Norwich University

Master of Arts in Diplomacy Program Review

Presented to

Dr. Hal Kearsley, Director
Master of Arts in Diplomacy Program
Norwich University
Northfield, VT

Prepared by

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2 November 2009

Dr. Hal Kearsley, Director
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Norwich University
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Dear Dr. Kearsley:

Please accept this program review of the Norwich University Master of Arts in Diplomacy graduate degree program.

My survey of the Norwich MDY program grew from what I thought might be a mundane task to an interesting investigation. What impressed me more than anything else was the university's total dedication to the student. While other university graduate programs purport to put the student first, they do not. In too many cases the student becomes a mere statistic. This idea of putting the student first is, by far, your most impressive asset.

I would like to extend a special thanks to Fianna Verret for her assistance in the production of this report. She exemplifies the qualities of professionalism and leadership that contribute to the strength of the program.

I thoroughly enjoyed this investigation, and I would be delighted to discuss my findings with you or to provide you with more information. Please do not hesitate to contact me.

Sincerely,

Robert F. Bromber, Ph.D.

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1. Introduction

Objective, Methods, Organization

The goals of this external academic program review for the Master of Arts in Diplomacy at Norwich University are:

- To contribute information to the department's self-study
- To report on the program's strengths and challenges
- To make recommendations for improvements to the program leaders

Information for this report was gathered during 2009 from the following sources:

- Materials provided by the MDY staff
- University web pages
- Interviews with individuals involved in the program, most notably Director Kearsley
- Reviewer visits to 30 classes from the 2008-09 year during the spring of 2009
- A survey administered to 20 faculty members during the spring of 2009
- A survey administered to 30 students during the spring of 2009

With data gathered from the sources listed above, and following the background statement below, this report summarizes both the strengths and the challenges of the Master of Arts in Diplomacy program in terms of its curriculum, faculty, and students. It concludes with a list of recommendations for department and university administrators to consider.

Background

According to Self-Study Guidelines approved by the Norwich University Curriculum Committee (UCC) October 19, 2004:

> The goal of Self-Study Guidelines is to insure academic programs at Norwich University are of high quality and provide depth, breadth and integration of knowledge. Such programs also meet criteria of high quality specific to the program's discipline.

The goals stated above provide adequate areas to apply metrics to assure quality. The same document made clear the model for assessing a graduate level program:

> Graduate programs should evaluate how they give students a mastery of a complex field of study or professional area. Disciplines that have accepted criteria for the major from accrediting agencies or professional societies should use these criteria for evaluating their major. Programs that do not have well established criteria should compare their program to those at three other institutions.

The Master's of Diplomacy (MDY) program at Norwich University is unique in that the curriculum is delivered mainly online, so there are few institutions that allow a direct comparative analysis. No professional society or association establishes national (or international) standards for curriculum development, goals, or outcomes in the field of diplomacy. Indeed, the field of political science, the parent of diplomacy, also lacks professional guidelines.

A comparison of similar programs from other accredited institutions demonstrates, however, that there is agreement in the field. This reviewer finds a degree of consistency across curricula that have similar goals and objectives, similar programs of study, and comparable numbers of required credit hours.

The institutions selected for this report met the following criteria:

- The universities are accredited by accepted private member associations
- The program goals and objectives are similar to those at Norwich
- The degree requirements are sufficiently close to the Norwich model
- The level of assessment and student performance meet pedagogic and professional standards
- The universities are different enough to provide a rich sampling: a large institution, one of similar size to Norwich, and a for-profit institution with a fully online program.

The three universities selected are:

- The University of Southern California
- Seton Hall University
- American Public University.

Next follows a comparison of graduate programs at the three universities in terms of their goals and objectives, programs of study, and required credit hours. (The link to each university website is provided at the top of each section. The electronic version of this report maintains the live links found in the text body of each institution.)

Comparison to Similar Institutions

University of Southern California, Annenberg: Master of Public Diplomacy

(available at http://annenberg.usc.edu/Prospective/Masters/PubD/Reqs.aspx)

The Annenberg School at the University of Southern California offers a master's degree in public diplomacy. The program "emphasizes the role of non-state actors, global public opinion, international news and international communication in the public diplomacy process." Its goal is to develop "the next generation of leadership for international public service, business and nongovernmental organizations."

The curriculum requires students to take courses in each of the following areas: Public Diplomacy; Communication and International Relations; Public Diplomacy Rhetoric, Research, and Technology; and Electives from Business, Public Policy, Communication, or Journalism. Requirements for the completion of the Master of Public Diplomacy degree program are 49 units (11 courses). Additionally, students must complete a substantive paper or alternative project.

Information about classes offered through the School of International Relations is available in the USC Catalogue.

Seton Hall University: Master of Diplomacy

(available at http://www.shu.edu/academics/diplomacy/academic-programs.cfm)

The Whitehead School of Diplomacy and International Relations at Seton Hall University offers a master's degree in diplomacy which provides students "with the knowledge and critical skills vital to international careers in government, business, and the non-profit sector."

The program "provides a deep understanding of critical global issues and policies through specialized courses, skill development, leadership training, and a professional internship." Students take a set of four core courses in diplomacy, four specialized courses in diplomacy, and then six courses to specialize in international security and conflict resolution, international economics and development, international law and organization, and domestic sources of foreign policy and ethnic conflict. The course of study culminates in a student-designed research project and a public- or private-sector professional internship.

A comprehensive list of course descriptions can be viewed in the graduate catalogue.

American Public University: Master of International Relations
(available at
http://www.apu.apus.edu/academic/programs/degree/1211/master%2Dof%2Darts%2Din%2Dinternational%2Drelations%2Dand%2Dconflict%2Dresolution)

American Public University offers a master's degree in International Relations which provides students "an opportunity to research, study, and write in the field of international relations and conflict resolution." Students are expected to learn how to construct and criticize theory, evaluate power distribution, assess challenges, and solve problems.

All students take a core of six courses in international relations theory, systems, organization, and economy as well as a course in research methods. Students then specialize in specific areas of international relations topics related to government, security, geopolitics, and the Middle East.

Table 1 summarizes the comparable features of the diplomacy programs at these universities.

Table 1: Summary of Features of Comparable Degree Programs

Institution	Program Title	Goals & Objectives	Curricula	Required Credit Hours
University of Southern California	Master of Public Diplomacy	To develop international leaders in public service, business, and NGOs	Emphasis on public diplomacy, communication, and international relations; requires internship	49 units (11 courses)
Seton Hall University	Master of Diplomacy	To help students attain international careers in government, business, and non-profit sector.	Emphasis on global issues and policies; diplomacy core; requires research project and professional internship	45 credits (15 courses)
American Public University	Master in International Relations	To help students research, study, and write in field of international relations and conflict resolution.	Emphasis is on social scientific approach to international relations; six-course core followed by specialization	36 credits (12 courses)

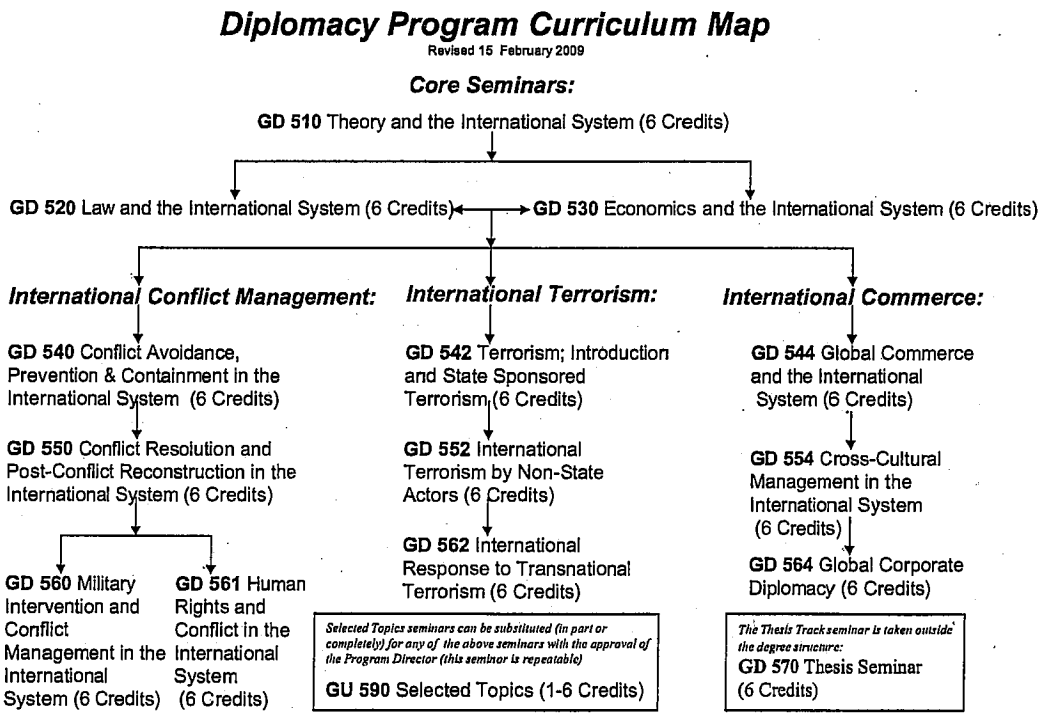
2. The Norwich Master of Diplomacy (MDY) Program

Curriculum

The level and scope of the curriculum at Norwich University matches those of all the institutions used in this report. All of the programs require approximately the same number of credit hours for graduation: 36-45 credit hours, or 11-15 courses. All programs contain a similar approach to the entry level courses; in most instances, course titles and descriptions could easily fit in any of the programs. All programs use similar modes of assessment. All of the programs emphasize writing and make that a major component in grading.

The assessment model used at Norwich is common to all of the other institutions save one. The oral presentation is not a requirement at American Public University (APU), nor is the residency week. The MDY Core Curriculum at Norwich is comparable to that of the other institutions. This common protocol suggests that there is indeed a national standard for institutions with graduate programs specializing in diplomacy. Each institution requires students to take a curricular core, and then allows them to pursue tracks that represent specialized career paths. Figure 1 details the Norwich curriculum model.

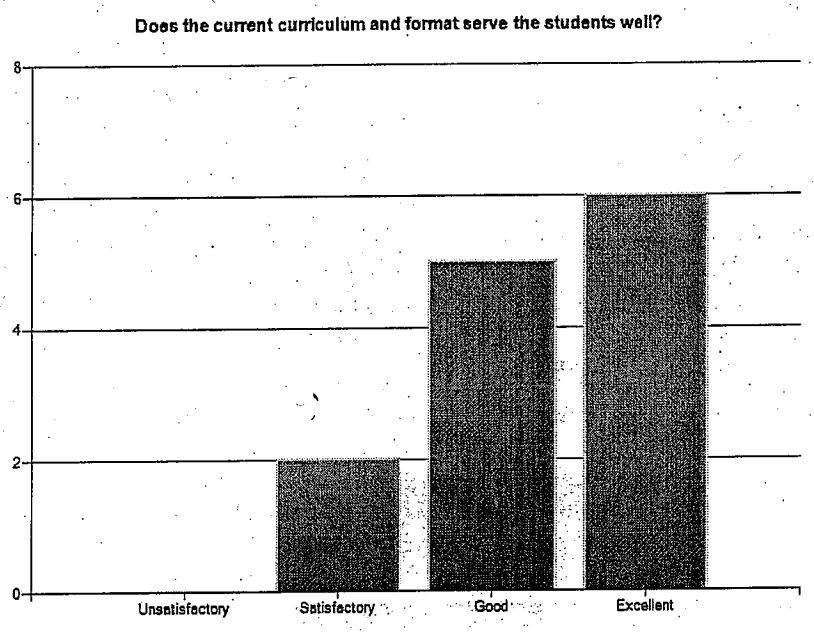
Figure 1: Norwich University Diplomacy Program Curriculum Map



A similar model is used at all three other institutions surveyed. There is one significant difference in degree paths at Seton Hall and USC: both require internships. This reviewer does not see this as a negative for Norwich, as it can be argued that Norwich University students, especially those coming from the military, live their internships.

Because the Norwich MDY program employs a large pool of adjunct faculty, they became a key resource in this study. Most Norwich adjunct faculty members are specialists in their field with many of them working for other universities. Their external employment puts them in an excellent position to make judgment calls on curriculum. In a survey administered to faculty during 2009, faculty respondents were uniformly positive about the Norwich MDY curriculum. Figure 4 illustrates the positive faculty view of the curriculum design.

Figure 2: Faculty Opinion of Curriculum



Over 80% of the faculty sampled saw the curriculum in a positive light. Two of the faculty members commented on specific aspects of the curriculum, as Figure 3 shows.

Figure 3: Faculty Comments on Curriculum

1.	Yes, the curriculum has real world application and is updated frequently.	Sat, Oct 3, 2009 9:38 AM	Find...
2.	It is very strong in the early seminars.	Sat, Oct 3, 2009 7:43 AM	Find

The pedagogical structure using a cohort system is well planned and executed. The pace of six consecutive eleven-week seminars is generally favored by faculty as well as by students. The follow-on concentrations in International Conflict Management, International Terrorism, and International Commerce are well planned, pedagogically sound, and relevant. The one week of campus residency is a distinctive feature of the Norwich University curriculum.

The online seminars are structured to meet program goals. Because of the program's centralized administration and uniform course development plan, assessing student outcomes across the seminars and cohorts becomes a manageable task. The model gives

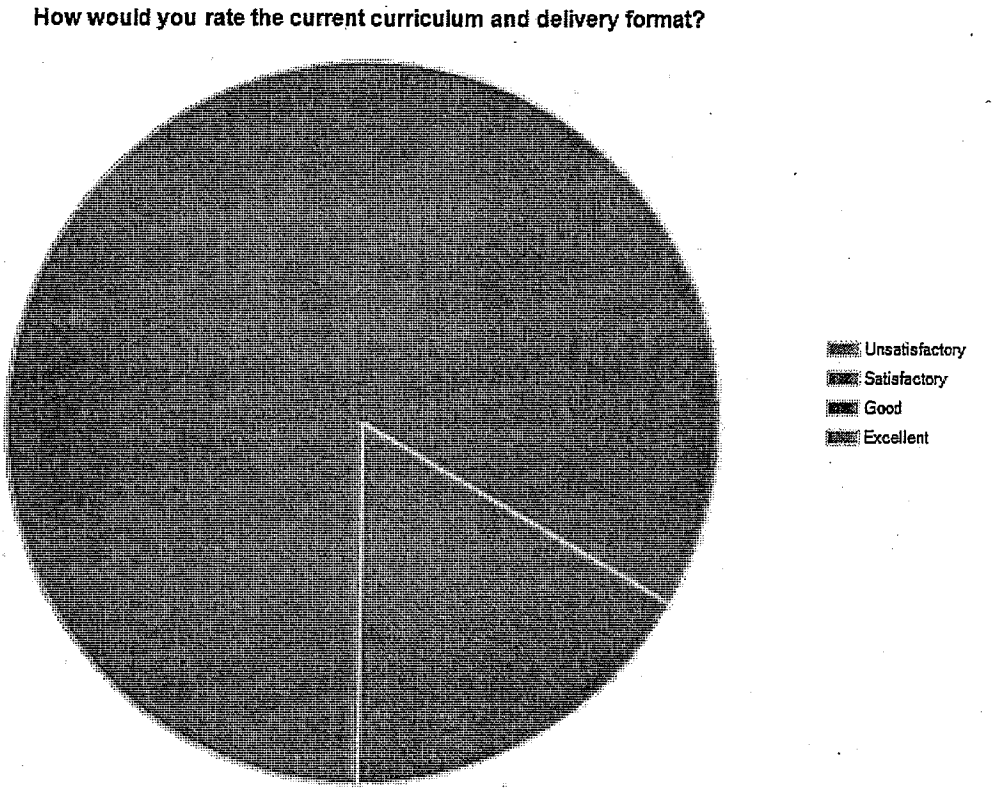
the administration the tools to check the quality of learning *and instruction* at any point of the academic year.

Norwich faculty members differ from faculty in similar institutions in their strong and valuable roles as learning facilitators. Upon entering the online classroom, faculty members find content, resources, and tools already in place. Their job is not to deliver content but to focus the students, facilitate interaction, act as mentors, and assure student engagement as well as mastery of the seminar concept and materials. At no point in the process are faculty members called upon to develop course materials.

This curricular model is sometimes criticized as a "course in a box." This pejorative term is often applied by those unfamiliar with online teaching. Where Norwich stands out is the level of student engagement fostered by two major components: the quality of the developed material and the expectations placed on the faculty member to facilitate meaningful discussions.

A survey of graduate students (see Appendix 1 for more details) indicated that Norwich students were highly satisfied with course development, content delivery, and the learning management system. Figure 4 below shows the proportion of student survey participants who rated both the curriculum and delivery format as "excellent."

Figure 4: Student View of Curriculum



While the "level of satisfaction" question conflates two major components of the program--design and delivery--the results are overwhelmingly favorable.

Course Delivery and Support

Course Design, Delivery, and Interaction

As mentioned above, the course design, delivery format, and the current type of LMS serve the program well. The success of seminars in an online program is inextricably linked to communication. The emphasis on faculty training is timely, succinct, and pedagogically-centered. Instructions to the students are clear. The following is an excerpt from the Norwich Online Campus webpage:

- **Focus is on the student** — With online learning you are empowered to learn on your own and even to teach one another. Through the discussion group mode, you have the opportunity to explain, share, comment upon, and critique course materials. But you also get to learn from experts in the field as your instructor dialogs with and mentors you.

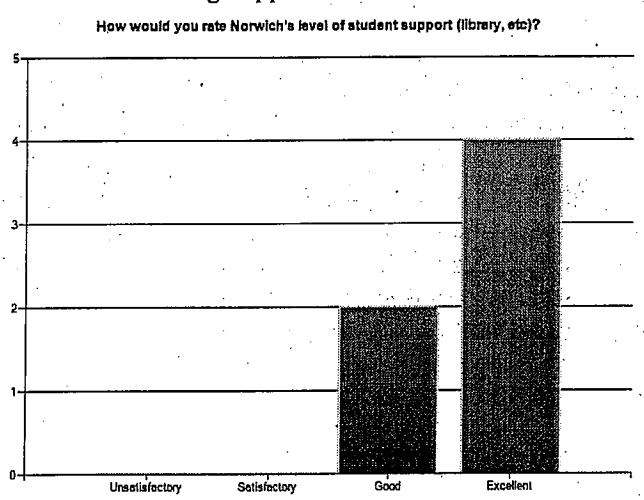
- **Discussion** — Online discussions are asynchronous. This format affords you extra time to contemplate questions and compose well-crafted responses creating a valuable exchange of ideas and thoughts[1]

In more than 30 classroom observations conducted over four months, I found that the interaction between and among students and their faculty was excellent. In the few instances when a faculty member was not in a seminar as often as expected, the students would take the initiative and reach out to the faculty member. This is a key aspect of the facilitator model employed by Norwich University: All members of the seminars know their respective roles and hold each other accountable. The system works.

Support of Learning

The courses are supported by a world-class online research resource. The Kreitzberg Library provides access to extensive online databases, electronic journals, as well as a large collection of e-Books. This allows both online and off-campus students the ability to perform research from any location worldwide. This level of support is rare with most online programs. Student responses to the survey were unambiguous, as Figure 5 shows.

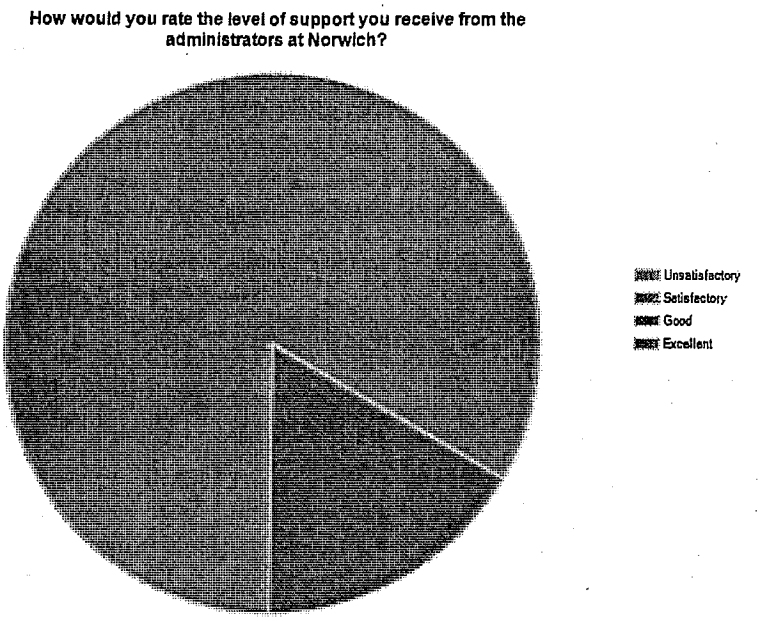
Figure 5: Student Evaluation of Learning Support



[1] http://graduate.norwich.edu/online/online_campus.php, a description of Norwich's online protocol for students.

The level of course support mentioned above is a large piece of a successful program. However, in many cases good programs suffer from lack of adequate and competent and timely administrative support. Figure 6 leaves no doubt as to how the students feel about the way they are treated in the Norwich MDY Program.

Figure 6: Student Evaluation of Administrative Support



Finally, online courses must have engaging and pedagogically sound content to achieve the goals and objectives of the program. All of the courses observed range from adequate to excellent which speaks highly of the individuals charged with course development.

If and when the selection process for a new LMS takes place, it would be wise to consider a platform and a course development model that handles more media than the current platform. The new generations of students (recently dubbed Digital Natives[2]) are not as text based as we Digital Immigrants are. The natives grew up using technology unknown to us immigrants a decade ago. The new student is adept with electronic devices, most of which are information based. They are more familiar with imagery and sound coupled in the presentation of information. This idea is not new; language teaching professionals have known this for years. A few years ago, this idea came into the online learning arena. The model kept its name: Bimodal Learning. Studies show that students achieve higher levels of comprehension and retention when bimodal methodology is practiced.[3] A review of current literature as well as surveying some of the for-profit institution's course offerings and methodology would be quite instructive as you move forward.

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[2] Marc Prensky, "Digital Natives, Digtal Immigrants", *On the Horizon* (MCB University Press, Vol. 9 No. 5, October 2001): http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf

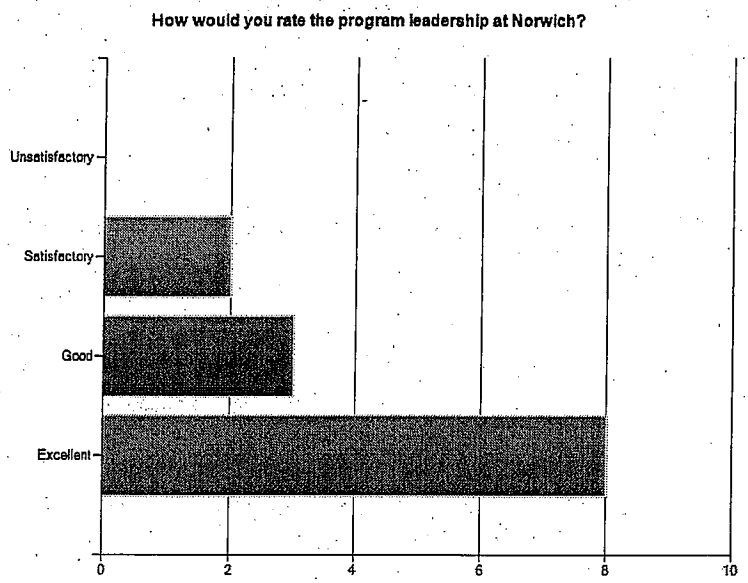
[3] http://coe.sdsu.edu/eet/Articles/cogstyledes/index.htm: this San Diego State University website gives a brief overview of a bimodal online development structure. Site accessed July 14, 2009.

Program Leadership

The management of the MDY program is strong and effective. No ambiguity exists as to the hierarchical structure, areas of responsibility, communication flow, or ability to perform tasks as directed by academic calendars, staffing level requirements, or curriculum requirements.

There are clear indications of strong strategic planning, mission, and vision. This conclusion was reached in dealing with individuals at all levels of the program: executives, administrators, faculty, and students. A survey taken during this investigation is offered as further support and is used throughout this report.[4] Survey results in figures 7 and 8 support the evaluation of program leadership as effective.

Figure 7: Program Leadership Evaluation



Respondent comments in figure 8 provide supporting detail to the evaluation of the leadership.

Figure 8: Comments on Program Leadership

1.	Dean Kearsley, excellent.	Wed, Oct 7, 2009 1:40 AM	Find...
2.	Norwich is a leader in its field.	Sat, Oct 3, 2009 9:38 AM	Find...
3.	From the outset of my tenure at Norwich when the Dipolomacy Program was relaunched in January 2003, I have always been impressed with the administration of the program in general and Hal Kearsley's efforts in particular. Above all, Hal is demanding but very, very fair. He has helped make me a much better teacher than I was when I started.	Sat, Oct 3, 2009 8:55 AM	Find...

[4] Details of survey found in appendix

Given the strength of the responses, it is clear that the program leadership is serving the institution well. While the results of this survey provide a snapshot of the current view of the leadership, the inner workings need further explication to establish the strengths and weakness in any program. The next section of this report examines the goals and vision for the program by its leadership.

Program Goals and Vision

Information about the goals and vision for the MDY program has been derived largely from a lengthy questionnaire submitted to Dr. Kearsley. All responses that follow are direct quotes from him. Reviewer comments follow in italics.

Enrollment Goals: The MDY program is to achieve a steady state of students in terms of number that would be between 400-500 active students in three concentrations. Once steady state in terms of numbers is achieved, continual improvement in selection criteria will be supported. Thus the quality of the active students will constantly be improving.

Currently the MDY program enrollment hovers just below the steady state objective, at between 250-350 students at any given time. With current growth rates, the goal of 400-500 steady state enrollments will be achieved by the end of academic year 2011.

Graduation rate: The MDY program has a graduation rate of about 70%, which although well above industry average is lower than most programs at Norwich University. The goal of the program is to steadily increase that rate until it is consistently over the 80% mark.

The current rate of 70% exceeds the national average. There are issues associated with numbers that exceed that level: value of degree, grade inflation, and a less rigorous program of study. This issue should be addressed cautiously. One of the institutions used as a comparative in this report (APU) has a higher rate of completion. They are often viewed as a "diploma mill" in part because of their graduation rate.

There are many factors that impact retention within the MDY program, many of which are not in the control of program staff. However a number of factors are, including diversification of student base (increasing civilians within the three concentrations) and increasing the quality of students accepted thus increasing the likely graduation rate. Therefore, although diversification efforts are ongoing, an increase in graduation rates is not expected to be apparent until 2010 or beyond.

Student Selection: Increasingly more stringent student selection criteria for participation in the MDY program was applied in the academic year 2009. This included higher undergraduate GPA criteria, higher GRE/MAT scores and/or higher levels of achievement in a student's life experiences prior to application to the program. Although program marketing criteria has not changed, this increase has been applied to candidates for the program

Marketing the Program: Although three [program] concentrations will remain the norm for the future, there is a desire to package those options into different concepts such as certificates and stand alone presentations that could be offered to companies or other entities as a non-degree learning experience.

This is a sound marketing strategy as certificates appeal to many employers as well as students. Your curriculum is well positioned to offer certificates to the growing homeland and international security industries.

Possible Revisions to the Curriculum: The MDY program will explore a "History of Diplomacy" concentration. This would replace GD 511 History of Diplomacy in the International System with a three seminar concentration in Diplomatic History. This will be explored in conjunction with the Master of Arts in Military History program.

The MDY program will test a stand-alone certificate with the International Commerce concentration's seminar 6, International Cross Cultural Communications. This will be designed during academic year 2010 and offered to potential customers by academic year 2011.

Expansion and Recruiting Strategies: (1) The MDY program will establish undergraduate feeder programs and associate incentives with both the NU undergraduate programs and with those of other institutions including the four service academies. (2) The MDY program will go into association with an institution of higher learning's Ph.D. program so as to provide graduating student with an accelerated path for MDY graduates who what to pursue their Ph.D. (3) The SGS will explore the possibility of establishing a Ph.D. program at Norwich University that will include a political science component.

Outreach is always a positive strategy for programs. The Ph.D. arena has tough competition. Your advantage, however, is in the online delivery. Norwich's reputation and the strong f2f component would make this idea viable.

Expansion/Recruiting Actions Accomplished: During the year 2009 feelers were put out to a number of institutions that have large undergraduate programs but small or no graduate programs to enter into articulation agreements with NU concerning the MDY program. It is expected that a number of memoranda of understanding will be in place by academic year 2011. Foreign institutions will also be examined.

During the year 2010 feelers will be put out to a number of institutions that have Ph.D. programs (in political science or international relations) to enter into articulation agreements with NU concerning the MDY program graduates. It is expected that at least one memorandum of understanding will be in place by academic year 2011. Foreign institutions will also be examined.

3. Students

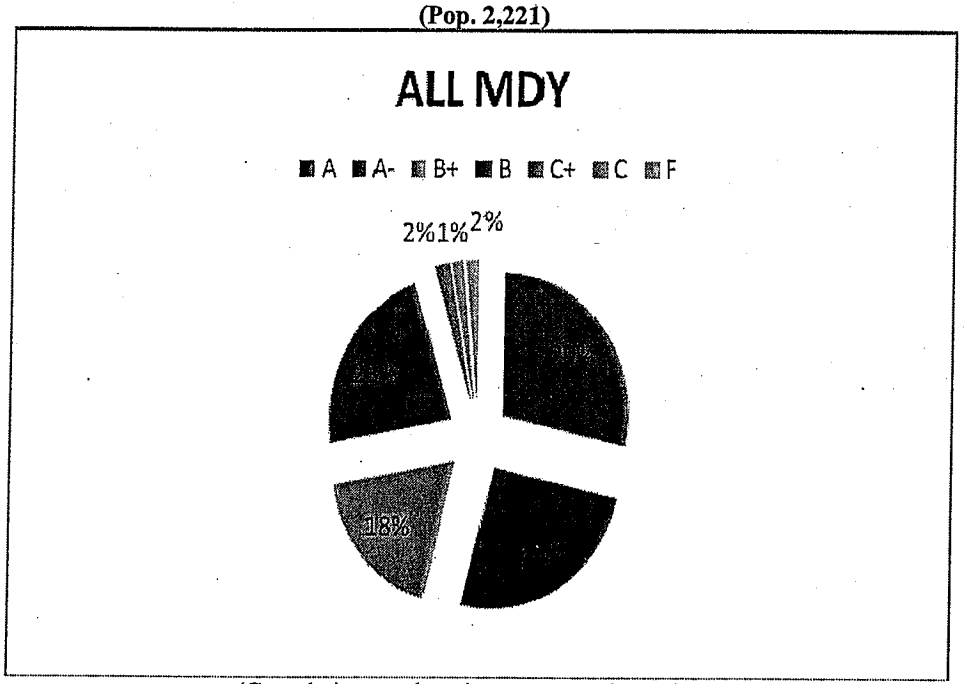
Perhaps one of the most reliable metrics of a university program evaluation is found in demographic, personal, and professional information about a university's students. Students in the Norwich University MDY program comprise a diverse and accomplished group in terms of: job, age, marital status, previous academic experience, skill sets, and level of engagement. This sort of data is sometimes difficult to gather, and thus, is often ignored by institutional statisticians. But the data exists in the classrooms as faculty and students interact with each other.

