil society and the institutions of governance. Finally students will examine the politics and cultural impact of rebuilding, including the economic and financial costs.

GD 544. Global Commerce and the International System. 6 Credits.

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

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

In this seminar students will examine the dos and don'ts of negotiating peace, its hazard, unexpected consequences and lessons learned. Of increasing importance is learning how to recover from atrocities, through trials, truth commissions and amnesty. Post conflict governing recovery is also explored. Reestablishing the rule of law, the dominance of civil society and the institutions of governance. Finally students will examine the politics and cultural impact of rebuilding, including the economic and financial costs.

GD 552. International Terrorism by Non-State Actors. 6 Credits.

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

GD 554. Cross Cultural Management in the International System. 6 Credits.

Students review fundamental topics in human resources management as these pertain to globally active organization: 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, resolution, and avoidance to specific "at-work" situations.

GD 555. Comprehensive Exam. 0 Credits.

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

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

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

In this seminar students will probe the complicated connections between the protection and enforcement of human rights norms and the roots, unfolding, and termination of armed conflict. 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 conflict, especially violent conflict, likely, and how a respect for the political, civil, economic, and social claims of individuals might repair and restore such societies.

GD 562. International Response to Transnational Terrorism. 6 Credits.

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

GD 564. Global Corporate Diplomacy. 6 Credits.

The capstone 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 communications 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 570. Thesis Seminar. 6 Credits.

Students allowed to pursue a thesis will explore the purposes, problems, and strategies of empirical and theoretical research. Students will examine the fundamental assumptions of, justifications for, and criticisms of the scientific study of international politics. The seminar will focus on ways of designing and conducting empirical political study, including discussions of conceptualization and operationalization, the rules and problems of measurement, logics of research design, and a range of observational and data-gathering techniques. Attention will be given to the advantages and pitfalls of particular research strategies. There are four main objectives of the seminar: to provide an overview of the research approaches most commonly adopted by scholars of international relations. To help students become more thoughtful critical readers of social science literature. To give students additional tools with which to explore their own thesis project. Finally, students will be exposed to both the quantitative and qualitative research methods.

GD 595. Residency. 0 Credits.

Graduate Info. Assurance Courses

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

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

GI 522. Information Assurance Technology. 6 Credits.

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

GI 532. Human Factors and Managing Risk. 6 Credits.

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

GI 542. Information Assurance Management and Analytics. 6 Credits.

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

GI 551. Computer Forensic Investigations. 6 Credits.

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

GI 554. Computer Security Incident Response Team Management. 6 Credits.

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

GI 562. Penetration Testing I. 3 Credits.**GI 595. Residency. 0 Credits.**

History Courses

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

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

HI 530. Nineteenth Century American History. 6 Credits.

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

HI 540. Twentieth Century American History. 6 Credits.

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

Military History Courses

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

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

MH 520. Global Military History to 1800. 6 Credits.

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

MH 530. Military Thought and Theory. 6 Credits.

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

MH 540. Non-Western Military History. 6 Credits.

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

MH 541. Chinese Military History. 6 Credits.

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

MH 543. Amphibious Warfare. 6 Credits.

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

MH 550. U.S. Military History. 6 Credits.

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

MH 551. Race and Gender in Military History. 6 Credits.

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

MH 552. Total War. 6 Credits.

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

MH 562. Capstone Paper. 6 Credits.

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

MH 569. Comprehensive Exam. 1 Credit.

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

MH 570. M.A. Thesis. 6 Credits.

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

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

Nursing Courses

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

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

NR 520. Theoretical Constructs for Leadership Roles in Nursing. 6 Credits.

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

NR 530. Evidence-Based Practice. 6 Credits.

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

NR 531. Clinical Concepts: Advanced Pathophysiology. 3 Credits.

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

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

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

NR 541. Clinical Concepts: Advanced Pharmacology. 3 Credits.

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

NR 542. Clinical Concepts: Advanced Health Assessment. 3 Credits.

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

NR 550. Nursing Resource Management. 6 Credits.

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

NR 551. Theoretical Foundations of Curriculum and Instruction. 6 Credits.