I visited 30 MDY 2008-2009 classes during the spring of 2009. My observations of the classes and their level of student interaction revealed an engaged, enthusiastic, accomplished, and close-knit community. The preponderance of mid-career professionals in each cohort is remarkable. The military presence and level of participation is solid. The distribution of characteristics such as gender, race, ethnicity, and age is well-balanced. Each cohort takes on a distinct personality. These vibrant gatherings are indicative of a thriving and healthy program.

The grade distribution in the Norwich MDY Program varies from seminar to seminar. Findings of this type help track programs but also assure an outside referee that a formulaic or top-down mandated grading mandate is in place.

The seminar GD552 and GD554 present a conundrum in the grade distribution. The letter grades in these seminars of "A" and "A-" are measurably higher than those of the other MDY seminars. A review of the content and assessment model may be worthwhile to determine if modification is required. A "national average" would be helpful to use as a guideline, however, none exists. There are studies and pronouncements but no definitive national compilations. The overall distribution at Norwich MDY, as reflected below, falls in a range that would be classified as acceptable in other programs reviewed.

Figure 9: TOTAL GRADE DISTRIBUTION (Pop. 2,221)



(Cumulative number since program inception)

The grade distribution for the entire program, as noted in figure 9 above, requires further analysis. That said, it is not an area of major concern. The program should be monitored on a regular basis to guard against grade creep. It may be instructive to run historic samplings on an annual basis to insure faculty maintain rigor and program standards are maintained.

Retention imperatives often present a challenge to academic rigor, institutional requirements, and possible grade inflation. The Council of Graduate Schools (CGS) produces the most comprehensive retention and graduation data available. As indicated in figure 10, the MDY Program falls comfortably within the range of the broad-based CGS survey, based on statistics reported in 2008.[5] The CGS data are broken down by gender, ethnicity, and age if further analysis is required.

Figure 10: Council of Graduate Schools' Retention and Graduation Data

Start Date	SEM 1	SEM 2	SEM 3	SEM 4	SEM 5	SEM 6	Graduated	Class Rate	Class Year
Jan '03	83%	69%	81%	78%	56%	42%	**61%**	**61%**	**2004**
Sept '03	83%	81%	69%	63%	58%	50%	**50%**	**48%**	**2005**
Jan '04	89%	69%	69%	62%	55%	51%	**46%**		
Sept '04	96%	96%	89%	93%	92%	80%	**67%**	**68%**	**2006**
Jan '05	91%	88%	81%	74%	73%	69%	**68%**		
Sept '05	88%	79%	73%	73%	68%	64%	**68%**		
Dec '05	90%	87%	73%	74%	76%	71%	**74%**	**61%**	**2007**
Mar '06	96%	84%	76%	74%	59%	59%	**41%**		
Jun '06	88%	78%	75%	58%	58%	56%	**56%**		
Sept '06	83%	75%	72%	74%	70%	66%	**64%**	**63%**	**2008**
Dec '06	97%	85%	77%	75%	67%	64%	**63%**		
Mar '07	79%	72%	67%	68%	71%	68%	**68%**		
Jun '07	84%	79%	71%	61%	68%	63%			
Sept '07	86%	71%	65%	66%	66%	63%			
Dec '07	90%	80%	75%	73%	64%				
Mar '08	80%	66%	61%	57%					
Jun '08	76%	69%	81%						

This investigation found that the Norwich MDY student is well served by the program. The program grade distribution and the granting of degrees is on par with national averages for accredited institutions.

[5] Nathan E. Bell, *Graduate Enrollment and Degrees: 1998-2008*, Council of Graduate Schools: Washington DC, 2009.

4. Faculty

The credentials of the Norwich MDY faculty are solid. All have terminal degrees and/or high levels of expertise in their respective disciplines. The faculty surveyed in MDY seminars demonstrated adequate to superior classroom management. The recruitment model adopted by MDY administration is functioning well.

While human resource recruitment gets new faculty through the door, it is the MDY training protocol that should be credited with maintaining a high level of professionalism and student satisfaction. Some of the unique features of the training are particularly noteworthy: taking the online *student orientation*, a telephonic seminar walking tour, and a strong mentoring system.

Once faculty members are in the system, the level of supervision and oversight is strong. A hierarchical structure is in place to ensure that program goals of timely and effective interaction are met. The level of quality control is extensive. Multiple individuals from different departments and offices visit seminars regularly. These visitors include: dedicated staff, the Lead Instructor, the Program Director, and the Assistant Program Director. Faculty members are aware of this level of oversight, and most accept it as the MDY way of doing business.

5. Conclusions and Recommendations

My survey of the Norwich Master's of Diplomacy Program moved from a mundane task to an interesting investigation. What is most impressive is the university's total dedication to the student. Other universities' graduate programs purport to put the student first but in too many cases the students become a mere statistic. This idea of putting the student first is, by far, your greatest asset. A summary of program strengths, challenges, and recommendations is presented below.

The reviewer finds the following program strengths:

- The curriculum is well planned and executed. It has a consistently strong structure and high quality content. The one-week residency makes the program unique.
- The uniformity of curriculum and assessment lend the program strength
- The program enjoys solid support from the library and from the administration
- Marketing strategies and plans are robust.
- The program leadership and planning are unequivocally strong
- The leadership's planning and vision for the program is clear and realistic.
- Management of program is effective. No ambiguity exists as to the hierarchical structure, areas of responsibility, communication flow, or ability to perform tasks as directed by academic calendars, staffing level requirements, or curriculum requirements.
- The student experience at NU MDY leads to a high level of engagement and a high level of satisfaction within an enthusiastic, accomplished, and close-knit university community.
- The learning management system is robust and serviceable, if limited
- The faculty members are well qualified experts in their fields for whom extensive training and oversight is provided.
- The graduation rate exceeds national average

The reviewer finds the following program challenges:

- While the Learning Management System is adequate, care should be given to review other available systems. The current LMS, *Angel*, has been acquired by *Blackboard*. This means a potential change in the Norwich LMS that may not be as user friendly to both faculty and students as Angel.

The reviewer makes the following recommendations:

- In the immediate future the learning management system issue needs to be addressed.
- Future course development needs to be aware of the changing face of content delivery.
- If, and when the selection process of a new LMS takes place, it would be wise to consider a platform and a course development model that handles more media. The administration may want to look at *eCollege* as an alternative as it most closely replicates the current *Angel* platform and has many superior features.

- Because the program leadership has not been satisfied with the quality of student applicants, it might be wise to consider an outside marketing firm to design a campaign that speaks to your target market.
- The university's current footprint within the military community is strong. Considering the advertising onslaught of the for-profit institutions, the university should make sure it consolidates and maintains its military base as the primary resource for students.
- The curriculum is well positioned to offer certificates to the growing homeland and international security industries
- The program should be monitored on a regular basis to guard against grade creep. It may be instructive to run historic samplings on an annual basis to insure faculty maintain rigor and program standards are maintained.

The Norwich Master of Arts in Diplomacy Program serves the university well. It is academically sound and effectively administered.

Appendix

Norwich MDY Student Survey

1. How would you rate the Norwich comprehensive exam as an assessment tool?

	Response Percent	Response Count
Unsatisfactory	33.3%	2
Satisfactory	50.0%	3
Good	16.7%	1
Excellent	0.0%	0
Other (please specify)		5
answered question		6
skipped question		0

2. How would you rate the Norwich oral presentation as an assessment tool?

	Response Percent	Response Count
Unsatisfactory	33.3%	2
Satisfactory	33.3%	2
Good	33.3%	2
Excellent	0.0%	0
Other (please specify)		5
answered question		6
skipped question		0

3. How would you rate the Norwich exit portfolio as an assessment tool?

	Response Percent	Response Count
Unsatisfactory	33.3%	2
Satisfactory	33.3%	2
Good	33.3%	2
Excellent	0.0%	0
Other (please specify)		5
answered question		6
skipped question		0

4. How would you rate the current curriculum and delivery format?

	Response Percent	Response Count
Unsatisfactory	0.0%	0
Satisfactory	16.7%	1
Good	0.0%	0
Excellent	83.3%	5
Other (please specify)		2
answered question		6
skipped question		0

5. How would you rate the amount of work assigned in your classes?

	Response Percent	Response Count
Unsatisfactory	0.0%	0
Satisfactory	0.0%	0
Good	**50.0%**	**3**
Excellent	**50.0%**	**3**
Other (please specify)		2
answered question		**6**
skipped question		**0**

6. How would you rate the support you receive from your faculty at Norwich?

	Response Percent	Response Count
Unsatisfactory	0.0%	0
Satisfactory	16.7%	1
Good	0.0%	0
Excellent	**83.3%**	**5**
Other (please specify)		2
answered question		**6**
skipped question		**0**

7. How would you rate Norwich's level of student support (library, etc)?

	Response Percent	Response Count
Unsatisfactory	0.0%	0
Satisfactory	0.0%	0
Good	33.3%	2
Excellent	66.7%	4
Other (please specify)		1
answered question		6
skipped question		0

8. How would you rate the level of support you receive from the administrators at Norwich?

	Response Percent	Response Count
Unsatisfactory	0.0%	0
Satisfactory	0.0%	0
Good	16.7%	1
Excellent	83.3%	5
Other (please specify)		1
answered question		6
skipped question		0

9. How would you rate the grading system at Norwich?

	Response Percent	Response Count
Unsatisfactory	0.0%	0
Satisfactory	16.7%	1
Good	**50.0%**	**3**
Excellent	33.3%	2
Other (please specify)		2
answered question		**6**
skipped question		**0**

10. Rate your overall satisfaction with Norwich.

	Response Percent	Response Count
Unsatisfactory	0.0%	0
Satisfactory	0.0%	0
Good	33.3%	2
Excellent	**66.7%**	**4**
answered question		**6**
skipped question		**0**

Norwich Faculty Survey

1. How would you rate the Norwich comprehensive exam as an assessment tool?

	Response Percent	Response Count
Unsatisfactory	0.0%	0
Satisfactory	23.1%	3
Good	**61.5%**	**8**
Excellent	15.4%	2
Comment		6
answered question		13
skipped question		0

2. How would you rate the Norwich oral presentation as an assessment tool?

	Response Percent	Response Count
Unsatisfactory	0.0%	0
Satisfactory	30.8%	4
Good	**38.5%**	**5**
Excellent	30.8%	4
Other (please specify)		5
answered question		13
skipped question		0

3. How would you rate the Norwich exit portfolio as an assessment tool?

	Response Percent	Response Count
Unsatisfactory	7.7%	1
Satisfactory	15.4%	2
Good	**46.2%**	**6**
Excellent	30.8%	4
Other (please specify)		4
answered question		**13**
skipped question		**0**

4. Does the current curriculum and format serve the students well?

	Response Percent	Response Count
Unsatisfactory	0.0%	0
Satisfactory	15.4%	2
Good	38.5%	5
Excellent	**46.2%**	**6**
Other (please specify)		2
answered question		**13**
skipped question		**0**

5. Does the current learning management system foster adequate engagement with the majority of your students?

	Response Percent	Response Count
Unsatisfactory	7.7%	1
Satisfactory	23.1%	3
Good	**38.5%**	**5**
Excellent	30.8%	4
Other (please specify)		3
answered question		13
skipped question		0

6. How would you rate the support for faculty at Norwich?

	Response Percent	Response Count
Unsatisfactory	0.0%	0
Satisfactory	15.4%	2
Good	38.5%	5
Excellent	**46.2%**	**6**
Other (please specify)		3
answered question		13
skipped question		0

7. How would you rate Norwich's level of student support?

	Response Percent	Response Count
Unsatisfactory	0.0%	0
Satisfactory	30.8%	4
Good	**38.5%**	**5**
Excellent	30.8%	4
Other (please specify)		3
answered question		**13**
skipped question		**0**

8. How would you rate the program leadership at Norwich?

	Response Percent	Response Count
Unsatisfactory	0.0%	0
Satisfactory	15.4%	2
Good	23.1%	3
Excellent	**61.5%**	**8**
Other (please specify)		4
answered question		**13**
skipped question		**0**

9. Are you satisfied with your salary at Norwich?

	Response Percent	Response Count
Unsatisfactory	7.7%	1
Satisfactory	46.2%	6
Good	7.7%	1
Excellent	38.5%	5
answered question		13
skipped question		0

10. Rate your overall satisfaction with Norwich.

	Response Percent	Response Count
Unsatisfactory	0.0%	0
Satisfactory	23.1%	3
Good	38.5%	5
Excellent	38.5%	5
answered question		13
skipped question		0

Robert Bromber, PhD

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EMPLOYMENT

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
Academic Director of African American Studies, History, and Political Science
2006-PRESENT

UNIVERSITY OF SOUTHERN COLORADO (now COLORADO STATE UNIVERSITY)
Adjunct Faculty, 2000-2005
Spanish Civil War, American Foreign Policy, American History and World History

PIKES PEAK COMMUNITY COLLEGE, COLORADO SPRINGS, COLORADO
Adjunct Faculty, 1999-2005
Online Instructor, Western Civilization: course development and instruction
American History: course development and instruction

CCC ONLINE
Adjunct Faculty, 2000-2003, Online Instructor, Western Civilization, Faculty Mentor

ALLAN HANCOCK COLLEGE, SANTA MARIA, CALIFORNIA
Associate Faculty, 1996-1998
American History and Western Civilization

CAMPUS LEARNING ASSISTED SERVICES,
UNIVERSITY OF CALIFORNIA, SANTA BARBARA, CALIFORNIA
ESL, Instructor and tutor, 1997-98

UNITED STATES AIR FORCE, VANDENBERG AFB, CALIFORNIA
Study and Test taking Skills Lead Instructor, 1997

COASTLINE FINANCIAL CORPORATION
Executive Vice President Training and Production, 1990-1994

Education

UNIVERSITY OF CALIFORNIA AT SANTA BARBARA, SANTA BARBARA
Doctor of Philosophy, March 2004
Graduate Student Member of Undergraduate Preparatory Education Committee 1998-1999
Dissertation: *English Abandonados and Afortunados: Class and Spanish Justice in the Atlantic World, 1568-1576.*

ARIZONA STATE UNIVERSITY, TEMPE, ARIZONA
Master of Arts, June 1997
Thesis: *Antonio del Corro: A Spanish Mirror for Gloriana*

ARIZONA STATE UNIVERSITY , TEMPE, ARIZONA
Bachelor of Arts, History, December 1994, Cum Laude
Senior Thesis: *The Doubt of Future Foes: Cardinal William Allen, Dissenter*
Cum Laude
Phi Alpha Theta

Conference Papers

1999: UNIVERSITY OF CALIFORNIA AT SANTA BARBARA
Lusophone History, Literature and Culture
"The Master Key: Dom António and his Unholy Alliances"

2000: THIRD INTERNATIONAL CONGRESS OF MARITIME HISTORY
August 3-5, Esbjerg, Denmark.
"Dom António: Elizabeth's Captain, Philip's Bane"

2000: UNIVERSIDAD DE HUELVA
SEDERI XI, Spanish Society for English Renaissance Studies
March 22-25, Huelva, Spain
"Abandonados y Afortunados: International Pawns"

2001 UNIVERSIDAD DE VALLADOLID
SEDERI XII, Spanish Society for English Renaissance Studies
February 25-27, Valladolid, Spain
"The Liar and the Bard: David Ingram, William Shakespeare, and the *Tempest*"

2001: 12TH ANNUAL TELECOOP DISTANCE LEARNING CONFERENCE
April 18-20, Colorado Springs, Colorado
"Effective On-Line Interaction: Engaging the Disconnected Student"

2002: INTERNATIONAL SOCIETY FOR EXPLORING TEACHING ALTERNATIVES
October 24-26, Pittsburgh, Pennsylvania
"Netting the Plagiarist: Strategies for Detection and Prevention"

2003: 14TH INTERNATIONAL CONFERENCE ON COLLEGE TEACHING AND LEARNING
April 1-5, Jacksonville, Florida
"Hybridization: Taking the Traditional Classroom to eMax"
Teaching Innovation and Excellence Award

2003: CAL 2003: 21ST CENTURY LEARNING
April 8-10, Belfast, Northern Ireland
"Establishing a Cross-cultural/Cross-linguistic Collaboration: a Distance Learning Primer"

2003: 1ST INTERNATIONAL CONFERENCE ON INTERNET AND LANGUAGE
September 18-20, Juame, Spain
"Internet: Cortar y Pegar (¿plagio?)"
Co-author with Professor Izaskun Elorza, University of Salamanca

2006: MAKING HISTORY ONLINE
March 15, 1st Annual Internet Conference
American Association of History and Computing
"Making Students' Cents: the Free Online Reader"

2010: ASSOCIATION FOR CONTINUING HIGHER EDUCATION
March 29, Mid-Atlantic Regional Conference
"Pedagogy, Course Design, and the Law"

Publications

"INTERNATIONAL DISPUTE RESOLUTION: THIRD EDITION" (Review)
Journal of Legal Studies: United States Air Force Academy
Volume 10, 1999/2000

"ABANDONADOS Y AFORTUNADOS: COMMUNITY NEEDS, ENGLISHMEN, AND THE MEXICAN INQUISITION"
SEDERI XI, Anuario de la Sociedad Española de Estudios Renacentistas Ingléses
Volume 11, 2000

"THE LIAR AND THE BARD: DAVID INGRAM'S CONTRIBUTION TO WILLIAM SHAKESPEARE'S *TEMPEST*"
SEDERI XII, Anuario de la Sociedad Española de Estudios Renacentistas Ingléses
Volume 12, 2001

"INTERNET: CORTAR Y PEGAR (¿PLAGIAR?)"
Proceedings of the Conference of Internet and Language (September 2003)
Co-Author, Professor Izaskun Elorza, University of Salamanca

ENGLISH ABANDONADOS AND AFORTUNADOS: CLASS AND SPANISH JUSTICE IN THE ATLANTIC WORLD
VDM Verlag: Berlin, 2008, ISBN978-3-639-08606-5

PROGRAM REVIEW FOR MASTERS OF ARTS IN DIPLOMACY
Norwich University: Northfield, Vermont, November 2009

ACADEMIC PERFORMANCE REVIEW FOR HISTORY
University of Maryland University College:Adelphi, Maryland, July 2009

"PRINCIPAL NAVIGATIONS"
Chapter in Encyclopedia of Elizabethan England: ABC-CLIO: Fall 2010

"SAN JUAN DE ULUA"
Chapter in Encyclopedia of Elizabethan England: ABC-CLIO: Fall 2010

ELEGANT WISDOM: CLASSICAL FOUNDATIONS
McGraw-Hill: Indianapolis 2010, ISBN-13: 978-0-697-79233-4

Invited Lecturer

UNITED STATES AIR FORCE ACADEMY
"Myths of the Spanish Inquisition"
Spring 2000
"Online Support for the Traditional Classroom"
Fall 2001
"Model Organization of American States: Venezuela Briefings"
Spring 2002
"Netting the Plagiarist: Strategies for Detection and Prevention"
Spring 2003

PIKES PEAK COMMUNITY COLLEGE
"Online support for the Traditional Classroom"
2000/2001
"Netting the Plagiarist: Strategies for Detection and Prevention"
Fall, 2002

UNIVERSIDAD DE SALAMANCA
"Didáctica de Hibridación: Cómo Intregar Internet en el Aula Tradicional"
June 6, 2002
"Internet y Plagio: Estrategias Detectar Plagios en los Trabajos Escritos de los Estudiantes"
June 7, 2002

UNIVERSITY OF SOUTHERN COLORADO
"Hybridization: Taking the Traditional Classroom to eMax"
November 13, 2002
"Netting the Plagiarist: Strategies for Detection and Prevention"
February 20, 2003

UNIVERSITY OF MARYLAND COLLEGE PARK
"Hating US"
August 30, 2008
"Poder: Caudillos, Separatistas, and Results"
March, 2009
"Trading Places: Trade and Influence in America Sur"
November 12, 2009
"la Violencia: Colombia y Mexico"
March 19, 2009, March 23, 2010

YOUNG AMERICAS BUSINESS TRUST
"Fostering Hemispheric Entrepreneurship: TIC Americas"
San Pedro Sula, Honduras
May 29, 2009

Professional Affiliations

AMERICAN ASSOCIATION OF HISTORIANS AND COMPUTING
INTERNATIONAL SOCIETY FOR EXPLORING TEACHING ALTERNATIVES (ISETA)
ASSISTANT EDITOR *ISETA* JOURNAL
INSTITUTE FOR DIPLOMATIC DIALOG IN THE AMERICAS
BOARD MEMBER
PHI ALPHA THETA
PHI KAPPA PHI
ROTARY CLUB
SCIENTIFIC JOURNALS INTERNATIONAL
EDITORIAL ADVISORY BOARD
SOCIEDAD ESPAÑOLA DE ESTUDIOS RENACENTISTAS INGLÉSES
PEER REVIEWER *SEDERI*
SOCIETY FOR NAUTICAL RESEARCH
SOCIETY FOR SPANISH AND PORTUGUESE STUDIES
TIC AMERICAS
UCSB HISTORY ASSOCIATES
YOUNG AMERICAS BUSINESS TRUST

Research and Reader Privileges

ARCHIVO GENERAL DE SIMANCAS, Valladolid, Spain
ARCHIVO GENERAL DE LAS INDIAS, Seville, Spain
BODLEIAN LIBRARY, Oxford, England
CAMBRIDGE UNIVERSITY LIBRARY, Cambridge, England
FOLGER SHAKESPEARE LIBRARY, Washington, D.C.
HUNTINGTON LIBRARY, San Marcos, California
LIBRARY OF CONGRESS, Washington, D. C.

Awards, Fellowships, and Grants

2000 UCSB HISTORY DEPARTMENT TRAVEL AWARD
2001 UCSB GRADUATE DIVISION TRAVEL AWARD
2001 UCSB GRADUATE DIVISION TRAVEL AWARD
2002 UCSB HISTORY DEPARTMENT TRAVEL AWARD
2002 USC FACULTY CHAMPION AWARD NOMINEE
2002 LIBRARY OF CONGRESS FELLOW (NIH) NOMINEE
2003 PPCC FACULTY CONFERENCE GRANT
2003 CSUP FACULTY CHAMPION AWARD NOMINEE
2003 INNOVATIVE EXCELLENCE AWARD (CATL)
2003 PPCC FACULTY SENATE MINIGRANT
2004 UMUC STANLEY J. DRAZEK AWARD NOMINEE
2005 UMUC STANLEY J. DRAZEK AWARD NOMINEE
2006 UMUC STANLEY J. DRAZEK AWARD NOMINEE
2008 UMUC PRESIDENT'S CERTIFICATE OF ACHIEVEMENT
2009 UMUC PRESIDENT'S CERTIFICATE OF ACHIEVEMENT

Syllabus for Terrorism as an International Phenomenon

Director Information:

Harold Kearsley, Director
Office Address: Norwich University
Telephone Number: 802-485-2516
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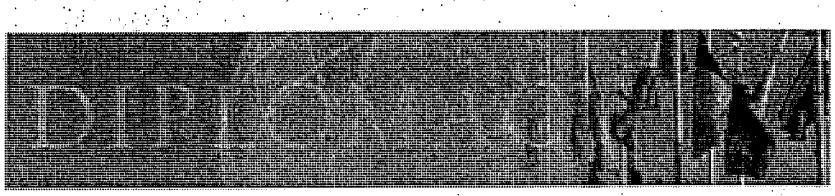
E-mail:hkearsle@norwich.edu



Course Description | Seminar Objectives | Grading | Guidelines for Participation
Guidelines for Papers and Essays | Readings | Supplemental Bibliography
Websites with Material Related to Terrorism | Academic Integrity

Print Syllabus

Course Description

This seminar addresses the phenomenon of international terrorism. It reviews the history of terrorist movements, theories about the causes of terrorism, terrorist strategies and tactics in general, and the steps that the international community has taken to discourage states from supporting or sponsoring terrorism. Subsequent seminars will build upon the material in this seminar and will examine the phenomenon of international terrorism by non-state actors.

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Seminar Objectives

The objectives of this seminar are to:

- Understand international terrorism as global phenomenon as it has evolved over time
- Identify and evaluate the implications of differences in how terrorism is defined
- Understand international law as it relates to terrorism
- Evaluate the phenomenon of state-sponsored terrorism and the actions that have been taken by the international community to attempt to end it.

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Grading

Graded Requirements:	
Weekly Discussion	150
Essay 1	200
Essay 2	200
Research Paper	450
Total	**1000**

NOTE: Seminar discussions are graded for Weeks 1 through 10. There is no discussion during Week 11 to allow time to concentrate on your Final Research Paper.

The grading for this seminar will be based upon:

Participation worth 15% in weeks 1-10.

Essay 1 worth 20% (7-10 pages) on the following topic, **due by Sunday at 11:59 PM of week 4**: *Critically analyze the argument that there will never be unanimity among the states of the world with respect to a single definition of terrorism. The essay should in particular address the foreign policy and domestic political factors that might help explain why some states have refused to accept particular definitions.*

Essay 2 worth 20% (7-10 pages) on the following topic is **due by Sunday at 11:59 PM of week 8**: *What are the anti-terrorism lessons from the Libya case? Critically analyze the extent to which each of the individual lessons is applicable today. Explain the reasons for your conclusions about their applicability.*

Final Research Paper worth 45% (20-30 pages) on a topic of the student's choice (subject to be approved by the instructor by the end of week 8) - **due by Saturday at 11:59 PM of week 11.**

Late Paper Policy - Failure to submit papers on time will result in a penalty. This penalty can be up to 5% of the maximum final grade point value of the paper per day for each day late (for example if a paper's maximum value is 400 points, 20 points might be taken off each day beyond the deadline). Instructors have discretion on determining late penalties, but a penalty of some amount will be imposed

unless the student has arranged an extension in advance with the instructor.

Papers should be uploaded to Drop Box, documents saved in MS Word or Rich Text Format. Reviewed and graded papers will be available for pick up in Drop Box. The paper format will be in APA or MLA format as found in A Writer's Reference by Diana Hacker or From the American Psychological Association website, http://www.apastyle.org/elecref.html. APA style is standard among scholars working in the areas of International Relations and International Law. Please use the course map to follow "Resources," where you will find detailed examples of citations in the appropriate format. The website 'citation machine' is also quite helpful.

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Guidelines for Participation

As was the case for seminars 1-3, participation is an important element in your grade and, even more importantly, in the learning experience. All of you have backgrounds and experiences that have given you valuable insights into the theories and issues that will be subject of this seminar. It is important that you share your insights because we all learn from each other.

Participation means at a minimum: answering the questions that the professor assigns each week (including, of course, responding to specific follow-up requests for clarification by the professor). It also includes interaction with other students—reacting to their postings and responding to their reactions to your postings. Finally, it includes asking questions of the professor—post questions about course material in the discussion section (not in a private email) because others are likely to have similar questions, or may want to jump in with the answer.

The best discussion postings take account of what has already been said in the discussion thread—try to avoid postings that come late in the week and read as if the author was unaware of what his colleagues had already said on the subject.

Everyone has a lot to read in the course—the textbooks, assigned articles, research sources for the final paper, and other students' postings; so it is recommended that you try to get to the point quickly in your discussions. Also, if there is an article that you would like to share with the class, do so by attaching it to the posting—unless it is brief, don't incorporate it into the discussion item itself.

Obviously, discussion should at all times be respectful and professional. Disagreements should be expressed politely.

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Guidelines for Papers and Essays

The single most important element in grading for this course is the Final Research Paper, which is due in Week 11. All students should make sure they read the research guidelines before they start working on this paper. Special attention should be made when using internet sources to provide the exact website address in the footnote/bibliography so that the professor will be able to go quickly to that site if he or she has any questions about it.

The **two essays** should be based upon ***assigned*** readings, **not** additional research.

The exact due dates for these submissions are listed in the course calendar and your professor will periodically remind you about upcoming due dates.

As you know, Norwich has a policy that requires points to be deducted for late paper and essay submissions for which an extension has not been granted ahead of time by the professor. Obviously, it is important to keep your professor informed about problems you may encounter as you progress through the course.

Papers and essays should be posted in the assignment bins. If there is a problem in posting them there (or if you are unable to post a revised paper before the deadline) use email to send the paper/essay to your professor and explain why you are taking this step.

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Readings

Bruce Hoffman, Inside Terrorism, Columbia University Press, New York. 2006 (Revised). ISBN 0231126999. (paperback)

Daniel Byman, Deadly Connections: States that Sponsor Terrorism, Cambridge University Press, New York, 2005. Hardback (ISBN-13: 9780521839730 | ISBN-10: 0521839734)

Textbooks will be ordered and will be sent to students before the course begins from the Norwich University Bookstore.

The readings are accessible to students through electronic downloads or through electronic reserve readings. At a minimum, students must be familiar with all assigned readings. They must also conduct additional research as needed for their assignments and

discussions by consulting the resources of the NU Kreitzberg online library or other scholarly sources found on the internet.

Access to all the Textbooks and Required Readings is listed in each weeks outline.

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Supplemental Bibliography

Supplemental Bibliography

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Websites with Material Related to Terrorism

Websites with material related to terrorism

Terrorism Research Guide

Academic Integrity

Academic honesty: A student must submit work that represents the student's own original analysis and writing. Copying another's work is not appropriate. If the student relies on the research or writing of others, the student must cite those sources. Words or ideas that require citations include, but are not limited to all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. While students are encouraged to seek editing feedback, extensive revisions of one's work by another person is considered a lack of academic honesty, as it is representing another student's work as one's own.

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All links worked when checked before start of seminar - please report broken links to your instructor.