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

NR 560. Strategic Management in the Nursing Environment. 6 Credits.

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

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

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

NR 595. Residency. 0 Credits.

Organizational Leadership Courses

OL 510. Leadership Fundamentals. 6 Credits.

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

OL 520. Emotional Intelligence. 6 Credits.

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

OL 530. Leading Change. 6 Credits.

A leader's ability to understand and follow the change management process in a collaborative manner is a vital skill to master. A proactive mindset is a critical element in successful business or personal change. Students in this course will learn about different change management models, problem-solving to find the best ways to leverage change agents, and how to best manage change.

OL 540. Strategic Communication and Information Leadership. 6 Credits.

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

OL 550. Strategic Organizational Behavior as Leadership in Organizations. 6 Credits.

This course recognizes the fundamental importance of utilizing and believing in an ethical strategy as a leader. Principled decision-making promotes triple-bottom-line thinking to heighten awareness of how important ethical practices are to promoting a lasting, honored, socially responsible brand. Several case studies will be reviewed to contrast the paths and results of several organizations whose leaders had a strategy, but not one grounded in ethical principles.

OL 560. Developing a Learning Organization for the Knowledge Base Economy. 6 Credits.

This course involves forward-thinking concepts of coaching, mentoring and succession planning to promote a learning organization that is prepared for the retiring baby-boomers, emerging X-ers, Nexters and "others" currently co-existing in the workplace. Using the new Human Resources model, Human Capital Management (HCM) learning becomes a strategic function formalized via a corporate university or learning management system. This course also addresses how a leader can recognize the key components of the knowledge-based economy in their organization.

OL 595. Residency. 0 Credits.

Rules and Regulations

Regulations

These regulations pertain to master's degrees offered online through the College of Graduate and Continuing Studies. These regulations are subject to change. Norwich University students and faculty will be notified of changes made during the academic year.

Degree Awarded

The degrees awarded are the Master of Arts in Diplomacy, Master of Arts in History, Master of Arts in Military History, Master of Business Administration, Master of Civil Engineering, Master of Public Administration, Master of Science in Business Continuity Management, Master of Science in Information Assurance, Master of Science in Nursing, and Master of Science in Organizational Leadership. 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 Requirements

- 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 on-campus Residency Conference.

Two-degree Programs

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

Residency, Conferring of Degrees, and Graduation

All Norwich University online master's degree candidates must attend and participate in the annual Residency Conference and Commencement hosted on the Norwich campus. Due to the timing of this required event, typically students who begin their graduate programs in June, September, and December will attend the June Residency following the completion of their final seminar. Typically, students who begin their program in March are required to attend Residency prior to or during their final seminar. Students who have completed at least 42 credit-hours (inclusive of all applicable transfer credits) in a 48 credit-hour program, 30 credit-hours (inclusive of applicable transfer credits) in a 36 credit-hour program, or 24 credit-hours (inclusive of applicable transfer credits) in a 30 credit-hour program must attend Residency, but will have their degrees conferred in the December following completion of their final seminar. For specific dates, consult the [enrollment calendar](#). All students who are academically and financially qualified, regardless of start date and duration of program, will participate in a full graduation ceremony at the conclusion of the Residency Conference week.

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 recipient has paid all University bills or arranged for payment to the satisfaction of the Chief Financial Officer. Degrees shall be conferred in June and December.

Award of Credit

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

Credits for Graduation

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

Credit Overload (Extra Credits)

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

Course Audit

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

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

Prerequisites

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

Minimum Grade Standards

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

Repeat Seminars Grade Policy

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

Dual Degrees and Concentrations

Well-qualified students may earn more than one master's degree or program concentration through the College of Graduate and Continuing Studies. Up to twelve (12) credit hours earned for a first master's degree may be applied toward a second master's degree in cases where those seminars will meet requirements of the second degree. Students seeking a dual degree must complete the first degree before pursuing the second degree. Enrollment beyond three semesters will be required for students seeking a dual degree. The College of Graduate and Continuing Studies shall maintain and publish a list of seminars approved for credit in programs other than the one in which they were originally earned. The Catalog should be consulted for the specific requirements and concentrations offered in each masters' degree program.

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

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

Transfer Credits for Students from Academic Institutions

The College of Graduate and Continuing Studies may award credits, not grade points, for academic work accomplished at other regionally accredited institutions. Substitute credits from any "Special Topics" seminars taken at Norwich University also can be used to satisfy degree credit. Norwich University complies with Veterans Administration regulations and guidelines as they pertain to transfer credits.

Transfer Credit for Armed Forces Studies and Extra-institutional Learning

The College of Graduate and Continuing Studies may award credits, not grade points, in accordance with the Guide to the Evaluation of Educational Experiences in the Armed Forces, published by the American Council on Education, provided the courses are equivalent to Norwich University courses or seminars.

The College of Graduate and Continuing Studies programs may also award credits, not grade points, for other extra-institutional learning as recommended in nationally recognized guides if applicable or by having the materials reviewed by the College's Academic Credit Review Committee and upon the positive recommendation of the appropriate program director or department chair. The term "extra-institutional learning" applies to learning acquired from participation in formal courses sponsored by associations, business, government, industry, unions, and the military. The fact a course of study constitutes professional certification or credentialing is not dispositive. A decision to award credit is based on the course(s) of study leading to such certification or credentialing. Such credits shall be awarded in compliance with the guidelines contained in the American Council on Education policy statement "Awarding Credit for Extra-institutional Learning."

Guidelines for Graduate Transfer Credits

Transfer of credits to Norwich University's College of Graduate and Continuing Studies is also governed by the following guidelines.

- The program director/department chair shall review any official transcripts or records of academic work in question, and determine the acceptance of specific courses in satisfaction of a Norwich degree requirement. An official transcript is one that corresponds with the credit granting institution's definition of "official" and is received directly from that institution by Norwich University's College of Graduate and Continuing Studies. The term "official transcript" includes any similar document issued by non-academic institutions maintained by an organization to record a person's program of study whether such course work is recorded as an academic credit or not.
- In the case of other units of education that are not from an accredited institution or otherwise reviewed by a nationally recognized authority (such as the American Council on Education) but are deemed to be credit worthy, the program director/department chair may request that the unit(s) of education being considered for credit within a program or department can be forwarded to the College's Academic Credit Review Committee (ACRC). There the committee will review the materials of the unit(s) of education and make a determination of credit applicability to the program or department in question. The appropriate program director or departmental chair can then award up to those credits within the degree in question. The program director or departmental chair can allow less credit to be incorporated within the degree program, but never more credit than that which has been approved by the ACRC.
- Courses in which a grade of less than B or its equivalent has been earned are not transferable (the grade must be equivalent to 3.0 or higher on a 4.0 scale).
- To be considered for transfer credit, such credit or course of study cannot be more than ten (10) years old at the time a Norwich University degree is conferred.
- Total credits for transfer cannot exceed one third of the total credits earned for the degree. At least two thirds of the required credits for a master's degree must be earned at Norwich. There are exceptions to this policy as they pertain to established articulation agreements with specific institutions. Exceptions to this policy can also be obtained on an individual basis by appealing to the Norwich University's Committee on Academic Standing and Degree as outlined in the University's regulations.

Residence Requirement

At least two-thirds of the credits required for the master's degree must be earned at Norwich. There are exceptions to this policy as they pertain to established articulation agreements with specific institutions.

Statute of Limitations

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

Student and Progress Records

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

Transcripts of Academic Records, Official Transcripts

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

Transcript Evaluation and Posting of Transfer Credit

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

Grades and Grade Points

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

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

Grades and grade points shall be awarded as follows:

Grade	Percentage	Grade Points
A	93-100%	4.0
A-	90-92.9%	3.7
B+	87-89.9%	3.3
B	80-86.9%	3.0
C+	77-79.9%	2.3
C	70-76.9%	2.0
F	0-69.9%	0.0
I	Incomplete grade	0.0
W	Withdrawal from program	0.0
S/U	Satisfactory/Unsatisfactory	0.0
P/F	Pass/Fail on non-graded component	0.0
AU	Audit	0.0