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Revised: 04-May-2010

LESSON PLAN

SEMINAR I--HISTORY OF DIPLOMACY

APRIL 2011

Name of the Program: Master of Arts in Diplomacy

Course Syllabus or Outline: GD 511 History of Diplomacy in the International System

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, combining the fields of history and political science by using an analytical framework of historiography and international relations methodology. (6 credit hours)

Week Number of Course: 6

Weekly Topic: Diplomacy, the Concert of Europe and the "Long Century," 1815-1914

Required Reading:

Black, J. (2008). *Great powers and the quest for hegemony: The world order since 1500.* London: Routledge.
Chapters 5 and 6: A reshaped world, 1775-1860; Accelerated change, 1860-1913

Craig, G. (2008). *Tact and intelligence: Essays on diplomatic history and international relations.* Palo Alto, CA: Society for the Promotion of Science and Scholarship.
Chapter 5: Europe and the balance of power, 1871-1914

Ellrod, R. B. (1976). The concert of Europe: a fresh look at an international system. *World Politics*, *28* (2), 159-174.

Helleiner, E. (2002). Economic nationalism as challenge to liberalism? Lessons from the 19th century. *International Studies Quarterly*, *46* (3), 207-329.

Schell, W. J. (1990). American investment in tropical Mexico: Rubber plantations, fraud, and dollar diplomacy 1897-1913. *The Business History Review*, *64* (2), 217-254.

Silverson, R. M. & Ward, M.D. (2002). The long peace: A reconsideration. *International Organization*, *56* (3), 679-691.

Introduction:

Diplomacy flourished as never before during the 19th century—a period later heralded as the "golden age of diplomacy." Diplomatic representation increased worldwide based on unprecedented geographical expansion by European powers and the introduction of communication technology. The Concert of Europe,

also known as the *congress system*, which began with the Congress of Vienna (1814-1815), fostered a balance of power in post-Napoleon Europe, allowing for alliance formation throughout much of the century. The Concert of Europe served as a check against revolution in Europe. It also provided stability for the European powers throughout much of the 19th century. However, by the end of the century, the spirit of cooperation inspired by Klemens von Metternich gave way to Otto von Bismarck's "realpolitik," dramatically changing the character of diplomacy.

Learning Objectives:

- To explain the key features of the alliance system in the 19th century.
- To identify the causes of nationalism and evaluate its role in European diplomacy in the 19th century.
- To contrast the diplomatic practices of the US in the 19th century with those of the Concert of Europe.

Week 6 Discussion Questions (*Graded Participation*):

Note: Two of the following questions are the focus of the week's discussions.

1. How did the alliance system contribute to the causes of World War I?
2. To what extent did nationalism impact diplomacy in the 19th century?
3. How did territorial expansion change the nature of diplomacy in the 19th century?
4. To what degree was the Concert of Europe a success? What factors led to its ultimate demise?
5. Ultimately, were US foreign policies in the period 1815-1914 successful – including dollar diplomacy and the open-door policy with China? Why or why not?

Maximum possible grade: 15-points

Essay 2 Instructions (*Due Week 7*)

Topic:

What influences led to change within the world system of states in the period 1815-1914? Could the resulting changes have been sustained? How and to what consequence?

Maximum possible grade: 125-points

Content Guidelines

- This essay is meant to be primarily analytical in orientation and requires that argumentation be supported with references to the weekly readings and the provision of detailed practical examples.
- Informed but creative interpretations of the question are encouraged.
- The essay must address each segment of the topic question.

Format and Style Guidelines

- Length: 5-8 pages.
- Must be written in Times New Roman 12-point font.

- Must be double-spaced with a 1.25-inch left margin and 1-inch top, bottom and right margins.
- The documentation style utilized must be consistent throughout the paper. Students must choose either APA Publication Manual or MLA Handbook for Writers of Research Papers (acceptable); please refer to "A Writer's Reference" by D. Hacker.
- Must state the question to be addressed on the first page of text rather than on separate title pages.

Week 6: The "Long Century," 1815-1914

The initial objective of the Concert was to contain France and uphold the territorial settlements after the Napoleonic wars. Yet the congress system proved popular among European leaders, and after the Congress of Vienna (1814-15), they met six more times before 1848. (See the treaty timeline below.) Eventually, revolutions did break out across Central Europe in the Habsburg Austrian Empire (ruled from Vienna). The liberal revolutionaries opposed the Empire's reactionary conservatism and demanded Prince von Metternich's resignation (which he gave reluctantly). The European powers continued to form alliances after 1848, but the Concert did not retain the same quality as it had under Metternich. Eventually, after German unification in 1871, Otto Eduard Leopold von Bismarck (Prince Bismarck) would use the alliance system to his advantage. Rather than pull in large groups of states into a grand alliance as Metternich had, Bismarck relied upon a series of bilateral and trilateral arrangements that tumbled like a house of cards after Kaiser Wilhelm dismissed him in 1890.

But the European powers met in concert again twice in the late 19th century – in 1878 at the Congress of Berlin to settle the "Eastern Question" in what has been called "the great game" and in 1884-85 (again at Berlin) to carve up Africa among themselves (the "scramble for Africa" as it was later called), a conference dominated by Britain, France, and Bismarck's Germany. Bismarck, who had initially opposed a German empire but changed his mind when public opinion turned against him, argued that Germany's presence in Africa was strictly for economic reasons. The spirit of cooperation that prevailed under Metternich's system was replaced by power plays and Bismarck's alliance schemes.

The 19th century was unique in that diplomacy flourished as never before. During the 19th century diplomats were exchanged in higher numbers among the great powers and their overseas possessions. The United States was an exception to this rule. Although envoys were sent by the US to foreign states for commercial purposes, the United States did not send ambassadors abroad. Thomas Jefferson, upon hearing in 1791 that the emperor of Morocco wished to have the presence of a United States ambassador in his country, replied: "The Emperor has intimated that he expects an ambassador from us. Let him understand that this may be a custom of the Old World but it is not ours: that we never sent an ambassador to any nation." (Nickles, 2008, p. 290) For a young state like the United States, this was the last thing that Jefferson and other statesmen of the period wanted for two reasons: it was costly and it meant entanglements in dynastic wars. This is not to say that there had been no representation; on the contrary, the consular service of the United States had grown by leaps and bounds during the early 1800s just as it did in Europe. The difference, however, was that consulates did not have authority to make decisions. Consular personnel were sent to increase trade not establish political relationships.

Yet one hundred years later, under the second presidency of Grover Cleveland (1893-97), the United States succumbed to the pressure of "old world" diplomacy and created its first ambassadorial position to Great

Britain. At the same time, the US sent ambassadors to France, Italy, Germany, and Russia during one of the worst economic depressions in US history. Today, there are over 200 ambassadors in the United States representing states across the globe. The United States has an equally large presence overseas. So what happened during the 19th century that caused such change from the Jeffersonian diplomacy of the young US republic? Once again, we must return to the French.

The French system of diplomacy

The French Revolution of 1789 and the subsequent period of Napoleonic Wars (1803-15) had many lasting impacts in the 19th century but in the study of diplomacy, we can narrow them to two: political and military. First, in political terms, Napoleon's ultimate failure meant that France was no longer the dominant power in Europe. Diplomacy had been operating under the French system since Cardinal Richelieu. Britain, who had emerged into a fully-industrialized state in the 18th century, came out of the Napoleonic Wars as both an economic and naval great power. Values defined in the French Revolution continued to reform the great dynastic houses of Europe, something that Britain had completed in 1688, and it was not long before a European ideology emerged based not on aristocratic loyalty but on culture, language, identity, and origin – nationalism. Nationalism paved the way for a secular "Europe" and the expansion of diplomatic corps throughout the globe. In military terms, no longer was war the "sport of kings" but the entire state found itself "at war." Mobility became the driving force behind national armies, with artillery units and the standardization of weaponry providing capabilities that had not existed prior to the 19th century.

Major developments in the 19th century included the "beginning of the end" of the French system of diplomacy, or "old diplomacy" as it came to be known. With geographical expansion came experts who were trained in specific regions of the world. Rules and regulations about service periods were implemented (especially by the British) to eliminate the possibility of diplomats "going native." Rules of reciprocity also contributed to more open and far-reaching international diplomatic corps. Technical advancements such as railways, steamboats, and telegraph meant a dramatic increase in correspondence and consequently even more rules and regulations emanating from the foreign ministries.

Mösslang and Riotte (2008) noted that 19th century diplomacy was hampered by lingering criticisms of the aristocratic French system. The diplomatic corps was populated by a "diplomatic establishment," a network of aristocrats who passed the posts from father to son, family to family. Further, there were criticisms of "secret diplomacy" and a public aversion to ceremonial accoutrement. As mass media began to develop (and along with it, public opinion), secret diplomacy was no longer as secretive. It did not disappear but was subject to the vagaries of the press. There was also considerable criticism about the appearance of diplomats – especially in their dress. Much of the dress and ceremony of diplomacy during the 19th century appeared anachronistic. It was quite common for a diplomatic ceremony to turn on the presentation of decorations, and the "symbolism of politics" among the diplomats themselves. Overseas consuls became increasingly important, but as noted in the US example, they did not have the authority ("powers plenipotentiary") to make decisions and in fact displayed patterns of early modern diplomacy.

By the end of the 19th century, however, the aristocratic, French system throughout Europe began to give way to a new order, succumbing to "middle class forces of politics and nationalism." (Otte, 2008. p. 47) It is

interesting to reflect on the economic climate of the late 19th century and its role in the demise of the "golden age" of diplomacy. As trade became more interconnected and empire-building took hold in Europe, the "pomp" of diplomacy began to disappear. No longer were diplomats in the service of a king but rather in the service of the state. Practical economic considerations were of more importance than the shape of a horseshoe table (although the diplomats were the last to understand this). There was not much to be gained by the aristocracy in the practice of diplomacy after Metternich and Bismarck except for prestige. Slowly there began an evolution away from the "art of diplomacy" toward Bismarck's *realpolitik*. The Age of the Enlightenment that had begun during the waning days of Louis XIV began to shed its idealism for the practical realities of the industrial age. After the "long century" of 1815-1914, the character of diplomacy changed dramatically. The "golden age" ended with the beginning of World War I. [Adapted from the Week 6 Lecture]

Major alliances and international treaties of the 19th century

Adapted from: Cook, C. (2005). *The Routledge companion to Britain in the nineteenth century, 1815 - 1914.* London: Routledge.

1815 Treaty of Alliance – Britain, Austria, Prussia, and Russia against Napoleon signed at Vienna, each power engaging to furnish 180,000 men.

1815 Holy Alliance – Russia, Austria, and Prussia against democracy, revolution, and secularism (led by Tsar Alexander I and Metternich). Eventually all the European powers joined the alliance except for Britain, the Ottoman Empire, and the Papal State. Eventually, this alliance would attempt a foray into Latin America; stopped by the US Monroe Doctrine of 1823. By 1825, the alliance was defunct yet the Concert of Europe continued to meet in London in 1830, 1832, and 1838-39.

1834 Treaty of Quadruple Alliance – Britain, France, Spain, and Portugal for the pacification of the Iberian Peninsula.

1854 Treaty of Alliance – Britain, Austria, and France.

1856 Peace of Paris ending the Crimean War signed by Britain, Austria, France, Prussia, Russia, Sardinia, and Turkey.

1864 Geneva Convention regarding the amelioration of the condition of the wounded in armies in the field.

1872 *Dreikaiserbund* (Three Emperor's League) – Germany, Austria-Hungary, Russia in an attempt to isolate France after the Franco-Prussian War. (Bismarck)

1878 Treaty arising out of the Congress of Berlin signed by Britain, Austria-Hungary, France, Germany, Italy, Russia, and Turkey for the settlement of Balkan problems.

1879 Dual Alliance – Germany and Austria-Hungary in defense against Russia (ultimately pulled Germany into the Balkans). (Bismarck)

1881 Second *Dreikaiserbund* – Germany, Austria-Hungary, Russia to establish spheres of interest in the Balkans. (Bismarck)

1882 Triple Alliance – Austria-Hungary, Italy, Germany guaranteeing Austria-Hungarian assistance to Germany in the event of an attack by Russia and Italian assistance in the event of an attack by France. (Bismarck)

1885 General Act of the 15-state conference at Berlin regarding expansion into Africa. "Scramble for Africa."

1887 Reinsurance Treaty – Secret treaty between Germany and Russia pledging neutrality to one another should either enter a war with a third state – except if Germany attacked France or Russia attacked Austria-Hungary.

1894 France and Russia signed defensive alliance.

1898 Breakdown of Anglo-German negotiations for agreement to resist Russian expansion in the Far East.

1899 Hague Peace Conference - International conventions for the peaceful settlement of international disputes; for adapting to maritime warfare the principles of the Geneva Convention; and with respect to the laws and customs of war by land.

1899 Various "open door" agreements among the European powers and the United States regarding commercial interests in China.

1901 Breakdown of Franco-German negotiations for alliance.

1904 Anglo-French Entente (*Entente Cordiale*) signed. Although no formal military alliance was arranged, mutual assistance assured if required. Agreed that Egypt and Morocco should be under British and French influence respectively.

1905 First Morocco crisis. Wilhelm II intervened in Moroccan affairs, a French area of influence. Germany failed to obtain international support but France agreed to an international conference.

1906 Algeçiras conference provided peaceful settlement of the Moroccan crisis, but increased German isolation. Britain agrees to send expeditionary force to Africa on behalf of France.

1907 Anglo-Russian Entente signed. Settled outstanding differences over Afghanistan, Tibet, and Persia. Paved the way for Russia to side with Britain and France against Germany in 1914.

1907 Second Hague Peace Conference - Germany rejected any scheme for disarmament.

1911 Second Morocco crisis. Germany tried to gain influence in Morocco. Talks with France and Germany ended crisis. At the same time, Italy declared war on the Ottoman Empire and sent troops into Libya. Italy annexed Tripoli.

1912 Serbia, Montenegro, Greece, and Bulgaria formed Balkan League against Ottoman Empire. Great powers of Europe backed French proposals to avert Balkan War.

1912 Montenegro declared war on the Ottoman Empire (Oct. 1912). Ottoman Empire declared war on Bulgaria and Serbia. Italy and Ottoman Empire signed peace treaty (Oct. 1912).

1912 Armistice between the Ottoman Empire, Bulgaria, Serbia, and Montenegro. Russia and Austria-Hungary mobilized.

1913 Peace Conference between Ottoman Empire and Balkan states suspended. Austria-Hungary moved forces to near Montenegrin border. Serbs and Greeks signed secret military convention against Bulgaria. Germany made fiscal provisions to double the strength of its army. Treaty of Constantinople between the Ottoman Empire and Bulgaria ended Second Balkan War.

1914 Triple Entente signed between Britain, France, and Russia agreeing not to make a separate peace with Germany.

Sources

Cook, C. (2005). *The Routledge companion to Britain in the nineteenth century, 1815-1914.* London: Routledge.

Mösslang, M and Riotte, T. (2008). *The diplomats' world: The cultural history of diplomacy, 1815-1914.* Oxford University Press.

Nickles, D. P. (2008). US diplomatic etiquette during the nineteenth century. In M. Mösslang and Riotte, T., *The diplomats' world: A cultural history of diplomacy, 1815-1914.* Oxford: Oxford University Press.

Otte, T. G. (2008). 'Outdoor relief for the aristocracy'? European nobility and diplomacy, 1850-1914. In M. Mösslang and Riotte, T., *The diplomats' world: A cultural history of diplomacy, 1815-1914.* Oxford: Oxford University Press.

Master of Arts in History Program Outline:

Required:

Seminar 1: MH510: Historiography (6 credit hours)

This seminar will introduce students to the problems of history, the concept of historiography, information literacy and research methods and examine the evolution of historical thought and interpretation.

Seminar 2: HIXXX: Colonial and Revolutionary America (6 credit hours)

This seminar will examine the major historical works and historiographic debates in the history of British North America from colonial and revolutionary period to the Early National Period.

Seminar 3: HIXXX: Nineteenth Century America (6 credit hours)

This seminar will examine the major historical works and historiographic debates associated with the social, cultural and political history of the United States during the nineteenth century.

Seminar 4: HIXXX: Twentieth Century America (6 credit hours)

This seminar will examine the major historical works and historiographic debates associated with the social, cultural and political history of the United States from the Progressive Era to the end of the Cold War.

Seminar 5: Electives

Students will select one of the following:

MH550: American Military History (6 credit hours)

(This is an existing seminar in M.A. in Military History program). This seminar will examine the major themes and debates in the field of American military history. Special emphasis will be placed on efficacy of the "American Way of War" thesis proposed by Russell Weigley.

GU 590: Selected Topics in American History (6 credit hours)

This specialized seminar will permit students to examine the history of a specific topic or period in American history, (i.e. economic history, cultural history, intellectual history, race and gender, history of science and technology, the American West, Cold War, etc.). Readings and assignments will be determined by the professor leading the seminar.

Degree Completion Projects (REQUIRED):

MH562: Capstone Paper **6 Credits**

In this degree completion option a "Capstone Paper" 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.

MH569: Comprehensive Examination **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.

MH570: 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).

Norwich University
School of Graduate and Continuing Studies
Lesson Plan Template

Please provide the following materials for your program(s). Provide hard copy documents and/or text as identified below.

Norwich M.A. in American History History

520: Colonial and Revolutionary America

Seminar Description

This course, required of all graduate students in Norwich University's Masters of Arts in American History (MAH) program, explores American history from the era of contact through the early nineteenth century. It introduces students to main themes and historiography of the period. We will cover Anglo-Indian relations; English settlement in North America; environmental history; the origins and development of slavery as well as well African-Americans' reaction to it; warfare in early America; gender and women's history; the American Revolution and its aftermath; life on the Spanish Borderlands; and the growth of a "Southern identity." Please be aware that those are only the major waypoints on our thematic (not chronologic) journey this semester. Your discussions and readings will lead you to examine other areas of early seventeenth through early nineteenth-century American history and historiography

This is a course on the global patterns of warfare, on land and at sea, in the long age before the industrial revolution. It is also a course in how military history (or any history) is done. It is a course driven by your discussion of assigned readings.

Goals

This course has three main goals. First, it will help you gain a general understanding of American history to 1815 that will serve you well in preparation for comprehensive examinations and for teaching. Second, it will help you develop the critical ability to provide analysis, synthesis, argument, and significance (ASAS) of other historians' arguments. Third, you will learn to apply ASAS to your own writing in the assigned papers.

Guidelines for Participation and Discussions

Guidelines for Participation

This seminar serves as stepping-stone to the next stage of your intellectual development. Use the discussions to learn and take away as much as you contribute. The seminar's success depends in large measure on your timely, thoughtful, and professional involvement in discussions. Do not wait each week until the Friday to contribute!

Discussions

You will have a book-argument dissections and one (1) discussion question each week. I will divide your discussion teams between members who have read the Red List and others who have read the Blue List of books (for the readings list, see that section of the syllabus).

- I will post all the discussions questions before the semester begins.
- No later than (NLT) 2359 of Tuesday of each week, each of you will post a 400-word summary of the argument of your assigned book (depending whether you read the book on the Red List or the Blue List.) I do NOT want a review of the book. I want you to summarize the author's argument and how s/he presents her/his argument. Tell me and your classmates the question the author set out to answer, his/her answer, and the historic and historiographic significance of that answer. In your summaries, you need to tell us how the author crafted his/her argument; the particular issues in the realms of contingency, continuity, and change over time and space (CCC/TS) that s/he addressed; and the kinds of evidence s/he used.
- After Tuesday, your discussions will focus on building a historic and historiographic synthesis of the books on both lists.
- You must cite other students' discussion posts with student name, seminar number, and the date and time of the post if you directly quote them. Because of IT issues, it is almost impossible to insert footnotes on the discussion board. Thus, you may use parenthetical citations (e.g. Jane Doe, Sem 2, 5/26/11 11:33 AM) to cite your classmates.
- In addition to the summary of your reading's argument, you also will have a basic question on history or historiography that you will have to discuss. However, each of you does not need to answer that specific question each week. Instead, I will assign one of you duties as Discussion Leader. If you are the Discussion Leader, you will answer the question by 2359 on Tuesday. Your classmates then will examine your posting and pose additional questions that you will have to answer. Each of you will have several opportunities to serve as the Discussion Leader. You will receive the schedule for Discussion Leader duties via e-mail. Note that the weeks you are Discussion Leader, you will have both Discussion Leader responsibilities and the requirement to post the summary of your reading's argument. Please plan accordingly.
- I have divided discussion points equally over ten weeks, which I will assess at 30 points a week. The 300 points available for discussions make up 30% of the 1000-point total for the course. Please be advised that each of the two short papers are worth 200 points (for a total of 400 points) and the end-of course historiographic essay is worth 300 points.
- After initial posts, students must spend the rest of the week promptly and frequently responding to other students' postings. Students should post most their responses NLT Friday morning. You should make your last post NLT Sunday at 1700 local time; discussions posted after that time may not get full examination and response. Many students may already be working on their reading for the next week.
- I expect students to provide 5-6 posts per week.
- If you cannot participate in the timing as described above during a particular week, please contact me so we can make appropriate arrangements.

Readings

I have divided the readings for this course into two lists, the Red List and the Blue List. Some of the books are classics, and others are the offerings of "young scholars" who have made a mark on the field. You will receive in the mail the books for only one of the lists, not both of them. I expect you to read all the books in their entirety, dependent on the book list you receive.

Week	Red List	Blue List
1: Native America	Daniel Richter, *Facing East from Indian Country: A Native History of Early America* (Cambridge: Harvard University Press, 2001).	Eric Hinderaker, *The Two Hendricks: Unraveling a Mohawk Mystery* (Cambridge: Harvard University Press, 2010).
2: English Colonization of the Chesapeake	Alan Kulikoff, *Tobacco and Slaves: The Development of Southern Cultures in the Chesapeake, 1680-1800* (Chapel Hill: University of North Carolina Press, 1986).	Edmund S. Morgan, *American Slavery, American Freedom* (New York: W.W. Norton & Company, 2003).
3: English Colonization of New England	Daniel Vickers, *Farmers and Fishermen: Two Centuries of Work in Essex County, Massachusetts, 1630-1850* (Chapel Hill, University of North Carolina Press, 1994).	Gloria L. Main, *Peoples of a Spacious Land: Families and Cultures in Colonial New England* (Cambridge: Harvard University Press, 2004).
4: Early American Environmental History	William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (New York: Hill and Wang, 2003).	Virginia DeJohn Anderson, *Creatures of Empire: How Domestic Animals Transformed Early America* (New York: Oxford University Press, 2006).
5: Slavery and the African-American Experience in Early America	Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America* (Cambridge: Belknap Press of Harvard University Press, 2000).	Winthrop Jordan, *White Over Black: American Attitudes Toward the Negro, 1550-1812* (Chapel Hill: University of North Carolina Press, 1968).
6: War in Colonial America	John Grenier, *The First Way of War: American War Making on the Frontier, 1607-1814* (New York: Cambridge University Press, 2005).	Peter Silver, *Our Savage Neighbors: How Indian War Transformed Early America* (New York: W.W. Norton & Company, 2009).
7: Women's History and Gender in Early	Mary Beth Norton, *Founding Mothers & Fathers: Gendered*	Laurel Thatcher Ulrich, *A Midwife's Tale: The Life of*

America	*Power and the Forming of American Society* (New York: Vintage, 1997).	*Martha Ballard, Based on Her Diary, 1785-1812* (New York: Vintage, 1991).
8: The American Revolution	Gordon S. Wood, *The Radicalism of the American Revolution* (New York: Vintage, 1993).	Benjamin Carp, *Defiance of the Patriots: The Boston Tea Party and the Making of America* (New Haven: Yale University Press, 2010).
9: The Spanish Borderlands	James F. Brooks, *Captives & Cousins: Slavery, Kinship, and Community in the Southwest Borderlands* (Chapel Hill: University of North Carolina Press, 2001).	Ramon A. Gutierrez, *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846* (Palo Alto: Stanford University Press, 1991).
10: Development of the Old South	Christine Leigh Heyrman, *Southern Cross: The Beginnings of the Bible Belt* (Chapel Hill: University of North Carolina Press, 1998).	Rachel N. Klein, *Unification of a Slave State: The Rise of the Planter Class in the South Carolina Backcountry, 1760-1808* (Chapel Hill: University of North Carolina Press, 1992).
11: Wrap Up	All other students' end-of-course historiographic essays	All other students' end-of-course historiographic essays

Papers

There will be three papers for this course. I will accept no late papers. Upon my receipt of your e-mail (see week 1 Assignments & Exercises in the Weekly View section of this syllabus), that you have heard, understood, acknowledged, and heeded (HUAH) this syllabus and the contents contained therein, you know the due dates and my expectations for all written assignments.

General format for your papers is as follows:

- 1" margins all around
- Arial 12 font for everything, including body text, footnotes, and bibliography

- Double space body text; single space within footnotes and 1.5 space between them
- Title page that lists title of paper, author, class, and date
- Footnotes, not endnotes, in compliance with *Chicago Manual of Style* documentary-note (humanities) style
- Complete Bibliography at end of paper, in compliance with *Chicago Manual of Style* documentary-note (humanities) style
- When you submit your paper in the Angel drop box, name the file with the following format: "Sem 2 SP 1 Last Name First initial." Thus, if I were a student in this class, I would name the files in which I submitted my papers as Sem 2 SP 1 Grenier J; Sem 2 SP 2 Grenier J, and Sem 2 EOC HE Grenier J.
- Submit papers as .doc files; do not submit them as .docx or .rtf files.

The first paper, short paper 1 (SP 1), worth 200 points, is due Week 4 no later than Sunday at 2355 local time.

- Question: The English colonization of North American radically influenced the lives of the colonizers, the native inhabitants, and the environment. The question for SP 1 is: how did the English colonization of North America make "New Worlds for all?"

- Specific requirements for SP 1 are:
  - Seven to ten pages in length.
  - Use only the readings assigned for this course and you and your peers' weekly discussion postings to answer this question. This is a pedagogic technique called "arguing in a closed context." You will have the opportunity to conduct original research in primary materials and make extensive use of other secondary materials in later assignments in the MAH program.
  - You must have one of your classmates peer review your essay before you submit it to your professor. Annotate your peer reviewer's name and date in the first footnote of your essay. I will not grade a paper unless a peer has reviewed it.

The second paper, short paper 2 (SP 2), worth 200 points, is due Week 8 no later than Sunday at 2355 local time.

- Question: Historians debate when Americans became "Americans." We know that Britons started to refer to Americans as such around the middle of the eighteenth century. The question for SP 2 is: how did the process of colonization create an American identity in the middle of the eighteenth century?

- Specific requirements for SP 2 are:

- Seven to ten pages in length.
- Use only the readings assigned for this course and you and your peers' weekly discussion postings to answer this question. This is a pedagogic technique called "arguing in a closed context." You will have the opportunity to conduct original research in primary materials and make extensive use of other secondary materials in later assignments in the MAH program.
- You must have one of your classmates peer review your essay before you submit it to your professor. Annotate your peer reviewer's name and date in the first footnote of your essay. I will not grade a paper unless a peer has reviewed it.

The third paper, the end-of-course historiographic essay (EOC HE), worth 300 points, is due Week 10 no later than Sunday at 2355 local time.

- Assignment: Chose one aspect of early American history and collect 10 articles from JSTOR, EBSCOHost, and other on-line databases available in the Kretizberg Library. Do NOT select books or monographs; use only articles, and book reviews are not articles. Read those articles and write a 10 to 12-page historiographic essay in which you, using your highly developed skills of analysis, synthesis, argument, and significance (ASAS), explain and assess the historiography on the topic that you chose.

- Specific requirements for the EOC HE are:
  - Maximum analysis, synthesis, argument, and significance (ASAS).
  - Ten to twelve pages in length.
  - E-mail to instructor with Microsoft Word attachment that contains your proposed topic, due no later than (NLT) 2355 local time Sunday of week 2.
  - E-mail to instructor with Microsoft Word attachment that contains a bibliography of your topic, due NLT Sunday of week 5.
  - E-mail to instructor with Microsoft Word attachment that contains an annotated bibliography of your topic, due NLT Sunday week 7.
  - You must have one of your classmates peer review your final essay before you submit it to your professor. Annotate your peer reviewer's name and date in the first footnote of your essay.
  - You will post submit your EOC HE on the week 11 discussion board so all your classmates can read it and have it for later use when they are preparing for comprehensive exams or conducting research.

A historiographic essay is fundamentally different from a regular research paper. The former critically examines scholarly works on a given topic, historical period, or event. It may also critique the works of a specific historian or a specific "school" of historiography. A traditional "content" research paper focuses on an actual historical event, process, or question. As you read and analyze each article, consider:

- What point is the author trying to make?

- What is he/she trying to contribute to our understanding of the past?
- What new idea or interpretation is the author trying to support or develop?
- How does his/her interpretation compare with those of other historians?
- How have the developments in historical study influenced the author?

As you set about writing your historiographic essay, ask yourself:

- Who are the major historians for your topic?
- How can I organize these historians into schools of approach or methodology?
- How has the historiography of the topic evolved over time?

Remember that a historiographic essay is a piece of discursive prose, not a list describing or summarizing one piece of literature after another. It is usually a bad (a.k.a. failing) to have every paragraph begin with the name of a researcher. Instead, organize the historiographic essay into sections that present themes or identify trends, including relevant theory. Do NOT simply summarize the contents of various works. You must analyze the articles' evidence and conclusions, and then compare and contrast the evidence and conclusions with that which you have found in other articles. Do not forget that you need to present your own argument in the paper--do not be afraid of inserting your own voice throughout the paper.

Primary Source and Narrative-Writing Exercise

Many students who enter graduate school have more of an interest in writing narrative and popular history than analytical and scholarly history. They often bristle at the requirements of advanced study in history and claim that they just want to "tell a story." Writing pure narrative and descriptive history, however, is difficult and takes years of practice. Because practice makes perfect, in this course, due in week 6, you will have the opportunity to write a short narrative of a historic event. I will supply you (via e-mail in week 2) three primary sources from the British assault on Fort Ticonderoga on July 8, 1758. From those sources, you will write a 800-word narrative of the events of that day. You will then post your narrative on the discussion board and compare it with your classmates' narratives. You will have to assign a grade to your classmates' papers on the A through F scale. This assignment does not have a grade, but you must complete it to receive credit for the course.

Weekly View

Week	Readings	Discussions	Assignments & Exercises
1 Native America	Either: Richter, *Facing East from Indian Country* or Hinderaker, *The Two Hendricks*	Discussion Leader posts response to this question NLT Tuesday 2355 LT: How did Native American organize and project "power" in their societies? All students post their 400-word summary of their Red List or Blue List book NLT Tuesday 2355 LT.	E-mail to professor stating that the student has heard, understood, acknowledged, and heeded (HUAH) the syllabus and the assignments and expectations contained therein. Due no later than (NLT) Wednesday at 1200 local time (LT)
2 English Colonizat-ion of the Chesa-peake	Either: Kulikoff, *Tobacco and Slaves* or Morgan, *American Slavery, American Freedom*	Discussion Leader posts response to this question NLT Tuesday 2355 LT: Why did Englishmen enslave Africans? All students post their 400-word summary of their Red List or Blue List book NLT Tuesday 2355 LT.	E-mail to professor that states the historiographic question that the student will examine in his/her EOC HE. Due NLT Sunday 2355 LT
3	Either:	Discussion Leader posts response to this question NLT	

English Colonization of New England	Vickers, *Farmers and Fishermen* *or* Main, *Peoples of a Spacious Land*	Tuesday 2355 LT: How did labor define one's status and position in New England families and society? All students post their 400-word summary of their Red List or Blue List book NLT Tuesday 2355 LT.	
4 Early American Environmental History	Either: Cronon, *Changes in the Land* or Anderson, *Creatures of Empire*	Discussion Leader posts response to this question NLT Tuesday 2355 LT: Was the Columbian Exchange in seventeenth-century New England a "good" or a "bad" process? All students post their 400-word summary of their Red List or Blue List book NLT Tuesday 2355 LT.	SP 1 due NLT Sunday 2355 LT
5 Slavery and the	Either: Berlin, *Many Thousands Gone*	Discussion Leader posts response to this question NLT Tuesday 2355 LT:	E-mail to professor with a Microsoft Word attachment that contains a full bibliography of the articles the student

African-American Exper-ience in Early America	or Jordan, *White Over Black*	What came first in early America: slavery or racism? All students post their 400-word summary of their Red List or Blue List book NLT Tuesday 2355 LT.	will examine in his/her EOC HE. Due NLT Sunday 2355 LT
6 War in Colonial America	Either: Grenier, *First Way of War* or Silver, *Our Savage Neighbors*	Discussion Leader posts response to this question NLT Tuesday 2355 LT: How did warfare on the frontier shape the American identity? All students post their 400-word summary of their Red List or Blue List book NLT Tuesday 2355 LT.	Primary Source and Narrative-Writing Exercise: Post your 800-word narrative of the Battle of Fort Ticonderoga, 1758 NLT Wednesday 2355 LT. NLT Friday 2355 LT, respond to your peers' narratives and assign each one a grade on the A through F scale.
7 Women's History and Gender in Early	Either: Norton, *Founding Mothers & Fathers* or	Discussion Leader posts response to this question NLT Tuesday 2355 LT: Were women "oppressed" in colonial America?	E-mail to professor with a Microsoft Word attachment that contains a full annotated bibliography of the articles the student will examine in his/her EOC HE.

America	Ulrich, *A Midwife's Tale*	All students post their 400-word summary of their Red List or Blue List book NLT Tuesday 2355 LT.	Due NLT Sunday 2355 LT
8 The American Revo-lution	Either: Wood, *The Radicalism of the American Revolution* or Carp, *Defiance of the Patriots*	Discussion Leader posts response to this question NLT Tuesday 2355 LT: How did the colonists react to what they perceived to be British "tyranny?" All students post their 400-word summary of their Red List or Blue List book NLT Tuesday 2355 LT.	Short Paper 2 due NLT Sunday 2355 LT
9 The Spanish Border-lands	Either: Brooks, *Captives & Cousins* or Gutierrez, *When Jesus Came, the Corn Mothers Went Away*	Discussion Leader posts response to this question no later than (NLT) Tuesday 2355 local time (LT): What role did "family" play in creating an "Indian" identity on the Spanish Borderlands?	

		All students post their 400-word summary of their Red List or Blue List book NLT Tuesday 2355 LT.	
10 Devel-opment of the Old South	Either: Heyrman, *Southern Cross* or Klein, *Unification of a Slave State:*	Discussion Leader posts response to question NLT Tuesday 2355 LT: What defined "Southerness" by the early nineteenth century as far as white Southerners were concerned? All students post their 400-word summary of their Red List or Blue List book NLT Tuesday 2355 LT.	EOC HE due NLT Sunday 2355 LT. In addition to submitting your paper in the assignment drop box, please also post it on your group's week 11 discussion board and e-mail a copy to all members of the class.
11	Your peers' EOC HE	All students post a 400-word critique, with a grade on a scale of A through F, of their peers' EOC HE that are posted on their discussion board. Due NLT Thursday 2355 LT. Note that you are required to critique only the papers in your discussion group. You do not have to critique each of your classmate's papers, but you should keep them for future reference.	

Academic Honesty

A student must submit work that represents the student's own original analysis and writing. Copying another's work is not appropriate. If the student relies on the research or writing of others, the student must cite those sources. Words or ideas that require citations include, but are not limited to all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. While students are encouraged to seek editing feedback, extensive revisions of one's work by another person is considered a lack of academic honesty, as it is representing another student's work as one's own.

Copyright Compliance Notice

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Late Paper Policy

Failure to submit papers on time will result in a penalty. This penalty can be up to 5% of the maximum final grade point value of the paper **per day** for each day late (for example if a paper's max value is 400 points, at most 20 points can be taken off each day it is late). The instructor does not have to impose the maximum. However, a penalty will be imposed unless the student has an excuse approved by the instructor.

Instructor Comments/Announcements

At the top of the Seminar Homepage there is an area for "Course Announcements." Check this link frequently. Here you will find comments that your instructor will post to the classroom concerning a variety of topics such as upcoming due dates, important notices, and general feedback to the class, among other things.

Help When you Need It

There are various ways to get help if you have questions or technical problems with Angel. Be sure to contact either Embanet Support or Norwich Support **as soon as you experience technical problems**.

Embanet Support - for problems with Angel - available 24 hours a day, 7 days a week

- By phone (toll free): 1-866-321-2980
- Online Help Form: https://supportcenter.embanet.com/norwich

For more information, click the **"I Need Help !"** tab at top.

IT Support, Student Services, and Professor Grenier's Contact Information

IT Support

If you have information technology questions or problems, you can contact either Embanet Support or the Norwich University Helpdesk.

- Embanet Support can help with problems with Angel 24 hours a day/7 days a week/365 days a year is
  - By phone (toll free): 1-866-321-2980
  - By email: support@embanet.com
  - Online Help Form (http://www.embanet.com/help)

- Norwich University Helpdesk can help with your CLiC account. It is available 7am-5pm (EDT), Monday-Friday
  - By phone: 1-802-485-2456
  - By email: helpdesk@norwich.edu

Student Services

Andrew Liptak is available in Student Service 8am-5pm (EDT), Monday-Friday

- By phone: XXX-XXX-XXXX
- By email: XXXXX@norwich.edu

Professor Grenier's contact Information

I am available at various times. Please send me an e-mail in the Angel system, and I will respond within 24 hours. If you prefer to send a private e-mail, you can use my personal e-

mail address. I will respond to that e-mail within 24 hours. If all else fails, and you have an emergency or something that requires immediate attention, please feel free to call me on my cell phone. Note that I am available to take students' calls most days from 9am-4pm MST. If you do not reach me, leave a message I will get back to you as soon as possible.

- Personal e-mail address: john.grenier@comcast.net
- Cell phone: 719-201-3906

Graded Discussion Questions w/Accompanying Rubric:

Week 8 The American Revo-lution	Either: Wood, *The Radicalism of the American Revolution* or Carp, *Defiance of the Patriots*	Discussion Leader posts response to this question NLT Tuesday 2355 LT: How did the colonists react to what they perceived to be British "tyranny?" All students post their 400-word summary of their Red List or Blue List book NLT Tuesday 2355 LT.

Student name: Lesson No.:

Two Question Discussion Rubric

	30-29 100, 97%	28-27 93, 90%	26-25 87, 83%	24-23 80, 77%	22 and below* see below

Timeliness of Primary Posts Tuesday 11:59PM US Time and Friday 11:59PM Easter time /adjust for other time zones	Two initial posts posted NLT Wed	Two initial posts on time	Two initial posts on time	Two initial posts on time/ or late with prior explanation	One or more initial posts late without prior explanation
Composition	Both of the responses are innovative interpretations. Thoughtful, fully and logically developed, well-supported, organized, get right to the point, and use appropriate examples.	Both of the responses are fully and logically developed, well-supported, organized, get right to the point, use appropriate examples.	One or more of responses needs some further development, support or organization, and/or more examples.	One or more of responses needs significant further development, support or organization, and/or more examples.	One or more of the responses is inadequately developed, supported, or organized and there are few or no appropriate examples
Thesis and Analysis	Moves well beyond description and engages in extensive analysis. Does not just recount a series of facts or events... Clearly worded very insightful thesis statement to outline your stand on the topic.	Moves beyond description and engages in analysis. Does not just recount a series of facts or events... Clearly worded thesis statement to outline your stand on the topic.	Generally moves beyond description and engages in some analysis. Does not just recount a series of facts or events... Thesis statement is adequate but not entirely clear.	Occasionally moves beyond description and engages in minimal analysis. More emphasis on supporting facts needed. Thesis is vague or poorly worded.	Does not move beyond description, contains no analysis (if required), Thesis is not on point or there is no thesis.

Use of Supporting Evidence	Evidence – Quality over quantity; makes exceptional use of all appropriate material and judicious use (no more than 2 references) of outside materials	Evidence – Quality over quantity; makes superior use of all appropriate material and judicious use (no more than 2 references) of outside materials	Evidence – Quality over quantity; makes good use of most appropriate material and judicious use (no more than 2 references) of outside materials	Evidence – Quality over quantity; makes good use of some of the appropriate material and judicious use (no more than 2 references) of outside materials	Evidence is lacking or irrelevant, makes use of excessive outside sources
Coherence/ Clarity of thought	Both responses are especially coherent and display remarkable clarity of thought	Both responses are very coherent and display good clarity of thought	Both responses are coherent and display clarity of thought	Both responses are generally coherent and display clarity of thought	Either or both responses are incoherent or display confusion, lacks clarity of thought
Secondary posts	At least four secondary posts are received in a timely fashion (NLT Fri) all posts adding significantly to the general quality of the discussion. Secondary posts are especially insightful or offer challenging questions on the subject	At least four secondary posts are received in a timely fashion (NLT SAT) all posts adding significantly to the general quality of the discussion	At least four secondary posts are received in a timely fashion … most (depends on the number) adding significantly to the general quality of the discussion	At least four secondary posts are received in a timely fashion … some (depends on the number) adding significantly to the general quality of the discussion	Fewer than 4 secondary posts are received in a timely fashion or they are lacking in substance or do not add to the quality of the discussion
Accuracy of facts	Accuracy of facts 100 %	Accuracy of facts—only one minor error	Accuracy of facts-- no more than two minor errors	Accuracy of fact-- no more than 4 minor errors	More than 4 minor errors of fact or 1 egregious error

Spelling and grammar [secondary responses are often quick and "off the cuff," therefore less stringent standards apply]	0 errors	1-2 errors in primary responses or 2-5 in secondary responses.	3-5 errors in primary responses or 5-8 in secondary responses	6-9 errors in primary responses or 8-12 in secondary responses	10 or more errors in primary responses or more than 12 in secondary responses.
Tone and Tenor (a bit of appropriate humor is encouraged, a bit of classroom banter, friends, family news etc. in a post is ok as long as focus is on point)	Student is very collegial and academic. Student goes out of his/her way to assist peers	Student is collegial and academic	Student is collegial but perhaps lacks some academic demeanor toward peers and/or the instructor.	Student is occasionally gruff or patronizing, or lacks academic demeanor towards peers and/or the instructor	Student is rude and abrasive to peers and/or the instructor or repeatedly fails to respond to guidance

Additional Instructor Comments:

<u>Note</u>: The rubric is designed as a tool to evaluate your contribution to the weekly discussion. The category numbers show the quality range of your cumulative weekly effort are not intended to be "added up" to arrive at your numerical grade for the week.

30 pts = 100%

29 pts = 97

28.5 = 95

28 pts = 93

27.6 = 92

27 pts = 90

26.4 = 88

26 pts = 87

25.5 = 85

25 pts = 83

24 pts = 80

23 pts = 77

22.5 = 74

22 pts = 73

21 pts = 70

20 pts = 67

19 pts = 63

18 pts = 60

17 pts = 57

16 pts = 53

15 pts = 50

14 pts = 47

13 pts = 43

12 pts = 40

11 pts = 37

10 pts = 33

9 pts = 30

8 pts = 27

7 pts = 23

6 pts = 20

5 pts = 17

4 pts = 13

3 pts = 10

2 pts = 7

1 pt = 3

Assignment w/Accompanying Rubric:

The second paper, short paper 2 (SP 2), worth 200 points, is due Week 8 no later than Sunday at 2355 local time.

- Question: Historians debate when Americans became "Americans." We know that Britons started to refer to Americans as such around the middle of the eighteenth century. The question for SP 2 is: how did the process of colonization create an American identity in the middle of the eighteenth century?

- Specific requirements for SP 2 are:
  - Seven to ten pages in length.
  - Use only the readings assigned for this course and you and your peers' weekly discussion postings to answer this question. This is a pedagogic technique called "arguing in a closed context." You will have the opportunity to conduct original research in primary materials and make extensive use of other secondary materials in later assignments in the MAH program.
  - You must have one of your classmates peer review your essay before you submit it to your professor. Annotate your peer reviewer's name and date in the first footnote of your essay. I will not grade a paper unless a peer has reviewed it.

200 point Short Paper Rubric

Grading Area	Max possible	B level	C level	Points
Introduction clearly states the thesis or research question and identifies the main points of the paper. Strong, Clear and Concise Thesis Statement delivered early in the paper that clearly lays out for the reader the author's position in a sentence or two. Introduction should both place the issue in context and engage the reader's attention.	20-18	17-16	15 and below	Points
The body of the paper fully and conclusively examines the main points associated with the thesis/research question and is well balanced in coverage, in terms of breadth and depth.	50-45	44-40	39- and below	Points

Well organized articulation of key conceptual framework of analysis that is clearly defined and focused				
Historical examples and empirical data supporting the main analytical framework. An adequate number of reliable sources are used. The paper shows careful and thoughtful use of a variety of sources. Assertions and conclusions are well-supported through evidence presented in the paper. Exact references are provided whenever appropriate. There is a clear structure, including introduction, body, and conclusion. Excellent transitions from point to point. Paragraphs include and support solid topic sentences.	50-45	44 - 40	39 and below	Points
Strong Concluding Statement that reiterates the author's thesis and summarizes the argument. The analysis offers insightful connections to related topics and to course material. Generalizations about related topics and implications of the research are few. The paper flows logically and presents a conclusive treatment.	20-18	17-16	15 and below	Points
Style and formatting – Chicago Manual of Citation style in both text notes and bibliography is adhered to. University of Chicago Manual of Style standards apply, include a properly formatted bibliography. Paper follows all guidelines for length, margins, etc.	20-18	17-16	15 and below	Points
Grammar and usage, understandable in a single, rapid reading and generally free of errors in grammar, mechanics, misspelling, word choice errors and	20-18	17-16	15 and	Points

usage. There is excellent sentence structure, grammar, usage, and diction; correct use of punctuation; few spelling errors. Clear, accurate, college-level English is used.			below	
Timeliness – 10% Lateness/5% per day for 2 days	20-18	17-16	15 and below	Points
Totals **NOTE:** Plagiarism of any kind is grounds in and of itself for a zero on the paper. Point to percentage conversion pt total/200 =percentage	A = 200-180	B = 179-160	C = 159 and below	Points

Commentary or PowerPoint:
N/A

Master of Arts in Military History Program Outline:

Masters Military History

MH 510: Introduction **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 and the challenges of objectivity, selectivity, and bias are examined.

MH 520: Western Way of War **6 Credits**

This seminar explores the military history and Europe from classical Greece to the early 19th century. The seminar will explore the global patterns in warfare in the period prior to the Industrial Revolution. The evolution of European military power up to the early 19th century will receive special emphasis and be placed into a global context.

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 550: U.S. Military History (elective) **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 an American society.

MH 551: Race and Gender in Military History (elective) 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.

MH552: Total War (elective) **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.

MH562: Capstone Paper **6 Credits**

In this degree completion option a "Capstone Paper" 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.

MH569: Comprehensive Examination **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.

MH570: 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).

Norwich University

School of Graduate and Continuing Studies
Lesson Plan Template

Please provide the following materials for your program(s). Provide hard copy documents and/or text as identified below.

Norwich M.A. in Military History

MH520: Western Way of War Syllabus

Seminar Description

This is a course on the global patterns of warfare, on land and at sea, in the long age before the industrial revolution. It is also a course in how military history (or any history) is done. It is a course driven by your discussion of assigned readings.

During each week of this course, the readings consist of three parts:

- First, two chapters per week from War in World History, the "textbook" for the course. The function of this part of the reading is to introduce the general contours of world military history, to begin to develop some conceptual tools or general philosophical approaches to doing military history, and to explore particular historiographical issues (this is especially in the "Issue Boxes" that each chapter contains). Because the focus of the textbook is on the contexts of warfare, the textbook chapters are therefore the essential background reading for the next two parts of each week's assignments.
- Second, a reading or set of readings in an historiographical controversy — an issue historians argue about — drawn from the historiography of the period covered that week. These illustrate both the sorts of things historians argue about and the way that they argue — their use of evidence, the logic of argumentation, and how they deal with issues for which there may be no "right" answer.
- Third, a reading or set of readings from primary sources — things written from the time being studied (or as close as we can get, which sometimes isn't very close: the "primary" sources for Alexander the Great's life, for example, are mostly Roman and several hundred years after Alexander's time, though they are based on lost sources contemporary with Alexander. Working with these sources allow you to practice the interpretive skills that are basic to the historian's work. You may want to do a little background research into the author of each primary source to better ground your discussion of these works.

We provide a brief introduction to each week's readings and two questions for discussion keyed to the two non-textbook readings for the week. Your job is to contribute to the discussion of these questions. Note: there are no questions keyed specifically to the textbook chapters. Rather,

you are expected to bring the background provided by the textbook — both historical and methodological — into the discussions of the more specific topics covered by the questions.

Guidelines for Participation - Discussions

The seminar is a pathway and its weekly discussions are its stepping stones, on which you must tread if you are to move forward to the next pathway. To make this journey can be difficult, even arduous, but a key element in moving forward is the participation of all members of group and seminar in its proceedings. The discussion is the place where the student will learn and take away more than he or she can contribute, but the success of the discussion depends upon timely and proper involvement and contributions on the part of all students. This involvement and contribution will be subjected to weekly assessment on the part of the instructor, and should not take the form of the wait until the Friday of the week before making a few, last-minute "SWAGS" reference the topic: you can be assured that instructors are well aware that some students might be so inclined, and will grade accordingly!

NOTE: See the "Assignments and Grading" section below for more information on class participation.

Readings

Note on Readings: All of the required readings are in your course pack, or textbooks, or as Self-Search Library Readings. The readings are given in full – with all authors/editors and publisher, place, and dates – on their respective weekly page.

Required Textbooks:

Stephen Morillo, Jeremy Black, and Paul Lococo, *War in World History: Society, Technology, and War from Ancient Times to Present*, Volume 1 and 2, McGraw Hill, 2009.

Robert Drews, *The End of the Bronze Age,* Princeton University Press, 1995.

The Seven Military Classics of Ancient China (including Sun Tzu, The Art of War).

Vegetius, *On Roman Military Matters,* trans. John Clarke, Red and Black, 2008.

Warren Treadgold, *Byzantium and its Army, 284-1081*. Stanford U niversity Press, 1995.

Mark Whittow, *The Making of Byzantium, 600-1025*. University of California Press, 1996.

George Dennis, *Three Byzantine Military Treatises*. Dumbarton Oaks, 1995.

Eric McGeer, *Sewing the Dragon's Teeth*. Dumbarton Oaks, 1995.

Saladin: Francesco Gabrieli, ed. and trans., *Arab Historians of the Crusade*, trans. E.J. Costello Berkeley and Los Angeles: University of California Press, 1969.

Charles R. Bowlus, "Tactical and Strategic Weaknesses of Horse Archers on the Eve of the First Crusade," in *Autour de la première croisade: Actes du Colloque de la Society for the Study of the Crusades and the Latin East (Clermont-Ferrand, 22-25 juin 1995)*, ed. M. Balard, Paris, 1996.

Miguel Leon-Portilla, *The Broken Spears: The Aztec Account of the Conquest of Mexico*, Beacon, 2007.

Bernal Diaz, *The Conquest of New Spain*, trans J. M. Cohen, Penguin, 1981.

Jon Tetsuro Sumida, *Inventing Grand Strategy and Teaching Command: The Classic Works of Alfred Thayer Mahan Reconsidered*, Baltimore: Johns Hopkins University Press, 1999.

Patrick M. Malone, *The Skulking Way of War: Technology and Tactics Among the New England Indians*. Baltimore: Johns Hopkins University Press, 1991.

Jakob Walter, *The Diary of a Napoleonic Foot Soldier*, trans. Marc Raeff. London: Penguin, 1993.

John Lynn, *Battle*. Westview, 2003.

Stephen Peter Rosen, *Societies and Military Power: India and Its Armies*, (Cornell, 1996), Ch 5. ISBN 978-0801432101 (PDF available)

Clifford Rogers, ed. *The Military Revolution Debate: Readings on the Military Transformation of Early Modern Europe*. Westview Press Boulder CO 1995.

Hollander, Lee M., trans. *The Saga of the Jomsvikings*. (Austin: University of Texas Press, 1955.)

Assignments and Grading

* **Note on local time**: We realize that some students are not located in the EST zone and that, as a result, "local time" may have varying results in terms of when instructors receive your assignments.

NOTE: All seminars of the MMH program will follow the following practices.

	Points
Class Participation (Discussions)	300
Short Paper 1	200
Short Paper 2	200
Long Paper	300

TOTAL: 1000

Citing Sources in All Assignments

Citing sources is required in this program. You must comply with the **Chicago Manual of Style** citation format when you acknowledge another person or another written document whether it is in paper form or online. For more information, consult Kate L. Turabian, Manual for Writers of Research Papers, Theses and Dissertations, Chicago, IL: University of Chicago Press, 2007.

Citing Discussion Posts

While the Military History Program encourages students to cite their own or the discussion posts of other students, those cited sections of discussions **must be** cited with student name, seminar number, and the date and time of the post.

Example: (Student Last Name, Student First Name, Military History, Seminar 1, Posted 4/8/08 11:33 AM).

Class Participation

Class participation will be divided equally over **ten weeks**, assessed at 30 points a week.

Note that your ***initial*** discussion posting should be **around one page in length**.

IMPORTANT DISCUSSION TIMING NOTE

Instructors will generally post two questions; **the instructor will post these questions in the discussion area** (see the weekly outline pages accessed through the course menu for each week's discussion) on Thursday before the week begins. **All students must respond to BOTH questions for a given week.** Students **must** respond with an initial post to **at least one** of the two discussion questions no later than **Tuesday at 11:55pm local time**. After initial posts, students must spend the rest of the week posting responses to the postings written by other students, promptly and frequently. The last of these should be posted no later than **Sunday at 5:00pm local time**.

We recommend that you read the discussion rubric**, which is a grading guide to keep in mind as you contribute to the discussion area.**

GENERAL NOTES FOR ALL DISCUSSIONS:

- **Students are expected to provide initial (primary) and subsequent (secondary) posts each week. Students will respond with an initial posting to each discussion question asked for the week, this is typically two initial responses. The student shall as a minimum post a total of four subsequent responses to posts made by other students as well as the instructor.**

- STUDENTS MUST KEEP IN MIND THAT THEY SHOULD DO THE BULK OF THEIR POSTING BY **FRIDAY** FOR MAXIMUM EFFECT AND RESPONSE FROM THEIR FELLOW STUDENTS.
- Discussions posted on Saturday and Sunday may not get full examination and response, as students may already be working on their reading for the next week.
- If a student **cannot participate in the timing as described above** during a particular week, they should communicate their situation to their instructor for appropriate arrangements.

Weekly Readings

Important! Some of your seminar readings are provided through library databases and will require you to advance your research skills within a digital library. Such readings are denoted thusly: **SELF-SEARCH LIBRARY READING**

To access these readings, click on the Library tab and choose Military History from the menu on the left-hand side of the page. Select Periodicals A to Z from the Find Articles and Data list and search for the journal title (e.g. Journal of World History). Select a database that includes the issue in which this reading appears, and search the database for the article.

Themes/Goals for the weekly readings given below: 1) Understanding warfare in contexts: socio-economic, political, and cultural; 2) Deciphering historiographical controversy: how historians argue; 3) Analyzing primary sources: how historians think.

Week 1:

Morillo et al., *War in World History (WIWH, Vol. 1)*:
Ch 1: Bronze and Chariots: Eurasia, 10,000-600 BCE.
Ch 2: Empires, Elephants and Ideologies: Asia, 800 BCE-200 CE.

Historiographical controversy: the end of the Bronze Age
Robert Drews, *The End of the Bronze Age*, (Princeton UP, 1995), Chs 10, 12, 14.

Reviews of Drews. Each of these is a **SELF-SEARCH LIBRARY READING**:
* Eric H. Cline, in *Journal of Near Eastern Studies* , Vol. 56, No. 2, (April 1997).
* Carol G. Thomas, in *The American Historical Review* , Vol. 100, No. 1, (Feb. 1995).
* Donald C. Haggis, in *The American Journal of Philology* , Vol. 116, No. 2 (Summer 1995).
* Hans Van Wees, in *Greece and Rome* , Second Series, Vol. 41, No. 1, (April 1994).
* J.P. Karras, in *The Journal of Military History* , Vol. 58, No. 1, (Jan. 1994).
* T. Cuyler Young, Jr. *in Journal of the American Oriental Society* , Vol. 115, No. 2, (April-June 1995).
* N.V. Sekunda, in *The Classical Review* , New Series, Vol. 45, No. 1, (1995).

Primary sources: war and state
Sun Tzu, *The Art of Warfare* (The Seven Military Classics of Ancient China), Chs 1-3, 13.
Vegetius, *On Roman Military Matters*, trans. John Clarke (Red and Black, 2008), Book III.

Week 2:

WIWH, vol 1
Ch 3: Polis and Phalanx: Greece and Macedon, 800-200 BCE.
Ch 4: Legion and Empire: Rome, 800 BCE-400 CE.

Historiographical controversy: othismos
G.L. Cawkwell, *"Orthodoxy and Hoplites"*, The Classical Quarterly, New Series, Vol. 39, No. 2, (1989), pp. 375-389. **SELF-SEARCH LIBRARY READING**

R. D. Lugenbill, *"The Importance of the Mass-Shove in Hoplite Warfare"*, Phoenix, Vol. 48, No. 1, (Spring, 1994), pp. 51-61. **COURSEPACK**

Thucydides, *The History of the Peloponnesian War*, trans. Warner, Revised Edition (Penguin Classics, 1954), Book V, The Battle of Mantinea, pp. 388-400.

Primary sources: Roman warfare (battle of Cannae)
Livy: Livy, Bk 22. (http://etext.virginia.edu/toc/modeng/public/Liv3His.html)
Polybius: Polybius, Bk 3.
(http://penelope.uchicago.edu/thayer/e/roman/texts/polybius/home.html)

Week 3:

WIWH, vol 1
Ch 5: Oars and Rams: Ancient naval Warfare to 400 CE.
Ch 6: The Nomadic World: Central Asia to 1100.

Historiographical controversy: origins of Indo-Europeans
David Anthony, *The Horse, the Wheel, and Language*, (Princeton UP, 2007), Chs 1, 17.

Primary sources: Greco-Persian naval combat in Herodotus + Polybius on 1st Punic Wars
Salamis – Herodotus, Bk 8, chapters 40-97. (http://classics.mit.edu/Herodotus/history.html)
Salamis – Aeschylus, The Persians, ll. 390-432. (http://classics.mit.edu/Aeschylus/persians.html)
First Punic War – Polybius book 1, chaps 20-64.
(http://penelope.uchicago.edu/thayer/e/roman/texts/polybius/home.html)

Week 4:

WIWH, vol 1
Ch 7: Chiefs and Warbands: Western Europe, 400-1100.
Ch 8: Caliphs and Cataphracts: Islam and Byzantium, 400-1100.

Historiographical controversy: Roman continuity
Warren Treadgold, *Byzantium and its Army, 284-1081*, (Stanford UP, 1995), Ch 2.
Mark Whittow, *The Making of Byzantium, 600-1025*, (U Cal Press, 1996), pp. 181-193.

R. Abels and S. Morillo, *"A Lying Legacy: A Preliminary Discussion of Images of Antiquity and Altered Reality in Medieval Military History"*, Journal of Medieval Military History 3 (2005), 1-13. **COURSEPACK**

Primary sources: Byzantine warfare
George Dennis, *Three Byzantine Military Treatises*, (Dumbarton Oaks, 1995), pp. 11-71.
Eric McGeer, *Sewing the Dragon's Teeth*, (Dumbarton Oaks, 1995), pp. 13-59.

Week 5:

WIWH, vol 1
Ch 9: From Cavalry to Conscripts: China, 400-1100.
Ch 10: Predators and Police: Naval Warfare, 400-1100.

Historiographical controversy: Eurasian feudalism?
R.J. Barendse, *"The Feudal Mutation: Military and Economic Transformations of the Ethnosphere in the Tenth to Thirteenth Centuries"*, Journal of World History 14 (2003), 503-529. **SELF-SEARCH LIBRARY READING**
Stephen Morillo, *"A 'Feudal Mutation'? Conceptual Tools and Historical Patterns in World History"*, Journal of World History 14 (2003), 531-550. **SELF-SEARCH LIBRARY READING**

Primary Sources: Vikings
Battle of Maldon. (http://faculty.uca.edu/jona/texts/maldon.htm)
The Saga of the Jómsvíkings, trans. Lee M. Hollander (Austin: University of Texas Press, 1955).

Week 6:

WIWH, vol 1
Ch 11: Cross and Crescent: The Middle East, 1100-1450.
Ch 12: Knights, Castles and Kings: Western Europe, 1050-1500.

Primary sources: Saladin vs. Richard the Lionheart
Saladin: *Francesco Gabrieli*, ed. and trans., *Arab Historians of the Crusade*, trans. E.J. Costello (Berkeley and Los Angeles: University of California Press, 1969, pp. 87-113, 119-75, 212-37. [Richard: Itinerary of Richard I and others to the Holy Land, by Richard of Holy Trinity, books 3-6. http://www.yorku.ca/inpar/richard_of_holy_trinity.pdf .]