Grade Point Average

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

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

Incomplete Grades

Students who are unable to complete required work in any seminar may request the grade of incomplete (I). Incompletes will be approved on a case-by-case basis only and must be based upon unusual circumstances. The request for an incomplete, accompanied by a proposed study plan, must be submitted to the instructor and will be evaluated by the program director. If approved, the incomplete will be assigned for a period not to exceed

one year. If the seminar in which the incomplete is assigned is a prerequisite to one or more subsequent seminars, the student may not be permitted to proceed to any subsequent seminar or course until the incomplete work has been finished. Students who cannot successfully complete the work necessary to remove the grade of "I" by the due date will receive a final grade for the seminar or course based on all unfinished assignments graded as zero.

Students who are granted a grade of "I" and subsequently withdraw from the program will be handled according to the Refund Policy and Schedule.

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

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

Students serving in the military who are notified after the start of enrollment that they are being activated or deployed to a combat zone or in direct support of or proximity to a combat zone 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 a course and if their cumulative grade represents sufficient knowledge of the course. In lieu of requesting a grade, students may submit a study plan outlining how the final weeks of academic work will be completed. Upon approval of the study plan by the relevant program director or department chair, a grade of Incomplete will be assigned. Incomplete grades assigned as a result of approved study plans for activated or deployed students must be resolved within one year of the issuance of the original incomplete grade.

Grades for Course Withdrawal

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

Grading Practices Notification for Students

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

Grade Reporting By the Faculty

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

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

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

Grade Appeals

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

Grade Changes

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

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

Academic Standing Criteria for Academic Progress

Good Standing

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

Additionally, students may receive no more than six credits worth of C grades (C or C+) during enrollment in the program. If, at the conclusion of any seminar, the student has accumulated more than six (6) credits worth of C grades, the student will be dismissed from the program. Students in Prerequisite Seminars must achieve a grade of B or better in each prerequisite seminar to advance to Seminar 1 of the masters' program.

Academic Warning

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

Placement on Academic Probation

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

Dismissal for Academic Deficiency

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

Application for Readmission by a Dismissed Student

Students whose enrollment in a graduate program is interrupted due to an academic dismissal may apply for readmission to the program following a one-semester separation. A written request for readmission should be addressed to the program director and filed with the student services advisor and 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 reenrollment.

Individuals who are dismissed for academic deficiency may be conditionally readmitted to the University. Failure to adhere to the mandatory conditions of readmission may result in dismissal from the University prior to the conclusion of the semester.

Application for Readmission by a Withdrawn Student

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

Academic Honors

All masters' degree candidates with a final Grade Point Average (GPA) of 3.80 or higher will graduate with the "Honors" distinction noted on the official transcript.

Discipline

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

Attendance

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

Withdrawals

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

Programs of Study

College of Graduate and Continuing Studies Certificate Programs of Study

Dean: William Clements

Associate Dean of Academics: Harold Kearsley

Associate Dean of Administration: Debra Wick

Certificate Programs:

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

- Continuity of Governmental Operations
- Teaching and Learning

Certificate in Continuity of Governmental Operations

Program Overview

Students in the Certificate in Continuity of Governmental Operations learn how to implement a Continuity of Operations Program at a governmental agency to ensure its continued functioning during a disaster. The concentration is appropriate for professionals with continuity of operations duties at all levels of government—federal, state, and local. The certificate also prepares students for the FEMA Professional Continuity Practitioners and Master Continuity Practitioner certifications.

Curriculum Requirements

BC 511	Continuity of Government Operations	6
BC 521	Public Sector Incident Management and Emergency Response	6
Total Credits		12

Faculty Member	Institution at which highest degree was earned
Harvey Betan, MS, CBCP, CBCV, MBCI	Pace University
Michael Charter, PhD., MPS, MBA, CEM	Valdosta State University
Gerard Lewis, PhD	The George Washington University
Joseph Mannetta, MS, MSBC, CBCP	Norwich University
Michael Miora, MA, CISSP-ISSMP, FBCI	University of California, Berkeley
James I. Nelson, MS, MBCP, CDCP, CORP	National Louis University
Suzanne Warner Hart, MS, CBCP, CISSP	University of Washington