Historiographical controversy: The impact and effectiveness of archery

Russ Mitchell, *"Archery versus Mail: Experimental Archaeology and the Value of Historical Context,"* Journal of Medieval Military History 4 (2006), 18-28. **COURSEPACK**

Charles R. Bowlus, *"Tactical and Strategic Weaknesses of Horse Archers on the Eve of the First Crusade,"* in Autour de la première croisade: Actes du Colloque de la Society for the Study of the Crusades and the Latin East (Clermont-Ferrand, 22-25 juin 1995), ed. M. Balard (Paris, 1996), pp. 159-66. **COURSEPACK**

Matthew Bennett, *The Impact of English Archery on Later Medieval Tactics*

Week 7:

WIWH, vol 1
Ch 13: Khans and Conquest: The Mongols,1150-1400.
Ch 14: Scholars, Samurai, and Sultans: Asia, 1100-1500.

Historiographical controversy: why the ilkhanid Mongols lose at ayn jalut or go further in either Europe or the middle east (whether the lack of grazing lands is the answer).
John Masson Smith, Jr., *"'Ayn Jālūt: Mamluk Success or Mongol Failure?"* Harvard Journal of Asiatic Studies 44/2 (1984), 307-45. **SELF-SEARCH LIBRARY READING**

Reuven Amitai-Preiss, *"'Ayn-Jālūt Revisited,"* Tārīh 2 (1992), 119-50, reprinted in Medieval Warfare, 1000-1300, ed. John France (Aldershot: Ashgate, 2006), pp. 363-94. **COURSEPACK**

Primary sources: Japanese war tales and chronicles
Helen Craig McCullough, *"A Tale of Mutsu"*, Harvard Journal of Asiatic Studies 25 (1964/5), 178-211. **SELF-SEARCH LIBRARY READING**;
William H. McCullough, *"Shokyuki: An Account of the Shokyu War of 1221"*, Monumenta Nipponica 19:4 (1964), 420-455. **SELF-SEARCH LIBRARY READING**

Week 8:

WIWH, volumes 1 and 2
Ch 15: Mariners and merchants: Naval Warfare, 1100-1571.

Ch 16: The European Transformation: Western Europe, 1450-1720.

Genoese expedition to Almeria, 1147
http://www.deremilitari.org/resources/sources/almeria.htm

Richard I's conquest of the island of Cyprus, 1190
http://www.deremilitari.org/resources/sources/cyprus.htm

A naval battle between Pisa and Genoa, 1284
http://www.deremilitari.org/resources/sources/salimbene2.htm

The Battle of Sluys, 1340
http://www.maisonstclaire.org/resources/chronicles/froissart/book_1/ch_026-050/fc_b1_chap050.html

Kelly DeVries, *"Catapults Are Not Atomic Bombs: Towards a Redefinition of 'Effectiveness' in Premodern Military Technology,"* War in History 4 (1997), 475-91. **SELF-SEARCH LIBRARY READING**

Clifford J. Rogers, *"The Efficacy of the English Longbow: A Reply to Kelly DeVries,"* War in History 5 (1998), 233-42. **SELF-SEARCH LIBRARY READING**

Historiographical controversy: military revolution.
Clifford Rogers, The Military Revolution Debate, (Westview Press, 1995), Chs 1, 2, 4 [Kelly DeVries, "Catapults Are Not Atomic Bombs: Towards a Redefinition of 'Effectiveness' in Premodern Military Technology," War in History 4 (1997), 475-91].

Week 9:

WIWH, vol 2
Ch 17: Cannon and Cavalry: Eurasian Expansion, 1500-1750.
Ch 18: Conquests and Contacts: Europeans Abroad, 1500-1700.

Primary sources: the Spanish conquest of Mexico
Miguel Leon-Portilla, *The Broken Spears: The Aztec Account of the Conquest of Mexico*, (Beacon, 2007), Chs 8-12.
Bernal Diaz, *The Conquest of New Spain*, (Penguin, 1981), trans J.M. Cohen, "The Siege and Capture of Mexico."

Historiographical controversy: Sepoys
John Lynn, *Battle*, (Westview, 2003), Ch 5.

Stephen Peter Rosen, Societies and Military Power: India and Its Armies, (Cornell, 1996), Ch 5. ISBN 978-0801432101 (PDF available, 1.54 MB file size)

Week 10:

WIWH, vol 2
Ch 19: East Asian Transformations: Japan and China, 1500-1750.
Ch 20: The Age of Sail: Naval Warfare, 1500-1750.

Primary sources: British development of line ahead tactics
Royal Navy Fighting Instructions. (click here for this reading)

Historiographical controversy: Mahan and "The influence of Sea Power"
Alfred Thayer Mahan, The Influence of Seapower upon History, 1660-1783, chaps. 1, 11, 14. Available through either Gutenberg or Googlebooks.
Jon Tetsuro Sumida, *Inventing Grand Strategy and Teaching Command: The Classic Works of Alfred Thayer Mahan Reconsidered* (Washington DC: Woodrow Wilson Center Press / Baltimore: Johns Hopkins University Press, 1999).

Week 11:

WIWH, vol 2
Ch 21: Bullion and Bayonets: Linear Tactics on a Global Stage, 1680-1789.
Ch 22: From Bastille to Blockade: Revolution and the Napoleonic Wars, 1792-1815.

Historiographical controversy: skulking way of war
Patrick M. Malone, *The Skulking Way of War: Technology and Tactics Among the New England Indians* (Baltimore: Johns Hopkins University Press, 1991).
Don Higginbotham, *"The Early American Way of War: Reconaissance and Appraisal,"* William and Mary Quarterly 44 (1987), 230-73. **SELF-SEARCH LIBRARY READING**

Primary sources: Napoleon Wars
Jakob Walter, The Diary of a Napoleonic Foot Soldier, trans. Marc Raeff (London: Penguin, 1993), relevant pp. 1-111.

Paper Assignments - General Guidelines

- Have a thesis. That is, state clearly up front what you are arguing, what you intend to prove. Remember, a thesis is not a topic statement, it is a proposition you will argue for. Your conclusion should echo your thesis in light of the evidence your paper presents.

- Define your scope clearly. Say up front and concisely what topic, evidence, or question your thesis statement applies to. Cover it in the space allowed: aim at the word target; within 10% of the world count in either direction is acceptable.
- Research your sources. All three of these papers require research on your part. Do your research thoroughly, without limiting yourself to online sources. See below, "Research Resources", for further guidelines.
- Use your sources. That is, use quotes. To argue based on the sources means you have to present what the sources say. Don't use vast chunks of the source, because you have to explain what your chosen quote means in the context of your argument, but refer regularly to your evidence.
- Cite your sources. When you quote, when you paraphrase, when you refer in your own words to a key concept from another author, cite the source by author, title and page number. Do so in footnotes, not in endnotes or parenthetical citations.

Research Resources

Evaluating Sources

One of the key themes of this course is ***understanding sources.*** This applies to both ***primary*** and ***secondary*** sources. Just because a source is online doesn't make it bad, and just because a source is in print doesn't make it good. You must learn to evaluate the reliability of sources, as well as their ***perspectives*** (or possible biases) and ***lenses*** (that is, their theoretical and analytical methods). There are several things you can do to get at least a rough take on a source:

- Don't ever simply accept the first source you look at (either about an historical event or about a source). Look around, compare, see who says what about whom.
- Try to answer, at least roughly, the following questions about anything you read: Who is the author? Why did they write? What is the context of their writing what they write?
- What are the sources for the source? If this is a primary source, how does the source know what it presents? If it is a secondary source, what sources, primary and secondary, does it use? Does it refer to them with specific citations (footnotes, endnotes) or just a bibliography?
- Especially for modern sources, who published the source? Refereed academic journals and university presses impose higher standards of scholarship than commercial or vanity presses.

Some sources are, of course, easier than others to evaluate. Julius Caesar is pretty straightforward; approach the Old Testament with extreme caution. This leads us to…

Finding Sources

There are plenty of sources, primary and secondary, for military history — probably too many on the web, since military history is such a popular topic outside of academia. (Inside academia, not

so much!) In other words, there is a whole lot of crap out there, which is why you have to exercise your critical faculties constantly. Here are a few guidelines and recommendations:

- For a general overview of military history as a field, get yourself a copy of S. Morillo, *What is Military History?* (Cambridge: Polity Press, 2006). "Well written and clear without being simplistic, it is a worthwhile book for any person with an interest in the study and craft of military history." (*Journal of Military History* 72, 2008: 543-4.) This is, to be clear, only a recommendation, not a required text.
- There is a treasure trove of primary and secondary sources at the De Re Militari website: http://www.deremilitari.org/ under Online Resources. Just because it's on the De Re site doesn't guarantee that the source is a good one, but it is an excellent first filter.
- The Norwich Library has a slew of great portals to serious online content. If you're looking for books to ILL, WorldCat is your first stop; if you want journal articles, learn to worship JSTOR.
- One need not be a Wikipedia skeptic: not everything on there is automatically suspect. In fact, in independent testing it seems to stack up pretty well against the online Encyclopedia Britannica, for example. But neither is it an acceptable source in itself. Think of it as a convenient portal into a topic. It can point you to the next level of stuff (always read the footnotes and references) and give you some basic context, but don't cite it as an authority. (This is especially true of historical topics. It's great if you want to know about The Veils, a cool contemporary London-based indie rock group.)

Short & Long Paper Assignments

Short Papers

There will be **two short papers**:

- Should be between approximately 5 pages in length.
- Will each be afforded 200 points.

Short Paper #1
The **first short paper** is due **Week 4 no later than Sunday at 11:55pm local time**.

Word target: (c. 5 pages)

So now let's put all this into action. For this paper, you are to choose one source for military history before 1100 CE and write a critical analysis of the source. "Critical" does not mean you have to criticize it; it means you critique it — evaluate it seriously for both strengths and weaknesses as well as characteristics that are neither "strong" nor "weak" but just important to understanding what we can learn from the source. A good starting point is answering the questions noted above: who wrote it, why, and in what context?

Once you have critiqued the source, add a conclusion evaluating how what you have learned about the source affects your understanding of the topics discussed in class up to this point (that

is, how we know about ancient and early medieval warfare). Your choice of sources includes any of the primary sources included in the syllabus up to this point in the course, or another source of your choice as long as your choice is approved ahead of time. Some suggestions:

Sunzi	The Arthashastra
Herodotus	Tacitus
Thucydides	Livy
Julius Caesar	Amianus Marcellinus
Polybios	Vegetius
Cassios Dio	Gregory of Tours
Xenophon	William of Poiters
Plutarch	Maurice, Strategikon
Sima Qian	

Short Paper #2
The **second short paper** is due **Week 8 no later than Sunday at 11:55pm local time.**

Word target: (approximately. 5 pages)

Pick a specific war or campaign from the period 400-1500. The war or campaign may, but need not, focus on a particular battle or siege. Your choice should be approved ahead of time. Write an analysis of the ***socio-economic factors*** that influenced or were influenced by the conduct of the war or campaign on both sides.

This should be a focused paper relying on a limited range of primary and secondary sources. Think of it partly as practice for the Research Paper.

Where else you can find these paper topics:

- In the **main section of the discussion** area (posted by the instructor).
- In the **weekly assignment section** .

Requirement

For the short paper, what is required can be defined in one word: **analysis** and not description. The paper should include the following to meet the requirement:

- Chicago Manual of Style format and citation
- Maximum analysis
- Between three and five sources (drawn from class and not outside)
- Personal (but critical and detached) views

View the **short paper example** in the Student Resources tab, under the heading "Assignment Resources."

Research Paper

The **research paper** is due **Week 10 no later than Sunday at 11:55pm local time**.

Word target: (c. 15-20 pages)

Pick a specific war or campaign from the period 1500-1800. The war or campaign may, but need not, focus on a particular battle or siege. Your choice should be approved ahead of time. Write an analysis of the ***cultural factors*** that influenced or were influenced by the conduct of the war or campaign on both sides.

This should be a broader, more extended research paper, relying on a much richer range of primary and secondary sources.

This research paper is due **Week 10 no later than Sunday at 11:55pm local time**.

All aspects have to be determined and agreed by student and instructor.

Citation and Research

Students should understand that the Long Paper has **specific expectations** with respect to literature searches, beyond the readings assigned for the seminar, and for citation. Guidelines are provided in the Student Resources section of the classroom (accessed through the Resource Tab).

Exit Portfolio

As part of the **degree requirement**, students are required to submit an "Exit Portfolio" to their **Seminar 6** instructor. **Students do not need to submit anything for their portfolio during this seminar**. It is important however that from the outset, students understand that they must retain a readable copy of all papers throughout the degree program.

The portfolio will be an electronic folder containing electronic copies of all the written work that the student completed for **seminars 1-5**:

- In chronological order
- In Word format
- Organized with each seminar having its own subfolder
- Provided in "clean copies"; i.e. no instructor comments or grades should be included on the word documents

The seminar 6 instructor will inspect each student's portfolio in order to assess written growth and to ensure that materials were not "recycled" in multiple seminars without written authority to do so. The instructor will then inform each student as to the grade assigned (either "pass" or

"fail") and will forward this grade and an electronic copy of each student's folder to the Administrative Director of the MMH program. If "fail" the reasons why will also be communicated to the student and staff by the seminar instructor. The Administrative Director will retain the copies on file.

A grade of **"pass"** will be required for a student to be awarded his or her degree.

For more information, see the Capstone Resources.

Academic Honesty

A student must submit work that represents the student's own original analysis and writing. Copying another's work is not appropriate. If the student relies on the research or writing of others, the student must cite those sources. Words or ideas that require citations include, but are not limited to all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. While students are encouraged to seek editing feedback, extensive revisions of one's work by another person is considered a lack of academic honesty, as it is representing another student's work as one's own.

Copyright Compliance Notice

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Late Paper Policy

Failure to submit papers on time will result in a penalty. This penalty can be **up to 5%** of the maximum final grade point value of the paper **per day** for each day late (for example if a paper's max value is 400 points, at most 20 points can be taken off each day it is late). The instructor does not have to impose the maximum. However, a penalty will be imposed unless the student has an excuse approved by the instructor.

Instructor Comments/Announcements

At the top of the Seminar Homepage there is a section called "Announcements." Check this area frequently. Here you will find comments that your instructor will post to the classroom concerning a variety of topics such as upcoming due dates, important notices, and general feedback to the class, among other things.

Week Number of Course:

Week 4:

WIWH, vol 1
Ch 7: Chiefs and Warbands: Western Europe, 400-1100.
Ch 8: Caliphs and Cataphracts: Islam and Byzantium, 400-1100.

Historiographical controversy: Roman continuity
Warren Treadgold, *Byzantium and its Army, 284-1081*, (Stanford UP, 1995), Ch 2.
Mark Whittow, *The Making of Byzantium, 600-1025*, (U Cal Press, 1996), pp. 181-193.

R. Abels and S. Morillo, *"A Lying Legacy: A Preliminary Discussion of Images of Antiquity and Altered Reality in Medieval Military History"*, Journal of Medieval Military History 3 (2005), 1-13. **COURSEPACK**

Primary sources: Byzantine warfare
George Dennis, *Three Byzantine Military Treatises*, (Dumbarton Oaks, 1995), pp. 11-71.
Eric McGeer, *Sewing the Dragon's Teeth*, (Dumbarton Oaks, 1995), pp. 13-59.

Weekly Topic:

Barbarian Kingdoms, Byzantium, Arab Caliphate and the question of Roman continuity.

Brief Introduction and/or Learning Outcomes for the Week:

It's post-Roman week! Both Chapters 7 and 8 of the textbook deal with successors of the Roman Empire and Greco-Roman culture: the barbarian kingdoms of western Europe, the continuation of the Roman Empire in the east, commonly known as Byzantium, and the Arab Caliphate. These societies raise the knotty problem of change and continuity. In particular, for the military historian questions of Roman continuity highlight the necessity of placing military institutions and warfare in their social and economic contexts, for armies and their styles of fighting are always products, in one way or another, of the social structures and material resources that produce them.

The historiographical sources confront this question directly in both practical and theoretical terms. The fundamental problem you should bear in mind, and against which this debate takes place, is how historians assess and make meaningful the balance of change and continuity. Clearly, this is not a simple process since sources can often be interpreted in several equally plausible ways.

The primary sources contribute to this problem at least indirectly. They demonstrate a form of cultural continuity, in that a tradition of military manual writing originated during Roman times and continued, in the east, for centuries. But what does this tell us? Culturally and even institutionally, the United States Army has had a fairly continuous history since 1776. But does this mean that the US Army fighting today in Afghanistan is "the same" as the army that took the British surrender at Yorktown? Clearly, this is not a question that can be answered on a purely institutional level: context matters.

Don't forget to consult the **resources available to assist you** while you write your Long Paper that can be found under the **Resources tab**, specifically those under the headings "Research Papers" and "Writing Resources." You may also access resources in the Norwich Library through the **Library tab**. Familiarize yourself with these resources over the coming weeks and keep them to refer to as you continue to work on your paper.

Graded Discussion Questions w/Accompanying Rubric:

1. Treadgold on one side and Whittow and Haldon on the other argue in these selections about the overall size of the East Roman/Byzantine military establishment. How is this specific argument a proxy for the larger argument about the extent and nature of Roman continuity into Byzantium and early medieval western Europe?
More broadly, and bringing the Abels-Morillo article into the discussion, what do the various authors who have debated this question mean by "continuity"? What kind of continuity? As opposed to what kind of change? Given that we can safely say that all historical eras are characterized by some mixture of continuity with and change from their pasts, what criteria (if any) can we establish for deciding the significance of change: when does transformation become difference in kind? (Is the analogy of speciation useful here?)

2. These sources provide us with evidence of a more specific set of changes, namely the evolution of Byzantine tactical and operational practices between roughly the seventh and the tenth centuries.
(a) What tactical and operational changes and what continuities stand out from what these sources describe? What changes or continuities in Byzantine forces do they imply? What changes or continuities in the contexts of Byzantine operations do the sources reveal?
(b) Do you think Byzantine military treatises such as these rise to the level of articulating an official, conscious "doctrine"? Why or why not?
(c) What do these sources contribute (if anything) to the "Roman continuity" debate?

Student name: Lesson No.:

Two Question Discussion Rubric

	30-29 **100, 97%**	**28-27** **93, 90%**	**26-25** **87, 83%**	**24-23** **80, 77%**	**22 and below* see below**

Timeliness of Primary Posts Tuesday 11:59PM US Time and Friday 11:59PM Easter time /adjust for other time zones	Two initial posts posted NLT Wed	Two initial posts on time	Two initial posts on time	Two initial posts on time/ or late with prior explanation	One or more initial posts late without prior explanation
Composition	Both of the responses are innovative interpretations. Thoughtful, fully and logically developed, well-supported, organized, get right to the point, and use appropriate examples.	Both of the responses are fully and logically developed, well-supported, organized, get right to the point, use appropriate examples.	One or more of responses needs some further development, support or organization, and/or more examples.	One or more of responses needs significant further development, support or organization, and/or more examples.	One or more of the responses is inadequately developed, supported, or organized and there are few or no appropriate examples
Thesis and Analysis	Moves well beyond description and engages in extensive analysis. Does not just recount a series of facts or events... Clearly worded very insightful thesis statement to outline your stand on the topic.	Moves beyond description and engages in analysis. Does not just recount a series of facts or events... Clearly worded thesis statement to outline your stand on the topic.	Generally moves beyond description and engages in some analysis. Does not just recount a series of facts or events... Thesis statement is adequate but not entirely clear.	Occasionally moves beyond description and engages in minimal analysis. More emphasis on supporting facts needed. Thesis is vague or poorly worded.	Does not move beyond description, contains no analysis (if required), Thesis is not on point or there is no thesis.

Use of Supporting Evidence	Evidence – Quality over quantity; makes exceptional use of all appropriate material and judicious use (no more than 2 references) of outside materials	Evidence – Quality over quantity; makes superior use of all appropriate material and judicious use (no more than 2 references) of outside materials	Evidence – Quality over quantity; makes good use of most appropriate material and judicious use (no more than 2 references) of outside materials	Evidence – Quality over quantity; makes good use of some of the appropriate material and judicious use (no more than 2 references) of outside materials	Evidence is lacking or irrelevant, makes use of excessive outside sources
Coherence/ Clarity of thought	Both responses are especially coherent and display remarkable clarity of thought	Both responses are very coherent and display good clarity of thought	Both responses are coherent and display clarity of thought	Both responses are generally coherent and display clarity of thought	Either or both responses are incoherent or display confusion, lacks clarity of thought
Secondary posts	At least four secondary posts are received in a timely fashion (NLT Fri) all posts adding significantly to the general quality of the discussion. Secondary posts are especially insightful or offer challenging questions on the subject	At least four secondary posts are received in a timely fashion (NLT SAT) all posts adding significantly to the general quality of the discussion	At least four secondary posts are received in a timely fashion … most (depends on the number) adding significantly to the general quality of the discussion	At least four secondary posts are received in a timely fashion … some (depends on the number) adding significantly to the general quality of the discussion	Fewer than 4 secondary posts are received in a timely fashion or they are lacking in substance or do not add to the quality of the discussion
Accuracy of facts	Accuracy of facts 100 %	Accuracy of facts—only one minor error	Accuracy of facts-- no more than two minor errors	Accuracy of fact-- no more than 4 minor errors	More than 4 minor errors of fact or 1 egregious error

Spelling and grammar [secondary responses are often quick and "off the cuff," therefore less stringent standards apply]	0 errors	1-2 errors in primary responses or 2-5 in secondary responses.	3-5 errors in primary responses or 5-8 in secondary responses	6-9 errors in primary responses or 8-12 in secondary responses	10 or more errors in primary responses or more than 12 in secondary responses.
Tone and Tenor (a bit of appropriate humor is encouraged, a bit of classroom banter, friends, family news etc. in a post is ok as long as focus is on point)	Student is very collegial and academic. Student goes out of his/her way to assist peers	Student is collegial and academic	Student is collegial but perhaps lacks some academic demeanor toward peers and/or the instructor.	Student is occasionally gruff or patronizing, or lacks academic demeanor towards peers and/or the instructor	Student is rude and abrasive to peers and/or the instructor or repeatedly fails to respond to guidance

Additional Instructor Comments:

<u>Note</u>: The rubric is designed as a tool to evaluate your contribution to the weekly discussion. The category numbers show the quality range of your cumulative weekly effort are not intended to be "added up" to arrive at your numerical grade for the week.

30 pts = 100%

29 pts = 97

28.5 = 95

28 pts = 93

27.6 = 92

27 pts = 90

26.4 = 88

26 pts = 87

25.5 = 85

25 pts = 83

24 pts = 80

23 pts = 77

22.5 = 74

22 pts = 73

21 pts = 70

20 pts = 67

19 pts = 63

18 pts = 60

17 pts = 57

16 pts = 53

15 pts = 50

14 pts = 47

13 pts = 43

12 pts = 40

11 pts = 37

10 pts = 33

9 pts = 30

8 pts = 27

7 pts = 23

6 pts = 20

5 pts = 17

4 pts = 13

3 pts = 10

2 pts = 7

1 pt = 3

Assignment w/Accompanying Rubric:

Short Paper #1
The **first short paper** is due **Week 4 no later than Sunday at 11:55pm local time.**

Word target: (c. 5 pages)

So now let's put all this into action. For this paper, you are to choose one source for military history before 1100 CE and write a critical analysis of the source. "Critical" does not mean you have to criticize it; it means you critique it — evaluate it seriously for both strengths and weaknesses as well as characteristics that are neither "strong" nor "weak" but just important to understanding what we can learn from the source. A good starting point is answering the questions noted above: who wrote it, why, and in what context?

Once you have critiqued the source, add a conclusion evaluating how what you have learned about the source affects your understanding of the topics discussed in class up to this point (that is, how we know about ancient and early medieval warfare). Your choice of sources includes any of the primary sources included in the syllabus up to this point in the course, or another source of your choice as long as your choice is approved ahead of time. Some suggestions:

Sunzi
Herodotus
Thucydides
Julius Caesar
Polybios
Cassios Dio
Xenophon
Plutarch
Sima Qian
The Arthashastra
Tacitus
Livy
Amianus Marcellinus
Vegetius
Gregory of Tours
William of Poiters
Maurice, Strategikon

200 point Short Paper Rubric

Grading Area	Max possible	B level	C level	Points
Introduction clearly states the thesis or research question and identifies the	20-18	17-	15 and	Points

main points of the paper. Strong, Clear and Concise Thesis Statement delivered early in the paper that clearly lays out for the reader the author's position in a sentence or two. Introduction should both place the issue in context and engage the reader's attention.		16	below	
The body of the paper fully and conclusively examines the main points associated with the thesis/research question and is well balanced in coverage, in terms of breadth and depth. Well organized articulation of key conceptual framework of analysis that is clearly defined and focused	50-45	44-40	39- and below	Points
Historical examples and empirical data supporting the main analytical framework. An adequate number of reliable sources are used. The paper shows careful and thoughtful use of a variety of sources. Assertions and conclusions are well-supported through evidence presented in the paper. Exact references are provided whenever appropriate. There is a clear structure, including introduction, body, and conclusion. Excellent transitions from point to point. Paragraphs include and support solid topic sentences.	50-45	44 - 40	39 and below	Points
Strong Concluding Statement that reiterates the author's thesis and summarizes the argument. The analysis offers insightful connections to related topics and to course material. Generalizations about related topics and implications of the research are few. The paper flows logically and presents a conclusive treatment.	20-18	17-16	15 and below	Points
Style and formatting – Chicago Manual of Citation style in both text notes and bibliography is	20-18	17-16	15 and below	Points

adhered to. University of Chicago Manual of Style standards apply, include a properly formatted bibliography. Paper follows all guidelines for length, margins, etc.				
Grammar and usage, understandable in a single, rapid reading and generally free of errors in grammar, mechanics, misspelling, word choice errors and usage. There is excellent sentence structure, grammar, usage, and diction; correct use of punctuation; few spelling errors. Clear, accurate, college-level English is used.	20-18	17-16	15 and below	Points
Timeliness – 10% Lateness/5% per day for 2 days	20-18	17-16	15 and below	Points
Totals **NOTE:** Plagiarism of any kind is grounds in and of itself for a zero on the paper. Point to percentage conversion pt total/200 =percentage	A = 200-180	B = 179-160	C = 159 and below	Points

Commentary or PowerPoint:
N/A

Print this page

MH 530 - An Introduction to Military Thought and Theory - Syllabus

Seminar Description

This seminar will introduce you to some of the fundamental strands of military thought that have shaped warfare since the modern era. When we speak of military thought we mean the aggregate of theories, doctrines, and beliefs belonging to a particular individual, community, or period. We might use the term early nineteenth-century military thought, for instance, refer to the theories of Antoine Henri Jomini and Carl von Clausewitz, and the various forces that influenced their thinking.

By the term military theory, we mean the concepts and principles developed by soldiers and civilians related to the nature or conduct of war. Thus, we could speak of Clausewitz's theory of the nature of war, or his concept of the center of gravity. Although Julian Corbett was a civilian, he had a number of important ideas - theories - regarding naval warfare. One does not have to be military to have a military theory.

Military doctrine, in contrast, is an approved or official collection of principles and procedures; it usually appears in the form of drill manuals or field manuals. Doctrine usually provides important information about defeating an adversary in combat under a variety of conditions. Some military organizations held more closely to approved principles or procedures than others; but all published manuals of some sort, and when viewed closely, these manuals clearly reflect a certain philosophy or understanding of war. Ideally, doctrine provides the foundation for military training and education, as well as force structure and organization.

In this course, you will encounter both primary and secondary sources concerning various forms of military thought. The primary sources - the writings of Jomini, Clausewitz, and Corbett, for instance - will give you an opportunity to read what these authors had to say in their own (though sometimes translated) words. When these thinkers published books and articles they were making public statements, which they in turn knew would be exposed to criticism; hence, we ought to expect that they spent time developing and honing them - you, the student, will decide how well the logic of their arguments hold together, and whether they are persuasive.

The course is laid out roughly chronologically. Most military historians believe that the modern era begins with the age of Napoleon, and so this course begins by stressed the difference between Napoleon's way of fighting, and the kinds of wars that preceded them. Next, the ideas of Clausewitz, who more than any other modern military writer contributed to our knowledge about war, are given considerable coverage (as much as is possible in a survey course). Then, we move forward to the period before the First World War, an era of profound and far-reaching technological change, and assess how effective that period's military thinkers were in responding to those changes. That era also includes the birth of modern naval thought, which is the subject of the next lesson. After that, we look at the period between the world wars, and especially at the emergence of airpower theories and so-called blitzkrieg theory. Then, we look at how nuclear weapons affected strategic thought after the Second World War. We also examine several models of an entirely different species of warfare, guerrilla warfare and its cousin, terrorism. Finally, we look at contemporary military thought, both as a summation of some of the more persistent ideas of modern military theories, and also as a body of thought that is not yet

complete - that is still trying to adjust to the challenges of the 21st century. Will contemporary military thought be successful in making that adjustment? We shall see.

This chronological framework is appropriate because, as you will see, certain ideas had to occur before it would be possible to think of others. If Mahan had not published his naval theories first, for instance, it would not have been possible for Corbett to develop his counterarguments, and to offer opposing views. Similarly, the ideas of nuclear war and nuclear deterrence opened the door for the idea of modern limited war.

Enjoy this course; savor it. As the events of contemporary war fill you TV screens at night, see if you can identify whether, and how, some of the individual theories you have learned here are shaping events today.

Guidelines for Participation - Discussions

Your participation grade will be based on your direct involvement in the class. The quality of your participation is at least as important as the quantity; your comments and questions should show that you've done the reading and that you're intellectually engaged with the material. Continuous, quality participation in each week's online discussion is an essential element in successfully completing this seminar.

Instructors will generally post two questions; the instructor will post these questions in the discussion area on Thursdays before the week begins. Students must respond with an initial post to at least one of the two discussion questions no later than the following Tuesday at 11:55pm local time. After initial posts, students must spend the rest of the week posting responses to the postings written by other students, promptly and frequently. The last of these should be posted no later than Sunday at 5:00pm local time.

Students must keep in mind that they should do the bulk of their posting by Friday each week for maximum effect and response from their fellow students. Discussions posted on Saturday and Sunday may not get a full response from fellow students, who may already be working on their reading for the next week.

Student who cannot participate in the timing as described above during a particular week should advise their instructor, who may require alternative work for participation credit.

NOTE: See the "Assignments and Grading" section below for more information on class participation.