Certificate in Teaching and Learning

Program Overview

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

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

Students who complete the certificate will gain knowledge and skills needed to function as beginning teachers in a range of learning environments. They will understand the role and responsibility of the teacher, characteristics and needs of students, how students learn, how to design and assess learning experiences for varied learners, how to choose and sequence content, how to manage the classroom, and how to use technology to assist learning. Students will exit the program with a portfolio of documents that will assist them to obtain a teaching job. A key document in the portfolio will be

a statement of their philosophy of teaching and learning. Specific learning outcomes for each of the two seminars are addressed in Section 2.4 of this document, along with brief descriptions of the seminars.

Over the course of the two seminars, students will:

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

Curriculum Requirements

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

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

Rules and Regulations

Regulations

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

Certificates Awarded

The certificates awarded are at the graduate level for the Certificate of Teaching and Learning and the Certificate of Continuity of Governmental Operations. All certificates earned in Norwich University's College of Graduate and Continuing Studies and taken for credit 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.

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:

Certificate in Teaching and Learning

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

Certificate in Continuity of Governmental Operations

- Continuity of Government Operations (6 credits)
- Public Sector Incident Management and Emergency Response (6 credits)

Course Audit

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

Student and Progress Records

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

Transcripts and Academic Records, Official Transcripts

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

Grades and Grade Points

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

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

Grades and grade points shall be awarded as follows:

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

Grade Point Average

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

Grades for Withdrawal

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

Grading Practices Notification for Students

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

Grade Reporting By the Faculty

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

Grade Appeals

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

Grade Changes

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

Minimum Grade Standards

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

Discipline

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

Attendance

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

Withdrawals

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

Accreditations

Regional Accreditation

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

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

Professional Accreditations

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

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

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

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

Appendices

Introduction to Appendices

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

Sharon Crossett, Assistant Registrar
College of Graduate and Continuing Studies
866-684-7237
scrosset@norwich.edu

Appendix A: Academic Integrity

Academic Integrity Policy

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

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

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

Academic Integrity Process

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

1. The Office of the Associate Dean of Academic Programs in the College of Graduate and Continuing Studies provides staff-support for the committee and shall notify, electronically or in writing, any student charged with academic dishonesty or plagiarism within fifteen (15) business days of the date that the Associate Dean of Academic Programs 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 Associate Dean of Academic Programs concerning the alleged violation of academic dishonesty. The hearing may be postponed for an additional thirty (30) business days upon electronic or written request by the person charged with academic dishonesty. The chair will grant such requests only for good cause. This decision is not subject to appeal.
4. Membership of the Academic Integrity Committee shall consist of Norwich University faculty. The Senior Vice President of Academic Affairs will designate the chair for the hearing.
5. A quorum of the Committee shall consist of a minimum of four faculty members and the hearing chair. Committee decisions require a majority of those voting committee members present.
6. The following provisions apply:

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

(Revised October 2011)

Appendix B: Academic Dishonesty

Academic Dishonesty

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.

Avoiding Academic Dishonesty

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

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

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

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

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

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

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

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

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

Appendix C: Norwich University Honor Code

Student Code of Conduct

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

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

This is particularly important in the online classroom. Students must ensure that all work is their own, sources are properly referenced in all assignments, and they have reviewed and understand the University's academic integrity policies. To ensure that you understand how seriously we take academic integrity, two sections of this catalog are devoted to this topic: Appendix A: (p. 60) Academic Integrity and Appendix B: (p. 61) Academic Dishonesty.

Appendix D: Appeals and Grievance Procedure

Right of Petition and Appeal

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

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

Decisions rendered by University officials in response to the submission of any of the various academic forms mentioned elsewhere in these regulations shall be subject to appeal to the Senior Vice President for Academic Affairs (SVPAA). Appeals made under this provision shall conform to the timelines, criteria, and limitations above.

Grievance Procedure

Students who are dissatisfied with any aspect of the conduct of a course are encouraged to seek resolution to the problem.