Readings

Note on Readings: All of the required readings are in your course pack, or textbooks, or as Self-Search Library Readings. The readings are given in full – with all authors/editors and publisher, place, and dates – on their respective weekly page.

Required Textbooks:

Peter Paret, ed. Makers of Modern Strategy: From Machiavelli to the Nuclear Age. Princeton University Press, 1986.

Colonel Thomas Hammes, USMC. The Sling and the Stone: On War in the 21st Century. Zenith Press, 2006.

Assignments and Grading

* **Note on local time**: We realize that some students are not located in the EST zone and that, as a result, "local time" may have varying results in terms of when instructors receive your assignments.

NOTE: All seminars of the MMH program will follow the following practices.

		Points
Class Participation (Discussions)		300
Short Paper 1		200
Short Paper 2		200
Long Paper		300
	TOTAL:	**1000**

Citing Sources in All Assignments

Citing sources is required in this program. You must comply with the **Chicago Manual of Style** citation format when you acknowledge another person or another written document whether it is in paper form or online. For more information, consult Laurie G. Kirszner and Stephen R. Mandell, *The Pocket Handbook for History*, 2nd edition, Boston, MA: Thomson/Wadsworth, 2004.

Citing Discussion Posts

While the Military History Program encourages students to cite their own or the discussion posts of other students, those cited sections of discussions **must be** cited with student name, seminar number, and the date and time of the post.

> Example: (Student Last Name, Student First Name, Military History, Seminar 1, Posted 4/8/08 11:33 AM).

Class Participation

Class participation will be divided equally over **ten weeks**, assessed at 30 points a week.

Note that your ***initial*** discussion posting should be **around one page in length.**

IMPORTANT DISCUSSION TIMING NOTE

Instructors will generally post two questions; **the instructor will post these questions in the discussion area** (see the weekly outline pages accessed through the course menu for each weeks discussion) on Thursday before the week begins. **All students must respond to BOTH questions for a given week.** Students **must** respond with an initial post to **at least one** of the two discussion questions no later than **Tuesday at 11:55pm local time**. After initial posts, students must spend the rest of the week posting responses to the postings written by other students, promptly and frequently. The last of these should be posted no later than **Sunday at 5:00pm local time.**

We recommend that you read the discussion rubric**, which is a grading guide to keep in mind as you contribute to the discussion area.**

GENERAL NOTES FOR ALL DISCUSSIONS:

- **Students are expected to provide initial (primary) and subsequent (secondary) posts each week. Students will respond with an initial posting to each discussion question asked for the week, this is typically two initial responses. The student shall as a minimum post a total of four subsequent responses to posts made by other students as well as the instructor.**
- STUDENTS MUST KEEP IN MIND THAT THEY SHOULD DO THE BULK OF THEIR POSTING BY **FRIDAY** FOR MAXIMUM EFFECT AND RESPONSE FROM THEIR FELLOW STUDENTS.
- Discussions posted on Saturday and Sunday may not get full examination and response, as students may already be working on their reading for the next week.
- If a student **cannot participate in the timing as described above** during a particular week, they should communicate their situation to their instructor for appropriate arrangements.

Exit Portfolio

As part of the **degree requirement**, students are required to submit an "Exit Portfolio" to their **Seminar 6** instructor. **Students do not need to submit anything for their portfolio during this seminar**. It is important however that from the outset, students understand that they must retain a readable copy of all papers throughout the degree program.

The portfolio will be an electronic folder containing electronic copies of all the written work that the student completed for **seminars 1-5**:

- In chronological order
- In Word format
- Organized with each seminar having its own subfolder
- Provided in "clean copies"; i.e. no instructor comments or grades should be included on the word documents

IMPORTANT!

REMEMBER, YOU MUST UPLOAD ALL SEMINAR 1-5 PAPERS, INCLUDING ALL THOSE ITEMS THAT YOU UPLOADED TO AN ASSIGNMENT BIN FOR A GRADE. DO NOT UPLOAD DISCUSSION QUESTIONS.

The seminar 6 instructor will inspect each student's portfolio in order to assess written growth and to ensure that materials were not "recycled" in multiple seminars without written authority to do so. The instructor will then inform each student as to the grade assigned (either "pass" or "fail") and will forward this grade and an electronic copy of each student's folder to the Administrative Director of the MMH program. If "fail" the reasons why will also be communicated to the student and staff by the seminar instructor. The Administrative Director will retain the copies on file.

A grade of **"pass"** will be required for a student to be awarded his or her degree.

For more information, see the Capstone Resources.

Short Papers

There will be **two short papers**:

- No fewer than 2,000 words and no more than 2,500 words (not counting notes and bibliography).
- Only internal sources are to be used.
- Will each be assigned 200 points.

The **first short paper** is due **Week 4 no later than Sunday at 11:55pm local time**. It will concern itself with themes considered in the first three weeks of the course. The essay will have as a thesis one of the two offered below. NO MODIFICATIONS will be permitted. The purpose of the paper is to demonstrate that the student can form and defend an argumentative position.

> **TOPIC: The birth of modern strategy.**
> THESIS: This essay will demonstrate that Henri de Jomini deserves the title of Father of Modern Strategy.
> or
> THESIS: This essay will demonstrate that Carl von Clausewitz deserves the title of Father of Modern Strategy.

The **second short paper** is due **Week 8 no later than Sunday at 11:55pm local time**.

> TOPIC: **The use of strategic airpower during World War II.**
> THESIS: This essay will demonstrate that during World War II, as predicted by interwar airpower theorists, the most effective way to wage war was to target the enemy's civilian sector.
> or
> THESIS: This essay will demonstrate that contrary to predictions by interwar airpower theorists air power did not become the predominant military force of World War II.

Requirement

For the short paper, what is required is analysis and not description. The paper must include the following:

- *Chicago Manual of Style* format and citation
- Maximum analysis
- Three to five sources (drawn from class and not outside)
- Personal (but critical and detached) views
- Assessment

View this short paper example (also available in the Student Resources section of the classroom under the heading "Assignment Resources").

Final Assignment

Option 1. A historiographical essay on a topic germane to this seminar; Seminar Three Military theory and thought between 1740a.d. and 2000a.d.

If you are attempting the first possible assignment, in **Week 3** you will need to provide a) a clear statement of the general topic area, b) a clear research question, and c) a paragraph-long discussion of the context of the topic and the research question.

In **Week 5**, you will need to provide a preliminary bibliography (formatted in accordance with the *Chicago Manual of Style*) including as a minimum 5 scholarly books on the topic and 10 scholarly journal articles (not popular magazine) that are tightly germane to your topic.

In **Week 7**, you will need to provide a revised research question and the general historiographical schools of thought as they affect your historiographical essay .

On Sunday evening of **Week 10** you will turn in a historiographical essay of 20-25 pages dealing with the major historiographical question.

Option 2. A traditional research paper between 20-25 pages in length on a topic germane to this seminar; Seminar Three Military theory and thought between 1740a.d. and 2000a.d. This paper must not be a narrative, descriptive paper, instead it should have Q.A.S. (question, answer, and historical significance). Writing papers with QAS will prepare you for your capstone paper in Seminar 6.

In **week 3** you will submit a) a clear statement of your research topic area, b) a clearly stated research question, and, c) a paragraph of context within the parameters of the course; Seminar Two European military history between 500b.c. and 1900a.d. There's no need at this point to have a developed bibliography.

In **week 5**, you will submit a preliminary bibliography formatted according to the *Chicago Manual of Style*., you will need to provide a preliminary bibliography (formatted in accordance with the *Chicago Manual of Style*) including as a minimum 5 scholarly books on the topic and 10 scholarly journal articles (not popular magazine) that are tightly germane to your topic.

In **week 7**, you will submit a restatement of the research question combined with a clear thesis statement and a statement of the historiographical significance.

On Sunday of **Week 10** you will turn in a 20-25 page analytical research paper, addressing a research question, providing an analytical answer that is based on the synthesis of previous historical works and primary sources that has clear historiographical significance - in short, don't just story-tell.

Option 3. Option 3. Syllabus, and lectures outlines for a full term (16-week is ideal), elective course on a topic germane to the historical periods covered in this seminar; Seminar Three Military theory and thought between 1740a.d. and 2000a.d. Your syllabus should provide a list of readings, discussion questions, writing assignments, and weekly topics and outline course goals. Your lecture outlines should break down the main topics of each week's lecture, and provide the sources you used to create your lecture.

This course development project by its may be somewhat longer in word length than a paper. **The syllabus and lecture outline option may only be undertaken once during the Master's program at**

Norwich.

In **Week 5** you will submit a student bibliography and an instructor resources bibliography.

In **Week 7** you will submit a list of terminal learning objectives and enabling learning objectives as well as a lesson list.

On Sunday of **Week 10** you will submit the following: Course Syllabus including all the following elements:

- Required Texts and Articles: In hard copy include ISBN and bibliographical data or if from digital databases, the permanent link.
- Course Description: minimum 1 paragraph, maximum 3 paragraphs.
- Course Objectives: terminal learning objectives for the course as a whole to include general learning and skill objectives.
- Instructor's Philosophy: minimum of 1 paragraph describing your instructional philosophy.
- Course Outline: to include a matrix of week-by-week topics, readings, assignments and intermediate learning objectives - you may include brief video media as appropriate, but don't go "football coach" on us.
- Weekly lecture outlines: to include source references, handouts, PowerPoints.
- Written assignment instructions: book reviews, research papers, or historiographical essays.
- A minimum of two exams: midterm and final, these may be composed with multiple choice, true/false, short answer identification (two sentences what it is and why it is significant) questions, and essay questions.
- Americans with Disabilities Act (ADA) procedures.
- Classroom rules of etiquette and electronics usage rules.

Available to you is a tutorial on how to use the databases in the library - Library Resources for Research in Military History: An Introduction. This is also available in the Student Resources section of the course. **You are encouraged to read this resource.**

Citation and Research

Students should understand that the Long Paper has **specific expectations** with respect to literature searches, beyond the readings assigned for the seminar, and for citation. Guidelines are provided in the Student Resources section of the classroom (accessed through the Resource Tab).

Academic Honesty

A student must submit work that represents the student's own original analysis and writing. Copying another's work is not appropriate. If the student relies on the research or writing of others, the student must cite those sources. Words or ideas that require citations include, but are not limited to all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. While students are encouraged to seek editing feedback, extensive revisions of one's work by another person is considered a lack of academic honesty, as it is representing another student's work as one's own.

Copyright Compliance Notice

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Late Paper Policy

Failure to submit papers on time will result in a penalty. This penalty can be **up to 5%** of the maximum final grade point value of the paper **per day** for each day late (for example if a paper's max value is 400 points, at most 20 points can be taken off each day it is late). The instructor does not have to impose the maximum. However, a penalty will be imposed unless the student has an excuse approved by the instructor.

Instructor Comments/Announcements

At the top of the Seminar Homepage there is a section called "Announcements." Check this area frequently. Here you will find comments that your instructor will post to the classroom concerning a variety of topics such as upcoming due dates, important notices, and general feedback to the class, among other things.

Help When you Need It

There are various ways to get help if you have questions or technical problems. Be sure to contact Embanet Support **as soon as you experience technical problems.**

Embanet Support - available 24 hours a day, 7 days a week

- By phone (toll free): 1-866-321-2980
- Online Help Form: https://supportcenter.embanet.com/norwich

For more information, click the **"I Need Help !"** tab at top.

This page last revised: 17-Jan-2011

Douglas V. Smith, Ph. D.
Professor of Strategy and Policy
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19 August 2011

To: Prof. James M. Ehrman, Ph.D., Program Director, Master of Arts in Military History
School of Graduate and Continuing Studies
Norwich University
158 Harmon Drive
Northfield, VT 05663

Subj: External Review of Norwich University Master of Arts in Military History Program

Submitted by:

Douglas V. Smith, Ph.D.
College of Distance Education
United States Naval War College

The material contained herein is entirely the opinion of the author and does not represent in any way the opinion of the U.S. Navy or the U.S. Naval War College

Douglas V. Smith, Ph.D.
Professor of Strategy and Policy
College of Distance Education
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686 Cushing Road
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Prof. James M. Ehrman, Ph.D., Program Director, Master of Arts in Military History
School of Graduate and Continuing Studies
Norwich University
158 Harmon Drive
Northfield, VT 05663

Dear Dr. Ehrman –

The pages that follow represent my Independent Assessment of the Norwich University Master of Arts in Military History graduate degree program,

In completing my assessment I focused on several important aspects of the program. All successful educational programs have three things in common – the quality of the Syllabus and course material, the quality of the faculty, and the degree to which the students are constructively engaged in the course. In all three areas the Norwich University Master of Arts in Military History program has a uniformly high level of success. The course materials are appropriate and useful and are conveyed to the students clearly, but with an appropriate economy of words. The faculty are uniformly expert in the areas they are teaching and their qualifications are conveyed up-front to their students. The students, as demonstrated by their grades and graduation percentages, are adequately challenged and sufficiently motivated to complete their Master of Arts Degree in a reasonable period of time, and in accomplishment of the learning objectives outlined for them at the start of each segment of the course.

While they are generally satisfied with the course as is, several recommendations are offered that might serve to enhance student engagement in it.

I was particularly pleased for the opportunity of comparing the Norwich University Master of Arts in Military History with similar programs offered by Hawaii Pacific University, American Military University and the United States Naval War College. I have learned quite a bit on how successful programs are devised and administered, and for that I am very thankful. Please feel free to contact me at (401)841-6521 if there are any questions.

Sincerely,

Douglas V. Smith, Ph.D.

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Introduction/Mission Statement

The Norwich University mission statement is: ""To give our youth an education that shall be American in character — to enable them to act as well as to think — to execute as well as to conceive — "to tolerate all opinions when reason is left free to combat them" — to make moral, patriotic, efficient, and useful citizens, and to qualify them for all those high responsibilities resting upon a citizen of this free republic." The specific MAMH mission is stated clearly in its five Program Goals which are in line with the "five elements of mastery" deemed necessary for Master of Arts in History programs by the American Historical Association:

1) A base of historical knowledge
2) Research and presentation skills
3) An introduction to historical pedagogy
4) Building a foundation for a professional identity as an Historian
5) Learning to think like an Historian

The Norwich University MA in Military History program is well-structured and sound to accomplish mastery of each of these stated elements.

Methodology

It is the intent here and throughout to compare the Norwich University Masters' Degree Program in Military History to similar programs at American Military University (AMU), Hawaii Pacific University (HPU) and the United States Naval War College (NWC). Suggestions made will in large part be derived from positive aspects of these other programs.

American Military University

American Military University offers Master of Arts Degrees in Military History (MAMH) and Military Studies (MAMS) based on attainment of thirty-six graduate credit hours. With a total tuition cost of $11,700.00, that equates to a cost of $325.00 per graduate credit hour, making this option very attractive to students of limited means. The AMU MAMH/MAMS programs are delivered entirely on-line.

MAMH areas of concentration include:

- The American Revolution
- The United States Civil War
- Military Diplomacy and Diplomatic History
- War since 1945
- World War II

Core requirements for the MAMH degree include:

- Twelve hours of graduate credit (4 courses/3 credits each)
- Historical Research Methods
- Historiography

- Studies in U.S. Military History
- Great Military Philosophers

Additional MAMH requirements include:

- Eighteen credit hours (or six courses) in the MAMH area of concentration
- A comprehensive examination (Zero credits)
- Six hours of graduate elective credits (these must be taken in areas that are not part of the MAMH degree program subjects)

MAMS areas of concentration include:

- Air Warfare
- Asymmetrical Warfare
- Joint Warfare
- Land Warfare
- Naval Warfare
- Strategic Leadership

Core requirements for the MAMS degree include:

- Twelve hours of graduate credit (4 courses/3 credits each)
- Historical Research Methods
- Great Military Philosophers
- The Making of Strategy
- Strategy, Tactics and the Operational Art

Additional MAMS requirements include:

- Eighteen credit hours (or six courses) in the MAMS area of concentration selected from eleven course offerings
- A comprehensive examination (Zero credits)
- Six hours of graduate elective credits (these must be taken in areas that are not part of the MAMH degree program subjects)

There are between one and twenty students in a section.

Hawaii Pacific University

Hawaii Pacific University offers a Master of Arts in Diplomacy and Military Studies (MADMS) program, which is accredited by the Western Association of Schools and Colleges, based on attainment of forty-two graduate credit hours. The HPU MADMS

program can either be completed entirely in the classroom or by a combination of classroom and on-line study. Six full-time Professors and around four to five Adjunct Professors in combination teach the course, which can usually be completed from between eighteen and twenty-four months. This course of study has been offered by HPU for twelve years.

- There are eighteen credits of MADMS that must be taken as required courses in the classroom in areas of study including:
  - Two courses in History
  - One course in Political Science
  - One course in Philosophy (Ethics)

All MADMS Elective Courses can be taken either on-line or in the classroom.

The rationale for having MADMS require forty-two credits is a Memorandum of Agreement between Hawaii Pacific University and the U.S. Naval War College whereby as many as a dozen NWC graduate credits that have been pre-approved can be accepted by HPU toward the MADMS program. Similarly, the NWC has agreed to accept a total of nine pre-approved graduate credits from the HPU MADMS program toward completion of its Master of Arts in National Security and Strategic Studies. The reason for that number is that it equals the number of Elective Credits required by NWC for that degree in all of its programs. NWC has been informed informally that this transfer of credits is a significant source of revenue for HPU, as a large number of HPU students in the MADMS program take advantage of transferring credits toward the NWC degree. As required by its accrediting body, the New England Association of Schools and Colleges, NWC will accept only transfer credits that have been applied against no other degree.

U.S. Naval War College

The Naval War College offers four courses similar to the Master of Arts in Military History offered by Norwich University. Ranging from the least to the most challenging of these, they are a:

CD-ROM Based course requiring completion of three integrated case studies on:

- Theorists of War (Clausewitz, Sun Tzu, Mahan and Corbett)
- The American War for Independence
- World War II in the Pacific Theater

At the current time, though accredited, the CD-ROM Based course offers no graduate credit. The CD-ROM Based course has been recently revised to require two written essays, and this may precipitate the offering of graduate credit for the course.

WEB-Enabled course of four modular and integrated case studies on:

- Theorists of War (Clausewitz, Sun Tzu, Mahan and Corbett)
- The American War for Independence
- The Russo-Japanese War
- World War II in the Pacific Theater

The WEB-Enabled course is currently accredited by NEASC for four graduate credits. However, NWC offers no degree associated with this course. Over 128 Colleges and Universities nation-wide have accepted all or part of the NWC WEB-Enabled course credits toward completion of their own degrees. The NWC WEB-Enabled course is, in its format, most like the Norwich University MAMH course in that it is delivered entirely on-line. Student "cohorts" which are led by a Fleet (Adjunct) Professor or a member of the full-time NWC College of Distance Education Professor are led through the course over a six month period. The course is taught asynchronously and is designed to be completed in six months. If a student falls behind in course work, he/she is assigned to a subsequent "cohort" enabling completion of the course. In an unusual circumstance, NWC is dual accredited by the Joint Staff of the United States for Joint Professional Military Education Phase I (JPME Phase I) accreditation, which must be accomplished by Officers of the U.S. Military to compete for promotion, command, and choice assignments. As with the WEB-Enabled course, the NWC CD-ROM Based course leads to JPME Phase I certification for students.

Fleet Seminar Course. The Fleet Seminar Course consists of twelve modular and integrated case studies on subjects including:

- Masters of War: Clausewitz, Sun Tzu and Mao
- Seapower, Joint and Combined Operations and Irregular Warfare – The American War for Independence
- The Rise and Fall of Imperial Germany: The Wars of German Unification
- Clash of Cultures: Maritime Security, Joint Operations, and War Termination in a Limited Regional Conflict – The Russo-Japanese War
- The Rise and Fall of Imperial Germany: The First World War (Continuation of The Wars of German Unification)
- Waging Total War: Interdependence of Sea, Air and Ground Operations – The United States in the European Theater of the Second World War
- Victory at Sea: Prewar Planning, Military Transformation, and Joint Operations in a Major Maritime War – The Pacific War
- Clash of Ideologies: Fighting and Terminating a Major Regional War – Korea, 1950-1953
- Terrorism and Insurgency – The French-Algerian War, 1954-1962

- Bitter Defeat: Insurgency, Cgounterinsurgency, and Interagency Operations in a Failing State – The Vietnam War
- Toward a New World Order? Joint and Coalition Operations in a Major Regional War – Iraq, 1990-1998
- The War Against Al-Qaeda and Associate Movements: Theater Strategies and Interagency Operations – Afghanistan and Iraq in a Global Context
- Retrospect and Prospect: Sea Power, Maritime Strategy, and War in the 21st Century

The Fleet Seminar Course is taught entirely in the classroom at selected locations around the country. Students receive their Joint Military Education Phase I certification on completion, and have the opportunity to sign on for nine additional hours of Elective Courses, taken on-line from the NWC or administered by other Colleges and Universities as transfer credits, to bring their total graduate credits to thirty, which is the requirement in residence in Newport or around the country for all NWC students receiving the Master of Arts Degree in National Security and Strategic Studies.

It should be pointed out that all the programs described above are but a third of the total core requirement of the entire NWC course. The other two required portions of the curriculum are seven graduate hour courses in both National Security Affairs and Joint Maritime Operations. The course in Strategy and War described above, which is also accredited for seven hours in its Fleet Seminar version, has been described because it is an History-based course, and the others are not. While based on the study and analysis of History, the Strategy and War Course uses History only as a basis to allow students to analyze the relationship between the policies adopted by nations and the strategies employed by them to attain the goals and objectives of those policies.

It should be re-stated that students in the Fleet Seminar Program can elect to earn a Masters' Degree by adding nine appropriate graduate credits to those discussed above. Both Hawaii Pacific University and American Military University have been quite successful in providing transfer credits for the NWC MA program.

The last version of the NWC course is one tailored specifically for the U.S. Foreign Military Sales Program to Allies of the United States. Since awarding of graduate credits and establishment of eligibility for any American Service College must and can only be done by act of Congress, this program at present delivers no College graduate credit and will therefore not be discussed.

Norwich MAMH Program Objectives and Assessment

Faculty

At the time of this study the Norwich University MAMH program had one full-time and currently fifty-five Adjunct faculty members. All members of the MAMH faculty, full-time and Adjunct, hold Doctor of Philosophy degrees in appropriate disciplines relevant to Military History. A review of faculty curriculum vitae, which are provided to students on-line in an abbreviated format, indicates that all hold terminal degrees in appropriate and diverse subject areas. I know over a third of the Norwich University Adjunct faculty members, and one has worked for me full-time and two more as Adjunct Faculty members. All those I know personally are first-rate classroom instructors and lecturers, and most are productive in scholarship, research and publication as well. CVs provided by the Program Director, Master of Arts in Military History, School of Graduate and Continuing Studies, indicate that the rest of the Adjunct MAMH faculty members are similarly selected for the program based on their reputation for classroom excellence, scholarship, ability to constructively engage students on the Angel academic software program, and for their unique ability to interact with students in the areas of the curriculum that relates most exactly to their area of expertise in Military History. Of note, a vast majority of the Adjunct Faculty have considerable experience teaching at the graduate level.

In addition to active scholarship and publication in their fields, Norwich University MAMH Adjunct Professors teach specific portions of the six courses that in combination comprise the program rather than teaching the entire course. Thus specialization is achieved and expertise applied appropriately to enhance the student learning experience.

MAMH Adjunct faculty members contacted indicate a wide variation in weekly contact hours with students. At the outset Adjunct Professors are required to make telephone contact with each of their students. With respect to teaching, on the high side, some indicate they are in contact with students from between fifteen and twenty-seven hours a week. On the low side, contact is stated as between five and ten hours a week. It should be noted that the lower figures are normally provided by Professors more experienced in on-line teaching. This level of contact seems consistent with the other programs in Military History outlined above. Students contacted in the section on **Students** below indicate a high regard for those under whom they have studied.

Norwich University annually holds a June meeting (or alternatively a conference call) to enhance Adjunct Faculty performance in the MAMH program. This is a voluntary evolution. It does, however, serve sufficiently and appropriately, however, to

standardize adherence to stated teaching objectives and ensure a good level of connectivity between the Program Director, Associate Program Director and Adjunct MAMH teaching faculties.

Recommendations

Several of the Adjunct Professors contacted indicated that they would very much like to have an electronic copy of the MAMH Syllabus, complete with readings assigned for each course in the program. This would enable them to be aware in a precise way of the specific curriculum, readings, and areas of focus that their students have concentrated on previously in the MAMH program. It would make it possible for them to build on what their students have already learned and structure their own teaching to reinforce course objectives and outcomes that together comprise the remainder of the course. It is recommended that a PDF version of the entire MAMH program be provided to all Adjunct Professors to enhance their teaching of their part of the entire curriculum. It is recognized that Norwich University is taking the chance of some outside entity copying and offering all or aspects of the MAMH, but providing it to Adjunct Professors in PDF format would minimize the chance of this.

AMU makes available $100,000.00 per year which is available to worthy Adjunct Professors as research grants not to exceed $5,000.00 for any single Adjunct Professor. While AMU admittedly has many more Adjunct Professors eligible for such grants, it is recommended that Norwich University consider setting aside some funds to similarly stimulate the research and scholarly aspirations of their worthy Adjunct Professors.

Students

The number of students in the Norwich University Master of Arts in Military History program is quite stable at around 200-220 students enrolled at any one time. The number of students may fall as low as 175 following graduation each year, indicating that around forty-five students graduate from the program each June, or 20.46 percent. Students usually take eighteen months to reach graduation. Students enrolled approximate 25 percent teachers, 25 percent military members and the remaining 50 percent "interested parties." Graduation rates achieved approximate eighty percent – thus a very high percentage of initial enrollees continue to graduation.

In order to get an idea of student appreciation for the learning experience that the Norwich University MAMH program has offered them, a limited number of graduates were asked to answer and submit their responses to questions relating to their opinion of the quality of the course work, instruction and administration of the MAMH program.

The number of students contacted is statistically insignificant. Their opinions of the Norwich University MAMH program are offered here, however, as representative of the significantly larger group of graduates. It is obvious that students who graduate from

the Norwich University Master of Arts in Military History program value their learning experience greatly. Responses characteristic of the group I contacted reflect this and are included below with their permission:

I would ask that you just attach a number after the number of the question as your response to the following questions. A number 1 indicates the lowest response, and a number 7 represents the top response. For instance, if I asked how you liked your MAMH program and you answered with a 6, that would indicate you really liked the program, but there were a few things you would have liked to be done differently.

First representative student response:

1. Overall, on a scale of 1 to 7 (7 being the top response), how satisfied were you with the quality of the Norwich MA in Military History?

7

2. How would you rate the quality of the required readings and other instructional materials that in combination represented the learning tools necessary for you to master the learning objectives of the MAMH at Norwich University?

7

3. How would you rate the quality of the instruction you received in the MAMH program at Norwich University?

7

4. How would you rate the quality and importance of the written feedback you received on your required papers and projects in the Norwich University MAMH program?

7

5. To what degree do you feel the MAMH written requirements and examinations adequately ensured that you had mastered the field of Military History?

7 (No examinations were conducted, just writing assignments and presentation)

6. How would you consider the rigor and focus of the Norwich University MAMH program compared to other Masters level courses you have taken?

7

7. Considering the quality of the MAMH program and the reputation of Norwich University, how proud are you to be a graduate of this program?

7

8. To what extent do you consider the MAMH program to represent good value for your money?

7

Please offer any comments and suggestions you think are pertinent to any of the questions above.

Now, if you have an opinion you would like to share, please do so by writing a response to the following questions:

1. Do you feel the Norwich University MAMH program has prepared you adequately to obtain a position teaching in that discipline at a University, College, Junior College, High School or other institution that you tailored your education to obtain?

I have just started teaching history in a joint appointment with the English department at the College of New Caledonia. My new M.A. has enabled this cross-departmental appointment.

2. Has Norwich University given you counseling or advised you of job opportunities that relate to the MAMH degree you have obtained?

Yes.

3. How well did the Norwich University MAMH degree measure up to your expectations when you initially enrolled in the program?

Met and exceeded.

4. To what degree did the delivery mode and access to dedicated Professors as instructors meet your particular requirements in reaching your goal of a quality graduate degree in Military History?

It suited me well, as I have a young family and work full time - I could organize my time according to my schedule, and yet be given clear deadlines to ensure completion of assignments and the program in a timely manner.

5. Would you recommend the Norwich University MAMH degree to friends or others interested in an advanced degree in Military History?

Most definitely yes.

6. Please share any recommendations you have for making the Norwich University MAMH degree program better, more interesting, or more relevant.

Make the final presentation of the capstone-thesis a requirement instead of an option.

Let me thank you in advance for completing this short survey intended to capture your satisfaction with the Norwich University Master of Arts Degree in Military History.

Second representative student response:

1. Overall, on a scale of 1 to 7 (7 being the top response), how satisfied were you with the quality of the Norwich MA in Military History?

6

2. How would you rate the quality of the required readings and other instructional materials that in combination represented the learning tools necessary for you to master the learning objectives of the MAMH at Norwich University?

6

3. How would you rate the quality of the instruction you received in the MAMH program at Norwich University?

6

4. How would you rate the quality and importance of the written feedback you received on your required papers and projects in the Norwich University MAMH program?

6

5. To what degree do you feel the MAMH written requirements and examinations adequately ensured that you had mastered the field of Military History?

7

6. How would you consider the rigor and focus of the Norwich University MAMH program compared to other Masters level courses you have taken?

n/a

7. Considering the quality of the MAMH program and the reputation of Norwich University, how proud are you to be a graduate of this program?

7

8. To what extent do you consider the MAMH program to represent good value for your money?

5 (but third level education in Ireland is a fraction of the Cost in the US)

Please offer any comments and suggestions you think are pertinent to any of the questions above.

Now, if you have an opinion you would like to share, please do so by writing a response to the following questions:

I'm attaching a brief article (which I think appeared as a 'featured bio' on the online portal) which I wrote at Dr John Broom's request. It encapsulates much of what I have thought about the course since graduation....

W.B. Yeats' poem "What Then?" tracks the growth and uncertainty of a successful poet facing up to life's many challenges. It resonated with me in particularly when I finished the MMH in August '09. During our residency lecture entitled 'Life after the MMH' I dismissed the routes suggested to me saying, "All I want to do now is go back and do my real job properly!" I realize now that that was a natural reaction to having spent a hectic eighteen months working full time, studying what felt like full time, raising kids, and remembering to say hello to my wife every few days. I needed a break, and got one.

As the post MMH blues set in my mindset gradually began to change. Without the constant positive reinforcement of excellent teachers and mentors, the banter with classmates in the online classroom and later at residency, and the sheer intellectual stretches required by the MMH, I began to really miss stretching my newly found academic muscles. Not just that, but I began to notice how my real job (a High School teacher of English and History in Ireland) had begun to change. My planning and thinking had grown. The way I taught writing, both creative and analytical, was transformed, just as my own writing had been. Dr. Grenier's insistence on not going over 250 words in my initial responses to weekly questions had forced an economy of expression that I found vital to teaching teenagers how to best express themselves, and Doc's effervescent enthusiasm saw me back in the classroom with a renewed sense of purpose, something that had weaned somewhat in the previous five years.

Gradually, a plan began to emerge in my head as to how I might renew my own studies. Obviously, the global downturn had really limited my options, and anyone who has read anything about the Irish economy in recent months will know how bad it got for us. "I wonder would I be able to get my capstone published somewhere?" I thought naïvely. A brief meeting with a military historian teaching in a Dublin University gave me pause for thought. "There's no way I'd publish that" he began (as I felt my heart sink), "Then you can't do the Ph.D. it deserves." Based virtually on the strength of my Capstone Paper alone, and my collected essays (which I had compiled into a Thesis-type binding for my own gratification), I was accepted onto the Ph.D. program. That was just twelve months after graduation, albeit punctuated by the birth of our second child. The

immediate impediment to Ph.D. was financing such a project but I was not overly deterred.

I decided that until I could cross that bridge I'd begin chipping away at my academic 'to do list'. To date, I've compiled a Ph.D. bibliography, read a couple of dozen books, identified a number of sources in different archives I will need, and even gotten the occasional day or two here and there off from baby-sitting duty to go in and potter around those archives in both Dublin and Boston relevant to my study of post-US Civil War Fenianism. When I do get to hit the books again full time, I'll be in a really strong position to hit them hard. I've also had a bit of time to just sit back and think. As my future Ph.D. supervisor advised me: "Go away for 6-9 months and just think about the next step, get your house in order and then let me know when you want to start." I hope to get going part time in next January, but we'll have to keep our fingers crossed on that front.

In the interim I began to think of other ways to 'skin the cat'. After a few gentle rejections, I finally got a paper accepted to present at an academic conference. It came as little surprise to me that the paper I would eventually present was a reworking of my Seminar Two Long Paper on the IRA and the Western Way of War. I was shocked by the incredibly high caliber of those presenting along side me at the conference. Feeling really out of my depth I was greatly reassured by the presence of at least one friendly face. Dr. Echevarria, my instructor for Military Thought and Theory in Seminar Three, appeared as a last minute addition to the list of presenters. A few emails, 'dinner and pints' in Dublin, and some time on tour guide duty later, I delivered my paper and was thrilled to receive a lukewarm reception, just glad not to have disgraced myself. Graciously, Dr. Echevarria gave me lots of encouragement and some invaluable feedback, pointers that I am currently using in a different paper I'm drafting for my second conference presentation this September. My Norwich connection, it seems, is really paying off in the long term.

The Norwich Cadet's rugby team also had the good sense to schedule a rugby tour in Ireland around last St. Patrick's Day festival weekend. I was glad to fly the Norwich flag from the sidelines against a local team with a few other European Norwich Alumni, and reckon' I'll be flying the flag for some time to come…

1. Do you feel the Norwich University MAMH program has prepared you adequately to obtain a position teaching in that discipline at a University, College, Junior College, High School or other institution that you tailored your education to obtain?

I am currently working as a high school English and History teacher and feel that MAMH prepared me outstandingly well for this position.

2. Has Norwich University given you counseling or advised you of job opportunities that relate to the MAMH degree you have obtained?

Our "Life after MMH" module at the Residency was extremely useful, but might be the kind of thing which could be introduced informally at an earlier stage in the MMH process.

3. How well did the Norwich University MAMH degree measure up to your expectations when you initially enrolled in the program?

It surpassed many of my expectation and met most every other expectation I had.

4. To what degree did the delivery mode and access to dedicated Professors as instructors meet your particular requirements in reaching your goal of a quality graduate degree in Military History?

The access to the instructors (2 of the 5 I had at any rate) proved extremely valuable in both the short and medium term. Since graduation, I've found myself presenting at conferences with one of my former instructors and have continued to be mentored by another from time to time. That is one of the biggest take-aways from the course for me...

5. Would you recommend the Norwich University MAMH degree to friends or others interested in an advanced degree in Military History?

I already have, and will continue to do so...

6. Please share any recommendations you have for making the Norwich University MAMH degree program better, more interesting, or more relevant.

It can be quite difficult when starting out on an online degree to establish friendships and to feel a part of a cohort of like-minded individuals. Some kind of informal mentoring system between new students and students in a later seminar might help facilitate this transition.

Third representative student response:

1. Overall, on a scale of 1 to 7 (7 being the top response), how satisfied were you with the quality of the Norwich MA in Military History?

6

2. How would you rate the quality of the required readings and other instructional materials that in combination represented the learning tools necessary for you to master the learning objectives of the MAMH at Norwich University?

7

3. How would you rate the quality of the instruction you received in the MAMH program at Norwich University?

5 - The elective class "Total War" was a little disappointing, but this was because the course was new and therefore not fully "baked."

4. How would you rate the quality and importance of the written feedback you received on your required papers and projects in the Norwich University MAMH program?

6 - If your writing skills were only adequate prior to the program, your work was certainly cut out for you. Norwich placed a high premium on written skills.

5. To what degree do you feel the MAMH written requirements and examinations adequately ensured that you had mastered the field of Military History?

Considering the requirements for weekly posting to the classes combined with the written assignments, I'd give it a solid 7

6. How would you consider the rigor and focus of the Norwich University MAMH program compared to other Masters level courses you have taken?

Unfortunately, I've not taken course from other programs outside of Norwich; however, my wife received her Masters from Capella University. After witnessing the amount of reading material and written exercises, she stated Norwich was far and away more demanding. Also, as a side note - I've compared the prerequisites for admission. Norwich takes into consideration the students past academic experience, employment, as well as a written example to assess the student's capabilities. I've reviewed other programs and found them too unrealistic compared (example: I believe Sam Houston State University requires a GRE even if the individual has previously completed Masters from another school) to Norwich's.

7. Considering the quality of the MAMH program and the reputation of Norwich University, how proud are you to be a graduate of this program?

7 - Very proud considering the amount of work required - this in addition to responsibilities of working a full time job.

8. To what extent do you consider the MAMH program to represent good value for your money?

6 - This is also with the realization that an advance degree in Military History does not always equal a high paying profession. I did it more the for academic challenge and to broaden my horizons.

Please offer any comments and suggestions you think are pertinent to any of the questions above.

Now, if you have an opinion you would like to share, please do so by writing a response to the following questions:

1. Do you feel the Norwich University MAMH program has prepared you adequately to obtain a position teaching in that discipline at a University, College, Junior College, High School or other institution that you tailored your education to obtain?

For the most part yes; however, I suggest a short 4 week class in research as well as tack on a Staff Ride as part of the graduation requirements. I recently completed a Staff Ride through Norwich following my graduation and felt it was the icing on the cake. To actually explore an historic site after completing the academic requirements helped to round out the experience.

2. Has Norwich University given you counseling or advised you of job opportunities that relate to the MAMH degree you have obtained?

There was a meeting held at Residency to specifically address this issue and although I've not made any follow up inquiries directly with the University, I know that they are there and available to assist when and if needed. Furthermore, they have provided tools to use in searching for opportunities.

3. How well did the Norwich University MAMH degree measure up to your expectations when you initially enrolled in the program?

After finishing my last class and Capstone paper, I made it a point to gather all the reading material on the kitchen table that resulted in a small mountain. I never in my wildest dreams had thought I could have completed all that work within two years.

4. To what degree did the delivery mode and access to dedicated Professors as instructors meet your particular requirements in reaching your goal of a quality graduate degree in Military History?

With the exception of one instructor, I'd assert that most are ready, willing, and able to provide direction and assistance. Dr. Joyce Sampson in particular, was outstanding in demonstrating the right balance that provided challenge combined with warmth of personality and, for lack of a better word passion, for the field of Military History. I hope Norwich keeps her on the payroll. She was fantastic. I also have to admit that even the one instructor whom I found difficult to work with, drove home the importance of avoiding "passive writing" - My regret was not learning that earlier in the program.

5. Would you recommend the Norwich University MAMH degree to friends or others interested in an advanced degree in Military History?

Despite some of the frustration experienced, I'd definitely recommend the program.

6. Please share any recommendations you have for making the Norwich University MAMH degree program better, more interesting, or more relevant.

As stated previously, make the Staff Ride part of the Norwich experience as well as require a short class on research gathering. Also, make the presentation of the Capstone at Residency a requirement instead of an option. I did it and was glad I did so -- - many of my co-horts expressed remorse for not doing so. If Graduates of the program could somehow lend their experience and assistance -- something the faculty may wish to consider. It would provide the Graduates experience, lighten the load of the faculty and provide direction for the students - a win-win for everyone.

Comments/Recommendations

It is obvious from this representative sample that Norwich University Master of Arts in Military History graduates think extremely highly of the course they have mastered and are confident that it has imparted skills that will be of great use in their current or future chosen careers. They appear to like the structure and interactive mechanism of course design, and are particularly laudatory in their comments on Adjunct Faculty Members with whom they have interacted. It is somewhat unique that many of these Adjunct Faculty Members continue to mentor their students even after they graduate. This speaks most highly for the selection process that Norwich University uses in selecting its Adjunct Faculty. The one student recommendation that comes out loud and clear as that Norwich University should make presentation of the Capstone Paper mandatory rather than optional at the Residency period of the program.

Curriculum, Academic Content and Instruction

The Norwich University MAMH program requires completion of six courses including:

201109_SGCS_StudentOrientationA

MH_MH510_Master_Intro to Military History

MH_MH520_Master_The Western Way of War

MH_MH530_Master_Military Thought and Theory

MH_MH540_Master_Non-Western Military History

MH_MH550_Master_US Military History

MH_MH551_Master_Race & Gender in Military Hist

MH_MH552_Master_Total War

MH_MH562_Master_Capstone Paper

It should be stated at the outset that the above courses, individually and in combination, represent an extremely rigorous and comprehensive consideration of Military History at the graduate level of study.

SGCS Student Orientation A gives a useful introduction to the MAMH program of study, including information for getting started on how on-line classroom discussions will be run.

MH510 Introduction to Military History is a well-crafted and comprehensive introduction to concepts pertinent to the study and writing of Military History, and of relationships between categories of military historians and terminology interpreted in different ways resulting in different approaches to by various practitioners of Military History. This course provides a surprisingly broad and rather comprehensive initiation to the study of Military History necessary for mastering the courses that follow.

MH520 Master The Western Way of War is an absolute tour de force in Western warfare. Any time you discuss the theories of Sun Tzu and the nature of warfare during the period his school was developing theory, the Second Punic War and wars of the Roman Republic in general, Byzantine warfare, Viking warfare, and warfare clear through Agincourt and beyond in a single course, you have accomplished a magnificent recounting of the fundamentals of Western warfare. Yet this Norwich University MAMH course has done just that, and in a most useful and heuristic way. I must add that with a Ph.D. in Military History and a minor in fifth and fourth century B.C. Greek Military History, I would have had to do considerable studying to answer adequately the questions asked of the MAMH students. This is a course par excellence.

MH530 Military Thought and Theory provides excellent insights into the theory of war and the evolution of warfare. Jomini and Clausewitz are considered, as are their theories and opinions. This provides a solid foundation in military theory from which other theorists of war can be compared and analyzed. I find it interesting that I also was initially schooled on the theories of Jomini and Clausewitz, but that the NWC

has how eliminated Jomini in favor of Sun Tzu. I personally liked Jomini, but in retrospect have found his writings to be much more operational in content than strategic. Michael Handel's ***Masters of War: Classical Strategic Thought*** is offered for consideration as an excellent text which might serve to reinforce the already excellent consideration of land theorists of war already present. Study of Mahan and Corbett is excellently chosen. It should be noted that the Norwich University MAMH program provides perhaps the most useful consideration of air theory of any of the afore mentioned institutions. This is a particularly strong aspect of this course. Consideration of nuclear warfare and guerrilla warfare are also useful aspects of the course.

MH540 Non-Western Military History considers nicely Chinese and Japanese attitudes toward and conduct of war. It combines consideration of culture, technological developments and historical development of these nation-states as they relate to warfare and its conduct. Inclusion of Musashi – Japan's so-called "Sword Warrior" – as an alternative theorist of sorts is most interesting and useful. MH540 represents yet another solid building block of the program.

MH550 U.S. Military History. It can be argued that certain wars are formative in American History about our nature as a nation, our values, moral imperatives, and the so-called "American Way of War." Certainly the War for American Independence, the U.S. Civil War, the First World War and World War II fall into this category. This course captures the first three of these nicely, but consideration of World War II is conspicuously lacking. More than any other American war of involvement, World War II has set the post-war relationships and animosities that frame the current world situation and the wars that will be fought in it. Greater consideration of World War II in this course is strongly recommended.

MH551 Race and Gender in Military History. I am compelled to start with a true story about a Russian Historian. A female Russian historian visited Florida State University within the last decade and a half and was given a VIP tour of the University and its Departments and facilities. At one point it was proudly pointed out that FSU had a strong program in Women's Studies. To this the Russian Historian enquired why such a program existed. The explanation, however, did not meet with her satisfaction. She blurted out in broken English, "Well – in Russia we only study important people and events." This attitude, unfortunately, is shared by many in America. Thus I approached this course on Race and Gender in Military History skeptically, and with the expectation that such a course would be particularly unattractive to serving military Officers. I could not have been more incorrect. This is a particularly strong, balanced and informative course – with plenty of meat for future consideration of Race and Gender in the Military. My only suggestion is that this may be the most appropriate place to consider a hugely important aspect of Military History as well, Military Ethics. We have seen instances of lapses in Military Ethics throughout American History, and the recent ones in Iraq, with overtones of Race and Gender, only re-enforce the necessity to include the consideration of Military Ethics in any graduate Military History program. Consideration of condensing the material in this course to enable inclusion of a single session on Military

Ethics is highly encouraged.

MH552 Total War is yet another extremely strong course. By covering the evolution of warfare, and particularly by including the Wars of Napoleon and their significance in transforming dynastic wars of limited objective and means into wars where the whole population had a stake in the outcome and thus mass mobilization and huge armies contested the outcome, the very concept of nationalism and all the other "isms" that characterize war today are introduced. Mobilization in the U.S. Civil War and the consideration of ideologies and the "Storm of Steel" advocated by Germany in two World Wars adds to the courses breadth and utility. Re-introduction of Clausewitz and consideration of his theories as they might relate to modern German warfare also tend to reinforce the universality of military theory. This concept, as it relates to the theories of Clausewitz and the other military theorists introduced in MH520 and MH530 might also be used in this way in other courses to do likewise.

MH562 Capstone Paper. As indicated above in the section on **Students**, this appears to be one of the most liked aspects of the MAMH program. One of the student responses included indicates that the Capstone Paper served as a springboard for a Doctoral dissertation. This is precisely what that which is essentially a Masters Thesis should do – motivate the graduate to further scholarship and study. Obviously, and as attested to by MAMH graduates, Norwich University has structured its Capstone Paper in just the right way.

Comments/Recommendations

The Norwich University Master of Arts in Military History curriculum, its content and instruction are all quite strong. This is borne out in the student comments included in the section on **Students** above. It is recommended, however, that additional courses be added to the Syllabus to enable students to concentrate in one of several available areas of study that could be created to address students' specific interests and job-related area of concentration requirements. This model has worked well for Hawaii Pacific University and American Military University, and would firmly establish a graduate's academic specialization from the Norwich University MAMH program. As currently constituted, the Norwich University MAMH program has achieved excellent breadth and depth for a graduate program in Military History. It most certainly achieves the five "elements of mastery" as the Program Goals that constitute its Mission Statement, above. Broadening of the program by enabling regional or temporal areas of concentration would only enhance an already strong program.

Resources

Revenue data was neither asked for nor provided as part of this external study. Such a review of financial viability is considered outside the purview of an external review and more appropriately considered in Norwich University's Self Study for academic re-accreditation. That being said, the average cost for a MAMH degree is

$29,000.00 per student, based on an average of approximately $677.00 per credit hour. Based on a stable MAMH student body of approximately 220 students and an average of eighteen months to complete the degree, annual revenues from the program are in the neighborhood of $4.253 million per year. While Norwich University has a reputation among academics for being generous in its compensation for Adjunct Professors, the program is in position to be solidly resourced beyond reasonably expected expenditures each year.

Both Norwich University students and Adjunct Professors indicate that library resources are sufficient for all requirements of the MAMH program in both its shelf holdings and electronic sources. Since the Norwich University library supports a good number of degrees in diverse fields, it is the opinion here that, like most other Colleges and Universities supporting multiple degree fields, holdings are actually likely to be minimally sufficient with respect to the dedicated study of Military History. It is acknowledged that this is an opinion formed without ever having in-person contact with the Kreitzberg Library or its holdings.

Considering all aspects of Norwich University and its MAMH program and input from Adjunct Faculty Members and students, it appears that the MAMH program is firmly and sufficiently resourced and will continue to be viable in all respects into the foreseeable future. It is a quality program, nicely devised and well-taught, with an engaged and enthusiastic student body. The Norwich University Master of Arts in Military History Program is seen here as a credit to the discipline and the University's reputation.

Curriculum Vitae of
Douglas V. Smith, Ph.D.
579-62-5808
Professor of Strategy & Policy
Head, Strategy and Policy Division
College of Distance Education
Deputy Associate Dean of Academics for Electives
and Directed Research
United States Naval War College
686 Cushing Road
Newport, Rhode Island 02841-1207
HOME (401)682-1927
WORK (401)841-6521
DouglasV.Smith@nwc.navy.mil

Education:

Ph.D. Florida State University – Military History

Fields include: U.S. and European Military History, 1860 to the Present (with emphasis on World War II and the U.S. Civil War)
Nineteenth and Twentieth Century Russian History
Revolutionary and Napoleonic Europe
Fifth and Fourth Century, B.C., Greek Military History
Naval History

MA, U.S. Naval War College (1993) – National Security and Strategic Studies "With Distinction"

Graduated, U.S. Naval War College, College of Continuing Education (March 1988) "With Highest Distinction"

MA, U.S. Naval Postgraduate School (1982) – National Security Affairs

BS, United States Naval Academy (1970) – Naval Science

Experience:

- Promoted by the Naval War College to the Academic Rank of Full Professor in May of 2001.

- Graduate of every degree-granting institution of the U.S. Navy.

♦ Have taught at every degree-granting institution of the U.S. Navy for the Naval War College.

♦ **Head, Strategy and Policy Division for the United States Naval War College, College of Distance Education (Jan 1997 - Present).** Responsible for all aspects of Strategy and Policy graduate-level program including curriculum development and modification; course content; administration; instructor recruitment, selection, development and monitoring; selection and assignment of students to seminars and monitoring of student progress. Supervise seven Historians and twenty-four Adjunct Professors in offering the course to over 1,250 students on average yearly, including over 900 in a classroom situation and the remainder through WEB-enabled and CD-Rom Enabled correspondence programs.

♦ **Primarily responsible for creation and development of a course entitled "Strategy and Policy: The American Experience" which was directed by the Secretary of the Navy to be a required part of the curriculum for all Navy and Marine Corps Officers at the Naval Postgraduate School (NPS) in Monterey, California** as the cornerstone of the NPS-NWC Partnership in Joint Professional Military Education (JPME). This course has recently been converted to the "Strategy and War" curriculum replicating the resident Strategy and War course. Members of the other Services in 15 of the 48 curriculums offered by the NPS are also required to take the course to graduate, and others are accepted on a space-available basis. Having commenced in the Fall Term, 1999, this graduate-level course has been taken by 3,000 students in its nine years of existence. In combination with NWC Joint Maritime Operations and National Security Decision Making courses now also offered at the NPS, this effort has increased Navy and Marine Corps JPME Phase I Officer certifications by 52% yearly over those achieved in Newport.

♦ During AY 1999-2000, accorded "Distinguished Visiting Professor" honors while representing the Naval War College at the Naval Postgraduate School, Monterey, CA, charged with instituting and teaching the "Strategy and Policy: The American Experience" course there. Having returned to the Naval War College, I continue to supervise the five Historians who have been hired to teach the course on my departure.

♦ Twenty-one years of teaching experience for the United States Naval War College at the Graduate level. Over 3,860 hours of classroom instruction completed, accredited for 247 hours of graduate credit. Courses taught center on strategy, policy and diplomatic and military history from the Classical Greek period to the present, as well as operations in the Joint Military environment.

♦ Conducted numerous seminars on historically-based Case Studies including: The Peloponnesian War; The Second Punic War; Britain Versus the

Spanish Armada; The American Revolutionary War; The French Revolutionary and Napoleonic Wars; The United States Civil War; The Wars of German Unification; The Russo-Japanese War; Prelude to World War I; World War I; Peace, Appeasement and War; World War II; Containment and Korea; Revolutionary Wars (Mao's Revolution, Malaya, the HUK Rebellion in the Philippines, the French in Algeria, and the French in Indochina); Vietnam; Desert Storm; and Retrospect and Prospect (which deals with strategy and policy in future wars including the War on Terrorism); as well as two Case Studies on Land and Naval Theorists including Clausewitz, Sun Tzu, Mahan and Corbett.

♦ **Associate Dean of Academics for Electives and Directed Research (Acting) (Jan 2003 - Jul 2003 and March 2007 – September 2007). Deputy Associate Dean of Academics for Electives and Directed Research (Aug 2003 - Present).** Evaluate and approve the 108 Elective Courses offered by the Naval War College Faculty. Students are required to take three Electives during their three terms in residence, or nine credits of Electives if in the Nonresident Graduate Degree Program. Oversee faculty members offering Electives, assign students to desired Electives, approve student directed research projects, maintain Department budget and maintain and replenish book inventory of over one million dollars and substantial copyrighted material inventory. Evaluate and respond to student end-of-course critiques to upgrade Electives effort.

♦ Primarily responsible while serving as Acting Associate Dean of Academics for Electives and Directed Research for conversion of the War College Electives Program to twenty-one Areas of Study (AOS), including five regionally-focused AOS supporting the Navy's Language, Regional Expertise and Cultural Awareness (LREC) CNO initiative, where each Navy student receives an Additional Qualification Designator (AQD), all Services have elected to take part, and all students received a minor on graduation.

♦ Offer three highly subscribed Elective Courses at the Naval War College on "World War II in the Atlantic and Europe," "World War II in the Pacific Theater" and "Imperial Russia."

♦ Book ***Carrier Battles: Command Decision in Harm's Way***, which was selected as one of the twenty Notable Naval Books of 2006 in the May 2007 issue of ***Proceedings***, is now used as primary required reading for the NWC College of Naval Leadership "Stockdale Scholars" course of instruction and for College of Distance Education Fleet Seminar, WEB-Enabled Course and CD-Rom Based Course in the Strategy and Policy case study on World War II in the Pacific.

♦ MEL Level 1 (JPME Phase I) certified.

♦ Taught the majority of the Joint Military Operations course as a contractor for the College of Continuing Education (now College of Distance Education), U.S. Naval War College, just prior to being hired for my current position.

Military Experience:

♦ **Served as Research Analyst in the Strategy and Campaign Department of the Center for Naval Warfare Studies at the Naval War College for 20 months prior to retirement from active duty.** Conducted research and analysis on topics assigned by the Chief of Naval Operations, Fleet Commanders in Chief, or as generated internally. Produced three major "Occasional Papers" on "Russia's Naval Future," "Military Deception and Operational Art," which considered military deception in Operations Overlord and Desert Storm and subsequently became part of the curriculum at the National and Naval War Colleges, and "The Politics of Naval Innovation," which I co-authored and co-edited. Executive agent for several international conferences and produced numerous subject papers for publication.

♦ **Directed Strategic Planning for the U.S. Navy and Marine Corps in Europe as Head, Plans Branch/War Plans for Commander in Chief, U.S. Naval Forces, Europe and U.S. Commander, Eastern Atlantic and Long Range Planner for Commander, U.S. Naval Forces, Europe (Apr 1985-Sep - 1988).** Responsible for all conventional force plans (24) for European naval forces. Drafted and/or reviewed all aspects of War Plans including the Time-Phased Force Deployment Data (TPFDD). Supervised five subordinates including one GS-11 civilian (one of two force planners assigned) and one Navy SEAL. Completed eleven newly-required plans while assigned. Responsible for all aspects of contingency planning including deliberate planning for Libyan Strike Operations (Eldorado Canyon). Retained total responsibility as Naval Component Commander Command Relationships Czar for Europe, thus dictated transfer of authority over naval forces between U.S. Commanders and from U.S. to NATO Commanders. Retained full responsibility for Annual Review and comment on the Joint Strategic Capabilities Plan (including all appendices), the Unified Command Plan, NWP-11 (Navy Planning System) and all volumes of the Joint Operation Planning System (JOPS)/ Joint Operation Planning and Execution System (JOPES). Personally drafted CINCUSNAVEUR Standing Operation Order (OPORD) for Commander, Sixth Fleet (COMSIXTHFLT) outlining operating requirements for all theater naval forces. Served as Long Range Planner for the naval Component Commander.

♦ **Assigned for eleven months as European Politico-Military Game Adjudicator in the War Gaming Department of the Naval War College.** Game Director for major CinC games including SACLANT "Open Road" Wargame in 1989.

- Fully computer literate and proficient in WINDOWS 2000 and NT; Micro Soft Word '98; EXCEL/spreadsheet; PowerPoint and Word Perfect 9.0, having taken Government training courses on all but the last.

Fields:

- U.S. and European Military History, 1860 to the Present
- Naval History
- Revolutionary and Napoleonic Europe
- Nineteenth and Twentieth Century Russian History
- Fifth and Fourth Century B.C. Greek Military History

Honors:

- Accorded "Distinguished Visiting Professor" honors while teaching at the Naval Postgraduate School (1999)
- Guest lecturer, All Souls College, Oxford University, UK, for Oxford University Strategic Studies Group. Lectured on "U.S. Maritime Strategy in the 1990s" (1991)
- Inaugural invited guest speaker for Florida State University Distinguished Graduate Lecture Series (2007)
- Graduated "With Highest Distinction," U.S. Naval War College
- Winner, Director of Naval Intelligence Prize Essay Award (First Prize – 1992)
- Fellow, West Point Summer Seminar in Military History (2001)
- Selected by President, Naval War College, to be Keynote Speaker for the Chief of Naval Operations' mandated Sixtieth Anniversary Celebration of The Battle of Midway.
- Received seven Outstanding Civilian Performance Awards for excellence in classroom instruction and program administration.

Organizations:

- Member, Phi Alpha Theta National History Honor Society (Delta Chapter)

- Member Society for Military History

- Member and Commander, Newport Commander and Companion to the Commander General of the Naval Order of the United States

Publications:

Books:

- ***Carrier Battles: Command Decision in Harm's Way***. U.S. Naval Institute Press ISBN 1-59114-794-8 (2006).

- ***One Hundred Years of U.S. Naval Air Power***. (Edited Volume) U.S. Naval Institute Press ISBN 978-1-59114-795-4 (2010).

- ***World War II in the Pacific Theater of Operations***. Under contract to Patomac Press as part of their Essential Bibliography series.

Book Chapters:

- "Gunboat Diplomacy: Presidential Use of Aircraft Carriers and their Embarked Air Wings," in Mark Parillo and Robin Higham's ***Statesmen and Air Power*** (Forthcoming).

Other Publications:

- Contributor to ***Refighting the Pacific War: An Alternative History of World War II*** by Jim Bresnahan, Naval Institute Press ISBN 978-1-59114-079-5 (2011).

- ***Fleet Admiral Chester W. Nimitz***. Oxford University Press: Oxford Biographies Online: Military History (Submitted and forthcoming).

- "Military Deception and Operational Art" *

- "Russia's Naval Future" *

- "The Politics of Naval Innovation," (co-author and co-editor). Project completed under a grant from Mr. Andrew Marshall, Director of Net Assessment in the Office of the Secretary of Defense. *

- "Training Requirements and Training Availability for United Nations Peacekeeping Forces" *

- "United Nations Peacekeeping Operations Since World War II" *

♦ "Naval Education Between the World Wars." Published in the inaugural issue of the ***International Journal of Military History***.

♦ Two entries in the ***Encyclopedia of Espionage*** (forthcoming).

Book Reviews:

♦ ***The Pacific War Revisited***, edited by Günter Bischof and Robert L. Dupont, Baton Rouge: Louisiana State Univ. Press, 1997, 220 pages, in ***Naval War College Review***, Spring 1999.

♦ ***Shattered Sword*** by Jonathan Parshall, Potomac Books: Washington, D.C., 2005, 613 pages, and Anthony Tully in Smithsonian Institution ***Aviation and Space*** magazine (2006).

♦ ***Europe in the Era of the Two World Wars: From Militarism and Genocide to Civil Society 1900-1950*** by Volker R. Berghahn in HELDREF Review of New History Books (2006).

♦ ***Fire at Sea: The Tragedy of the Soviet Submarine Komsomolets*** by D.A. Romanov, Edited and Translated by K.J. Moore in HELDREF Review of New History Books (2006).

♦ ***A Leader Born: The life of Admiral John Sidney McCain, Pacific Carrier Commander*** by Alton Gilbert and John McCain in The Journal of Military History of the West (2007).

♦ ***Song of Wrath: The Peloponnesian War Begins*** by J.E. Lendon for HELDREF Review of New History Books (Forthcoming).

♦ ***Pacific Air*** by David Sears for Naval Institute Press (Forthcoming).

* Note: Published as ***Occasional Papers*** of the Naval War College Center for Naval Warfare Studies.

REFERENCES PROVIDED UPON REQUEST

APPLICATION FOR A NEW OR SUBSTANTIALLY REVISED PROGRAM

Wis. Stats. 38.50 (7) (g)
Form EAB 1.03 (Rev. 3/09)

STATE OF WISCONSIN
EDUCATIONAL APPROVAL BOARD
30 W. MIFFLIN STREET, 9TH FLOOR
MADISON, WI 53703
(608) 266-1996

VII. EAB'S PROGRAM EVALUATION CRITERIA

(To be completed by a program reviewer)

INSTRUCTIONS TO REVIEWER:
Your evaluation will provide the Educational Approval Board (EAB) with advice about the program. Because program quality is key to the EAB approval process, we ask you to be thorough and detailed in your written evaluation. To prepare your report, please provide a written response to each of the following questions on a separate sheet referencing the question number. Do not simply answer "yes" or "no," but provide your reasoning why the program materials do or do not meet quality standards. You may make comments and suggestions beyond merely answering the twelve questions if you think that such information/insight will help the EAB make an informed judgment concerning this program's viability and quality.