- All academic petitions by graduate students are to be filed by the student through the program director with the Registrar's Office for action by the Committee on Academic Standing and Degrees (CASD).
- All academic petitions by degree-completion students are to be filed by the student through the department chair with the Registrar's Office for action by the Committee on Academic Standing and Degrees (CASD).

At a minimum, the petition must carry a clear statement by the student of the request, the student's signature or electronic signature, and the recommendation of the program director or department chair, as applicable. In addition, if the petition is for an exception to the Academic Regulations, the students must specify the grounds to be considered by the CASD in determining whether an exception to regulations should be granted. Any petition for an exception that lacks justification will not be considered.

All recommendations require, if reference is made in the petition by the student to any Norwich University official (because of an alleged action or statement by that official which is germane to the petition), that official (faculty member or administrator) must provide a recommendation.

Procedure for Academic Issues

Dissatisfaction with the academics or instruction of a course should be expressed in writing to the course instructor. The student must address the specific course component or assignment he/she wishes to challenge.

- If no mutually agreeable solution is reached, the student may appeal, in writing, to the program director or department chair.
- If no resolution is reached with the program director or chair, the student may appeal to the Vice President and Dean of the College of Graduate and Continuing Studies (VPAA).
- If the issue is not resolved to the student's satisfaction, the student may appeal through the VPAA to the Senior Vice President for Academic Affairs (SVPAA) for a final review. All appeals must be in writing.

Procedure for Administrative Issues

Dissatisfaction with the administrative services provided should be directed, in writing, to the student services advisor who will escalate the matter as necessary.

Appendix E: Intellectual Property

In general, the student, not the University or any instructor, owns intellectual property created solely for the purpose of satisfying a seminar or course requirement. Exceptions to this policy occur when/if:

- A student is enrolled in a program that use the student's employer as a lab site for assignments; the employer may assert ownership rights of the student's work in the seminar or course that is directly or indirectly related to use of the employer's business.
- A student assigns ownership rights of the intellectual property to the University in writing
- Written assignment of intellectual property ownership rights to the University is a condition for participation in a seminar or course.
- A student prepares case study reports that involve the University's corporate learning partners; the University owns the intellectual property rights to these reports.
- A student's assigned research projects are funded by outside sponsors and the sponsor requires ownership of the intellectual property the student produces as a condition of sponsorship; the University will so advise the student before the project commences. Students will be required to sign a waiver prior to beginning the project.

The University owns the answers and questions on tests and examinations, unless otherwise indicated by the seminar or course instructor. Tests and examinations include but are not limited to print, electronic and audio or visual formats.

The University must maintain files of student work for accreditation purposes. Further, some accrediting agencies require that the University hold original copies of student work. In such cases, the University asserts its right to retain possession of a student's work. An exception may be made for a written and executed Non-Disclosure Agreement regarding student work which contains proprietary corporate information. Retention of a student's work for purposes of accreditation is not an assertion of ownership.

Appendix F: General Definitions

The following terms and definitions are currently in use at Norwich University relative to student status for all students enrolled in an online master's or bachelor's degree completion offering.

Full-Time

A student who is registered for twelve or more semester credit hours.

Part-Time

A student who is registered for fewer than twelve but more than zero semester credit hours.

Matriculant

A student who is a formal candidate for a Norwich degree.

Non-Matriculant

A student who is not a candidate for a Norwich University degree.

Enrolled

Students who have received academic, financial, and disciplinary clearance to attend the University during a specified period and who are registered for a schedule of seminars or courses. At the beginning of each semester, students shall follow the instructions issued to them concerning enrollment.

Registered

Students who have a schedule of seminars or courses for one semester.

Semester: Graduate

A graduate semester is comprised of a total of twelve credit hours of study taken in sequential seminars, typically as two, six-credit seminars. A semester begins with enrollment in the first seminar in the sequence and ends with enrollment in the second seminar of the sequence. The semester is twenty-four (24) weeks in duration. Graduate programs of 30 and 36 credit hours are comprised of three semesters; 48 credit hour programs are comprised of four semesters.

Semester: Bachelor's Degree Completion

A degree completion semester is comprised of a total of twelve credit hours of study taken in two sequential eight-week blocks. A semester begins with enrollment in the courses offered during the first eight-week block and ends with enrollment in the courses offered in the second eight-week block. The degree completion semester is sixteen (16) weeks in duration.

Official Grades

Those grades entered in the student's permanent academic record at the University.

Appendix G: University Policy – Family Educational Rights and Privacy Act (FERPA)

Purpose

The purpose of the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, is to afford certain rights to students concerning their education records.

The primary rights afforded are:

- The right to inspect and review the education records
- The right to seek to have the records amended
- The right to have some control over the disclosure of information from the records.

The act does not apply to students admitted to the University who have not officially enrolled. Norwich University affords all of the rights under the law to its students.

Annual Notification

Students will be notified annually of their rights as stipulated by FERPA by publication in the Academic Regulations or any method deemed appropriate by the Registrar.

Release of Student Record Information

In general, Norwich University will not release student educational record information without the expressed, written consent of the student. There are, however, some exceptions. The following information is designated as "Directory (Public) Information" and may be released without the student's consent:

- Student's name
- Student's local address and telephone number
- Student's permanent address and telephone number
- Student's e-mail address
- Date and place of birth
- Dates of enrollment
- Date of disenrollment, but not the reason if prior to graduation
- Status of enrollment (i.e. whether the student is, or is not, currently enrolled)
- Full or part-time enrollment
- Major field of study
- Advisor
- Anticipated date of graduation, if currently enrolled
- Participation in officially recognized activities and sports
- Residency - Corps of Cadets, Civilian, Commuter
- Weight and height of members of athletic team
- Degrees earned, if any, and date conferred
- Awards and honors received (including promotions in the Cadet Corps)
- Most recent educational institution attended

Students have the right to withhold the release of "Directory Information." To do so, a student must make a written request for withholding of this information to the Registrar. All students making this request will be required to meet/speak with the Registrar. It should be noted that if a student asks for "Directory Information" to be withheld, it will be withheld from a variety of sources, including: friends, relatives, prospective employers, honor societies and the news media.

Student directories are published at the end of the Add/Drop period. If, by that time, the student has not made a request for a block on the information, his or her name will appear in those directories.

Students should be aware that directory blocks are permanent and will not be removed without a written request.

Examples of other exceptions:

- Emergency situation
- Lawfully issued subpoena
- School Officials with legitimate educational interests
- State and Federal representatives as required by law

Right to Review Records

Students have the right to review any of their educational records except parental financial records or letters of recommendation if the student has specifically waived the right of access to those letters, in writing. A fee of \$.25 per copy is charged for requested copies of eligible documents. Requests must be made in writing and addressed to the Registrar's Office.

Right to Seek Amendment of an Educational Record

Students who believe that information contained in their educational records is in error or misleading may request that the record custodian amend the record. If the record is not amended to the student's satisfaction, a University hearing may be requested.

Student Right of Complaint

Students have the right to file complaints with the Department of Education concerning alleged failures by Norwich University to comply with the law.

Written complaints should be directed to:

Family Policy Compliance Office (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa>)
U.S. Department of Education
600 Independence Avenue SW
Washington, DC 20202-4605
PHONE: (202) 260-3887
FAX: (202) 260-9001

Appendix H: University Policy – Section 504 of the Rehabilitation Act of 1973/Americans with Disabilities Act (ADA)

Norwich University, under Federal requirements (Section 504/ADA) will make accommodation in the learning and instructional environment to meet the documented needs of students with disabilities. The general student regulation and graduation requirements of Norwich University will remain identical for students with or without disabilities.

It is your responsibility to:

Complete the ADA Form within the Student Orientation

Provide official documentation of a disability if you wish to receive accommodations. If professional diagnoses are too old to be relevant to your request for accommodation, they will need to be updated before Norwich University can provide an accommodation plan. Norwich University does not provide or arrange for diagnostic testing.

Please send all documentation to:

Norwich University
College of Graduate and Continuing Studies
PO Box 367
Northfield, VT 05663
802-485-2566
802-485-2533 (fax)

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