Mission

1. Are the program's educational objectives consistent with the school's philosophy and mission statement?

Program

2. Does the program reflect present-day practice, meet current industry/occupational standards and prepare students for entry-level positions?
3. Are the content, length and instructional strategies of the program consistent in quality with similar programs in Wisconsin public schools and/or with other approved EAB programs?

Curriculum

4. Does the program have comprehensive course outlines, syllabi, teaching guides, texts.
5. Are the learning outcomes clearly presented for the scope and sequence of the program?
6. Does each course/program segment have an outcome-based syllabus which identifies: 1] competencies, learner outcomes and performance standards; 2] learning activities (how competencies/outcomes will be met); 3] available resources; and, 4] assessment methods to evaluate achievement of competencies/outcomes?

Performance Evaluation

7. Are performance standards clearly stated and are evaluation methods such as written and practical hands-on tests, classroom observations, etc., used to assess knowledge and skills for the student?
8. Are students given regular feedback on their knowledge, skills and progress?

Resources

9. Are educational resources such as supplies, textbooks, manuals, computers, software, and individual aids accessible, sufficient, relevant, current and unbiased?
10. Are classrooms, laboratories, shops, intern or clinical sites appropriate?
11. Are equipment and tools provided for the program adequate and relevant to training needs?

Recommendation

12. Would you recommend approval of the program as currently presented? If not, what changes must be made?

Mission

1. Are the program's educational objectives consistent with the school's philosophy and mission statement?

   Yes. The Norwich University Master of Arts degree in Military History educational objectives are in consonance with the University's overall educational philosophy as well as with the objectives of the American Historical Association.

Program

2. Does the program reflect present-day practice, meet current industry/occupational standards and prepare students for entry-level positions?

   Yes. Documented employment of graduates in academic and academic-related positions, as well as contact with a representative sample of graduates, indicates the Norwich University MAMH degree has prepared them well for academic employment or professional advancement if already employed by an academic institution.

3. Are the content, length and instructional strategies of the program consistent in quality with similar programs in Wisconsin public schools and/or with other approved EAB programs?

   Yes. The Norwich University MAMH program was compared in depth with similar programs from Hawaii Pacific University, American Military University and the U.S. Naval War College. In all respects, the Norwich University MAMH program equals or exceeds these programs in depth of instruction, quality of its program, and quality of the Adjunct Faculty teaching the program.

Curriculum

4. Does the program have comprehensive course outlines, syllabi, teaching guides, texts.

   The course has comprehensive course outlines, syllabi, and well-chosen texts. I saw no evidence of teaching guides, however. I should add that this conforms to the programs at Hawaii Pacific University, American Military University, and the U.S. Naval War College where teaching guides at the graduate level are considered unwarranted constraint on the faculty being able to construct and employ their own teaching methods and philosophical approaches.

5. Are the learning outcomes clearly presented for the scope and sequence of the program?

   Yes, absolutely.

6. Does each course/program segment have an outcome-based syllabus which identifies: 1] competencies, learner outcomes and performance standards; 2] learning activities (how competencies/outcomes will be met); 3] available resources; and, 4] assessment methods to evaluate achievement of competencies/outcomes?

   Yes to all four above.

Performance Evaluation

7. Are performance standards clearly stated and are evaluation methods such as written and practical hands-on tests, classroom observations, etc., used to assess knowledge and skills for the student?

   Yes. They are clearly stated, and are caveated by instructions to clarify any question areas by direct contact with their assigned Professors and Norwich University Professors administering the overall course of study.

8. Are students given regular feedback on their knowledge, skills and progress?

   Yes – in a quick and detailed way. A sampling of students who have graduated from the MAMH program contacted indicated that this is a strong aspect of the program.
   Are equipment and tools provided for the program adequate and relevant to training needs?

   Yes. This is borne out by contacts made with a sampling of graduate students

Resources

9. Are educational resources such as supplies, textbooks, manuals, computers, software, and individual aids accessible, sufficient, relevant, current and unbiased?

Yes. Surprisingly, textbooks required for the MAMH program are provided on loan to the students, so on-line students are not required to find and purchase required materials. Since the MAMH program is administered on-line, Norwich University does not provide access to computers. Students are required to access course materials from their home location and must have the means to do this to become enrolled.

10. Are classrooms, laboratories, shops, intern or clinical sites appropriate?

As applies strictly to the on-line applications of the MAMH course, yes.

11. Are equipment and tools provided for the program adequate and relevant to training needs?

Yes. This is borne out by contacts made with a sampling of graduate students.

Recommendation

12. Would you recommend approval of the program as currently presented?

Yes, absolutely. If I had a child of my own interested in an advanced degree in Military History, I would strongly recommend the Norwich University MAMH program

Association of Collegiate Business Schools and Programs

Bringing Together Those Dedicated to Teaching Excellence

May 12, 2008

Dr. Richard Schneider
President
Norwich University
158 Harmon Drive
Northfield, Vermont 05663-1035

Dear President Schneider:

Congratulations! The Board of Commissioners of the Baccalaureate/Graduate Degree Commission met on April 23-25, 2008, and granted conditional accreditation of your Baccalaureate and Graduate degrees with one condition, one note and five opportunities for improvement for your business programs.

Conditions and notes should be viewed as opportunities for improvement that would move your program to a higher level of excellence. It would be extremely rare that a school receive accreditation without these conditions or notes given ACBSP's Core Value of Continuous Improvement and Organizational Learning, that "Business schools and programs should pursue regular cycles of planning, execution and evaluation of every process and system. Ongoing improvement of these processes and systems leads to ever higher quality and student/stakeholder satisfaction." Opportunity for improvements are recommendations from the board, but action is not required. The notes and opportunities for improvements placed on your programs are:

Place a Condition on Standard 4 - Information and Analysis: In the undergraduate program, the ETS Major Field test has been used for two years. Prior to that, an internal test was used for outcomes assessment. The ETS outcomes are discussed by the faculty and suggestions for improvements to the program are made. This is an informal process and there are no formal steps to close the loop (systematic cycle of: assessment, analysis of results, decision making, action, reassessment, in the interest of ongoing continuous improvement).

In the MBA program, the ETS Major Field test has been used for the past 5 years. The faculty have reviewed these results. At this time there is no written documentation regarding data analysis to conclude that program improvements have been initiated as a result of these reviews.

ACBSP expects the University to show formal and systematic use of its learning outcomes data in both undergraduate and graduate programs, and will look for examples of such systematic use in the upcoming quality assurance reports.

Place a Note on Standard 4 - Information and Analysis, Criterion 4.3 Selection and Use of Information Results: Partly because of a high percentile standing of its students on the MFT-MBA Exam, Norwich University's MBA Program was accredited in 2006 in spite of its low level of doctoral coverage of the multiple on-line cohort groups. The present self-study ignores the MBA Program, due to a misunderstanding regarding its reaffirmation cycle. While we note that the doctoral coverage is now at a far higher level than in the original application for

7007 College Boulevard, Suite 420 • Overland Park, Kansas 66211
913-339-9356 • Fax 913-339-6226 • info@acbsp.org • www.acbsp.org

accreditation, the Board of Commissioners needs to see the ongoing results of that test, both to confirm that systematic assessment has been in place in the MBA program, and to assess the maintenance of high student achievement.

Opportunity for Improvements on Standard 6 - Educational and Business Process Management:
The ACBSP visiting team observed the following opportunities for improvement in the educational and business practices at Norwich. While none of these rises to the level of a formal Note, the board encourages the business unit at the University to address them:

1. There are no active student organizations.
2. Advising: Collecting and analyzing data on the advising process may alleviate excess credit hours to graduate and reduce the concerns/complaints by students.
3. Based on student input, course registration needs to be examined for improvement opportunities.
4. Communicating to faculty and students the required office hours and adherence to those requirements will help reduce student concerns/complaints.
5. Tracking of job placements will help them identify outcomes related to success.

You are encouraged to work with Commissioner, Dr. Duncan McDougall on the removal of the condition and note. Dr. McDougall may be contacted by phone at 603-535-2431 or through his e-mail address at duncanm@plymouth.edu.

You should report on your progress toward removing the notes in each Quality Assurance Report (previously called Periodic Report) until the notes are removed. Your first Quality Assurance report will be due on 2/15/2010, and every two years after that. Your ten-year reaffirmation will be due in 2018.

ACBSP encourages you to publicly announce that your business programs are accredited. Next week, we will be sending you, via e-mail, a sample ACBSP Press Release and ACBSP Logo files for publicizing your accreditation. As you prepare these materials, the following is your official ACBSP statement:

Norwich University is accredited by the Association of Collegiate Business Schools and Programs to offer the following business degrees:

Bachelor of Science in Business Administration
Bachelors of Science in Engineering Management

Masters of Business Administration

Please take this opportunity to review the institution name as it will appear on your Certificate of Accreditation. If this is not correct, please notify Diana Hallerud via email at dianahallerud@acbsp.org and provide the correction by May 15, 2008.

Name of institution as it will appear on the certificate:
Norwich University
Northfield, Vermont

I hope that you will plan to attend the accreditation ceremonies to receive recognition on Sunday evening, June 22, 2008 at our Accreditation Banquet. This year the Annual Conference is being held in New Orleans, Louisiana, at the Marriott hotel located on Canal Street within walking distance of the French Quarter.

You are encouraged to attend along with your Chief Academic Officer and Dean of the College of Business. Many institutions even invite many of the faculty to this prestigious celebration.

Your institution will also be announced during the Baccalaureate/Graduate Institution meeting held on Friday, June 20, 2007 at 2:30 p.m. There is a breakfast on Sunday morning June 22, 2008, at 8:00 a.m. for those institutions that are receiving accreditation. The purpose of the breakfast is to more personally congratulate the institutional representatives and to outline the procedures that

will be followed at the accreditation banquet. At least one institutional representative should attend the breakfast.

In addition to the breakfast, a professional photographer will be available at 5:30 p.m. on Sunday, June 22 to photograph all institutional representatives along with the ACBSP Director of Accreditation, Associate Director, and the Chair of the Baccalaureate/Graduate Board of Commissioners. Appropriate dress for the photo session and banquet is business professional.

A conference brochure is enclosed. Additional information regarding the conference is available on our website at www.acbsp.org. Please make your hotel reservations by May 15, 2008.

Congratulations on maintaining such a high quality business program.

Sincerely,

Steve Parscale
Director of Accreditation

Enclosures

c: Dr. B. Wolf Yeigh, VPAA
Dr. Frank Vanecek, Dean
Dr. Duncan McDougall, Baccalaureate/Graduate Degree Board of Commissioners

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NORWICH UNIVERSITY
Founded in 1819

Business and Management Division and the Online Graduate Programs

MBA Online Program
ACBSP Self-Study Report

March 2005

Norwich University 158 Harmon Drive Northfield VT 05663
www.norwich.edu

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K: Academic Computing Mission and Key Projects
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M: NU2019 – The Long-Term Strategic Plan of Norwich University
N: Business & Management Visiting Committee Reports
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Q: Academic Honesty Policy
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FOREWORD

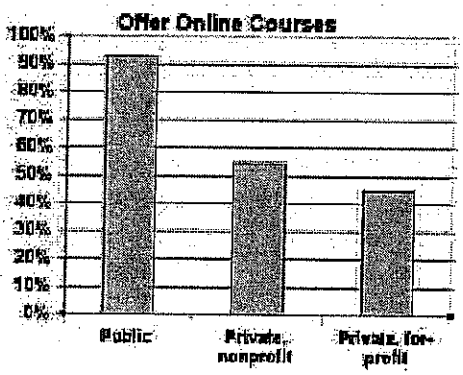
There are three aspects of this program and of distance education in general that we believe are important for the Board to consider in making an accreditation determination. Before addressing the ACBSP standards and criteria in the next sections, we have summarized our perspective on these three critical issues.

The first issue is the stark lack of participation in distance education by small, private colleges and universities. Please note foreword Figures 1-3 below[1]:

Foreword Figure 1

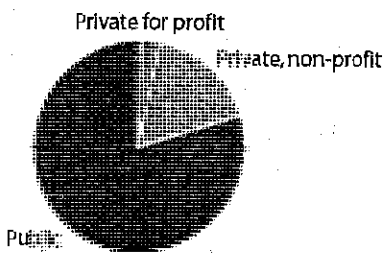
Does your School Offer Online Programs for a Degree?

Foreword Figure 2



Foreword Figure 3

Numbers of Online Students



[1] Foreword Figures 1-3 from: The Sloan Consortium. "Sizing the Opportunity – The Quality and Extent of Online Education in the United States, 2002 and 2003."

The Sloan Consortium is the leading proponent of asynchronous education and it funds millions of dollars in research each year in this area. The Norwich Online Graduate Programs (OGP) were designed using the Sloan-C (Sloan Consortium) quality guidelines. As part of their recent report on the quality and extent of online education in the US, Sloan listed, up front, the three most important questions that needed answering in online education today. One of those questions was the following:

> *"While a large number of institutions are engaged in the delivery of online courses, the vast majority of online students are being taught in public institutions. What will be the evolution of the role of online education among private institutions? Will online remain only a niche for them?"(Sloan-C 2003)*

Given the tremendous growth of online education to date and the likely continued growth in this area, small private organizations must find a way to effectively and efficiently join the revolution or risk becoming much less competitive. In a recent proposal to the Sloan Foundation, Norwich's OGP provided the following insights into the reasons why small privates are not participating to the extent the publics are:

> *"Norwich has successfully fought through the many impediments which ultimately generate the nonparticipation noted above. We would like to share our solutions with the distance community. In addition to our own experience, we have consulted with and we have also witnessed a number of colleague institutions try and fail to implement distance programs, many of them experiencing the same problems we did in implementation. So, we are drawing on, what we feel, is a fairly common set of circumstances that have caused the lack of participation. In our experience, those circumstances have included:*
>
> 1. *Distance education programs, whether individual classes or entire degree programs, take a considerable measure of financial resources to launch. Small colleges by their nature are generally less efficient than larger ones. A natural outcome of this is less discretionary resources, both relative to revenue and in absolute terms. Less discretionary resources usually means more conservative investment policies. Small schools are less likely to have discretionary resources for investment in pedagogue.*
>
> 2. *Distance education programs are easier to start when the organization has experience in continuing education, outreach programs, extension programs, and the like. Smaller, private schools do not engage in these activities to the same degree as their large, public counterparts. There is a general lack of know-how and confidence in reaching out to distant populations and target markets.*
>
> 3. *Small, private schools tend to be more focused on high-contact, intimate, baccalaureate education. That has been their competitive advantage, frankly, over the past century. That is what convinces their students to attend. One does not easily discard the overwhelming reason for a century of success in order to experiment with a recent, relatively unproven pedagogue (or "technology" as many would refer to it). They must find solid reasons and evidence why distance education will strengthen their offerings, make their operations more efficient, or help them deliver in a more dynamic way. Given the somewhat infantile position of the online education industry on the learning curve in all three of these areas, there is little reason to wonder why small privates have not yet knocked down the doors of distance education. To date, it has not been worth the risk for most of them. It is unlikely that the small privates will significantly engage until the risk is lessened or economic conditions force them to take a chance. Having*

successful models to learn from is the first step in reducing risk and helping them find a competitive advantage to augment or replace their intimate, face-to-face ivy-covered classrooms.

4. *In terms of time and resources, small, private school faculty members are generally stretched beyond what their colleagues are from large, public institutions. Faculty members in the small privates generally wear many hats, from advising to admissions to committee activities. There is far less specialization in these organizations. Faculty who are stretched have less time to experiment with distance education and less time to consider it as a viable alternative. Very much related to this is the fact that starting new degree programs means stretching this faculty even further. For example, to build an MBA program on top of an undergraduate business faculty is nearly impossible for a small school. How could they possibly stretch faculty that much when they are most likely understaffed as it is? How could they possibly purchase expensive full-time faculty on an unproven concept? As will be discussed below, distance education can actually provide a solution to this problem, and at the same time provide a richer learning and professional environment - not represent a roadblock or more work.*

5. *Related to the reasons above, organizations without extension programs or similar outreach programs will lack the infrastructure of support necessary for faculty to change their ways or to promote within the organization a structured initiative. Though we have no quantitative evidence to support our claim, we believe in the small privates' case that what availability of distance education that does exist is probably a result of a number of scattered, unorganized individual faculty member initiatives on a class-by-class basis. And, they were most likely initiated by younger faculty who are searching for more dynamic delivery to students. Further, we believe this has probably resulted in a use of blended learning as opposed to pure online learning.*

6. *Finally, small privates are less likely to have the IT infrastructure in place, both technology and people, in order to serve as a firm foundation for distance education. There is a certain critical mass of infrastructure necessary to effectively launch online programs.*

As noted, Norwich experienced these circumstances. However, in spite of these circumstances, we have successfully planned, invested, built IT infrastructure, built outreach skills, leveraged understaffed faculty, and worked through the natural faculty/campus bias in favor of face-to-face instruction. In the process, we have generated academic outcomes on par with many of our high quality face-to-face colleagues and generated "social" outcomes (camaraderie, community) that most face-to-face organizations only wish for."

The second important aspect of this accreditation is the model that Norwich uses to deliver curriculum - a model that utilizes a high percentage of professional qualified instructors. As a means to ensure quality outcomes, high percentages of full-time doctoral qualified instructors are generally healthy. Norwich is just simply unable to deliver the program using full-time faculty. First, the full-time faculty that exist at Norwich are busy serving undergraduates. They take an active management role over the curriculum delivered in the MBA program, but do not have the opportunity to teach in that program as much as we would prefer. Second, there is not enough room to house the number of full-time faculty needed to staff this program. This program could easily be at 600 students a year from now, requiring several dozen faculty to administer. There is barely enough room for the full-time faculty that exist now. Third, the financial model deteriorates significantly when full-time faculty are used in that model. Norwich cannot subsidize graduate programs like larger schools. Finally, regarding the

faculty utilized, a number of them are not doctorally prepared; rather, they are taken from the upper echelons of industry management.

Perhaps the most important aspect of the mission of Norwich University is to utilize experiential learning. OGP is very serious about supporting this mission, and programs have intentionally been designed so that students turn and face their workplace and learn from successful executives adept in the field. Norwich utilizes Ph.D.s in curriculum development, management of curriculum, and management of instructors. For instruction, Norwich has utilizes a large percentage of professionally qualified adjunct faculty.

The third important aspect of this accreditation is the exceptional academic outcomes generated by this program. On a national level, against many larger schools with far more resources, and against all face-to-face programs (comparisons to 2003 ETS MFT Comparative Database), Norwich's MBA students scored as follows on the last two ETS MBA National Field Test exams. Note the 2004 percentiles in bold:

	Norwich MBA Online					
	ETS MBA Online Comprehensive Exam					
	2003		2004		2005	
Measure	Score	Percentile	Score	Percentile	Score	Percentile
Overall Mean	260	65%	264	**90%**		
Marketing:	60	70%	63	**95%**		
Management:	60	95%	60	**95%**		
Finance:	47	70%	54	**95%**		
Accounting:	58	85%	61	**90%**		
Strategic Mgt:	60	70%	60	**70%**		

Norwich University is utilizing a very effective system of educating adults at a distance. From the data, it could easily be said that Norwich University is utilizing a superior system of educating adults, whether from a distance or not. All schools tested against were traditional face-to-face classroom environments.

By the nature of its organization, its mission, and the clientele it serves, ACBSP is an advocate for smaller colleges and universities. Looking past the prescriptive nature of its faculty requirements and focusing on the processes used in the Norwich program to ensure quality is paramount to a successful accreditation and perhaps paramount to the success of other member organizations who share the same distance education challenges. By accepting Norwich's model as legitimate, or even desirable, we believe that the ACBSP will better serve small organizations seeking to be active in distance education.

Foreword by Dr. Frederick Snow, VP and Dean of Online Graduate Programs for Norwich University

I. INSTITUTIONAL OVERVIEW

The intent of the overview is to address what is most important to the business schools or programs, the key factors that influence how the business schools or programs operate, and where the business schools or programs are headed.

1. Contact Information

Name of institution: Norwich University
Name of business program: MBA Online
Name/title of president/chancellor: Dr. Richard Schneider
Name/title of chief academic officer: Dr. Hubert Maultsby
Name/title of business unit head: Dr. Frank Vanecek, Division of Business and Management
Name/title of business unit head: Dr. Frederick Snow, VP & Dean of Online Graduate Programs
Academic year covered by the self-study: September 2003 through August 2004

The institution's self-study coordinator contact information:
Name: Dr. William Jolley
Title: Program Director
Campus Address: 158 Harmon Drive
City State/Province: Northfield, VT
Country: USA
Zip/Postal Code: 05663
Phone: 802-485-2517 FAX: 802-485-2087 E-mail: wjolley@norwich.edu

Date of submission of this self-study: March 31, 2005

The primary institutional contact information during the accreditation site visit:
Name: Dr. William Jolley
Title: Program Director
Campus Address: 158 Harmon Drive
City State/Province: Northfield, VT
Country: USA
Zip/Postal Code: 05663
Phone: 802-485-2517 FAX: 802-485-2087 E-mail: wjolley@norwich.edu

Proposed date of accreditation site visit: Summer, 2005

2. Identification of Individuals Who Helped Prepare the Self-study

Name	Title
Dr. Frank Vanecek	Head of Business and Management Division
Dr. Frederick Snow	VP & Dean of OGP
Dr. Bill Benoit	ACBSP Commissioner
Ms. Debbie Mazuroski	Research Assistant

3. Review of All Academic Activities

a. Business Courses Offered by Business Unit. ACBSP accredits degree programs in business and business-related fields. The ACBSP accreditation process takes into account the traditional specializations in business, including accounting, business administration, finance, marketing, and management. Any of these specialized programs offered by the business unit seeking accreditation must be included in the self-study to be considered for accreditation.

b. Business Degrees Offered by Business Unit. The accreditation process includes a review of all academic activities in a business program. In other words, if an institution offers associate degrees, bachelor's degrees, and graduate degrees in the business program, the accreditation process embraces all of these in the self-study.

   If an institution has only a bachelor's or master's degree program at the time of accreditation, but adds the bachelor's or the master's degree at some later date, the institution will have a maximum of five years from the date of the program's inception to achieve accreditation. When a new degree program in business is added after an institution has been accredited, it must be referred to in the institution's annual report to ACBSP. The new degree program needs to be operational, with enrolled students, for at least two years before it can be considered for accreditation.

c. Business Content Courses Not Offered by Business Unit. At the institution's written request, other business-related programs may be either included or excluded from the accreditation process. If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public clearly understands that these programs are not accredited.

d. Branch Campuses/Extension Centers. If an institution has a branch campus or campuses, or if there are extension centers or other types of auxiliary operations where business courses are taught, then the accreditation process will include all of these locations in the self-study. On a case-by-case basis, such entities may be excluded. If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public clearly understands that these programs are not accredited and there is sufficient distinction in the degrees offered to justify their exclusion. An institution may ask in advance of conducting the self-study for a determination of inclusion or exclusion from the self-study.

TABLE 1
Review of Graduate Academic Activities

Column A: List all graduate business or business-related programs (including those with designations within the degree or major title such as "business," "industrial," "administration," "management," or "organizational."

Column B: Indicate with "yes" or "no" whether the program is administered by the business unit.

Column C: Indicate with "yes" or "no" whether the program is to be accredited by ACBSP. If no, provide justification explaining why the program should be excluded from the accreditation process.

Column D: Indicate number of degrees conferred during self-study year

COLUMN A	COLUMN B	COLUMN C	COLUMN D
Master of Business Administration	Yes	Yes	70

4. Organizational Charts: See section 6, "Business Program Organizational Profile," for unit and program organizational charts.

5. Conditions of Accreditation

a. Institutional Accreditation. Institutions operating in the U.S. must be accredited by their regional body. Non-U.S. institutions must have equivalent accreditation or recognition as appropriate. For non-U.S. institutions, this is typically a copy of a certified translation of an official document from an appropriate government organization in their respective countries stating recognition, accreditation, and/or their right to grant degrees.

Membership in ACBSP requires regional accreditation or the filing of the official document by non-U.S. institutions. It is not necessary to provide these documents unless this information cannot be verified by ACBSP staff or there have been changes in the status. If this cannot be verified or is questioned, the institution will be required to provide documentation before the process can continue.

Norwich University is accredited by the New England Association of Schools & Colleges (See Appendix R for Letter of Accreditation). NEASC is the nation's oldest regional accrediting association whose mission is the establishment and maintenance of high standards for all levels of education, from pre-K to the doctoral level. The Division of Business and Management is also accredited by the Association of Collegiate Business Schools and Programs (ACBSP) for the offering of a B.S. in Business Administration with concentrations in Accounting and Management, and a B.S. in Economics and Computer Information Systems.

b. Statement of Mission – Institution. Provide the approved statement of mission for the institution and state whether it is listed in the institution's catalog or program offerings bulletin.

The mission statement of Norwich University is listed in both the University catalog and the MBA Program Student Handbook.

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

c. Statement of Mission – Business Program. Schools and programs must have a mission consistent with that of ACBSP. State the mission of the business program and whether the mission is listed in the institution's catalog or program offerings bulletin.

The mission statement of the MBA Program is listed in both the University catalog and the MBA Program Student Handbook.

The mission of the MBA Online is to contribute to the academic and financial objectives of Norwich University by providing high quality outcomes for graduates of the MBA Online in the areas of Human Resource Management, Managerial Finance and Accounting, Marketing Management, Strategic Operations Management, e-Commerce Management and Strategic Management.

d. Public Information. Five copies of the catalog must be sent to ACBSP headquarters along with five copies of the completed self-study (one electronic version is acceptable). State the catalog page number(s) where each of the following is located:

1) Listing of the business degree programs – page 57.
2) The academic credentials of all faculty members – page 221
3) The academic policies affecting students along with a clear description of the tuition and fees charged the students – pages 16 and 20.
4) The statement of mission of the institution – page ii.
5) The statement of mission of the business school – page 57.

e. Accreditation of Doctoral Programs. Accreditation of doctoral programs requires meeting the following requirements:

1) The institution must have ACBSP-accredited programs at the baccalaureate and/or master's level.
2) The institution must perform a self-study addressing the six general standards and criteria and related subcategories to the extent appropriate.
3) The program must be authorized by the appropriate regional accrediting association and/or the appropriate governmental agency.
4) Accreditation can only be awarded after individuals have graduated from the program.

6. Business Program Organizational Profile

The Organizational Profile is a snapshot of your business program, the key influences on how you operate, and the key challenges you face. It consists of two parts: Organizational Description and Organizational Challenges.

Importance of beginning with your Organizational Profile. Your Organizational Profile is critically important because:

1. It is the most appropriate starting point for self-assessment.
2. It helps the institution identify potential gaps in key information and focus on key performance requirements and organizational performance results.
3. It is used by ACBSP in all stages of review, including the site visit, to understand your organization and what you consider important.
4. It also may be used by itself for an initial self-assessment. If you identify topics for which conflicting, little, or no information is available, you can use these topics for goal-setting and action-planning.

a. Organizational Description

The organization's environment and key relationships with students and other stakeholders includes the following:

Organizational Environment

a. What are the delivery mechanisms used to provide your education programs, offerings, and services to students?
b. What is your organizational context/culture?
c. What is your stated vision?
d. What are your stated values?
e. What is your faculty and staff profile? Include education levels, workforce and job diversity, organized bargaining units, use of contract employees.
f. What are your major technologies, equipment, and facilities?

Organizational Relationships

a. What are your key student segments and stakeholder groups? What are their key requirements and expectations for your programs and services? What are the differences in these requirements and expectations among students and stakeholder groups?
b. What are your key partnering relationships and communication mechanisms with these groups?

1) Organizational Environment

Distance education is perceived by some in traditional academia as being a cheap and lifeless alternative to "real" face-to-face education. Yet, distance education continues to grow geometrically. OGP (Online Graduate Programs) intends to have its programs stand as legitimate academic programs with real community and collegiality. "Distance education with a soul" is how we sometimes describe it. Our compulsiveness in trying to generate

community, our required residency, our exceptional academic outcomes, and our levels of student satisfaction all point to a very successful approach to online education. And, in line with the original purpose, we are at the same time helping the university diversify and expand its revenue streams.

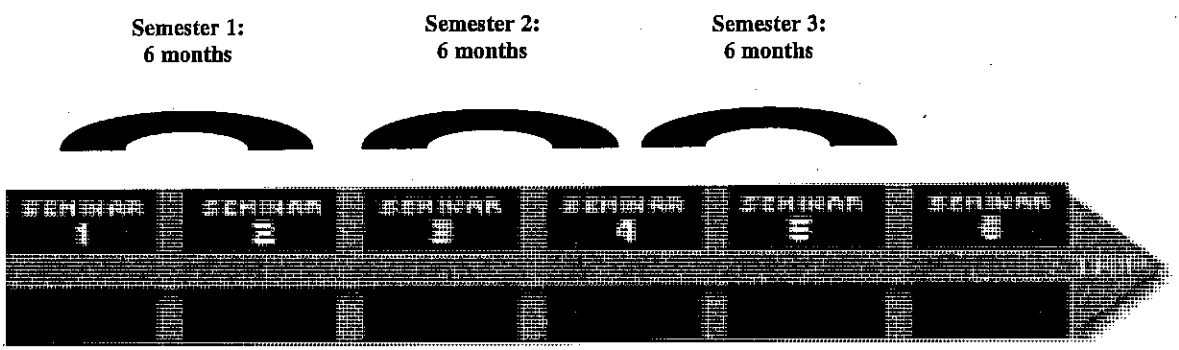
OGP exists for four reasons:

1. *To produce new revenue streams for the institution in online graduate disciplines and certificate areas,*
2. *To strengthen the undergraduate programs by providing a critical mass of academic and financial resources around them,*
3. *To broaden the exposure of Norwich University throughout the United States and around the world to professions and disciplines served by the undergraduate school, and finally,*
4. *To act as a catalyst for the development of modern business processes to eventually be used throughout the institution.*

Curricular Structure

The MBA online graduate program is 36 credits comprised of six, six-credit seminars. Seminars are labeled 1 through 6 and are taken in numerical order: Seminar 1 is Human Resource Management; Seminar 2 is Managerial Finance; Seminar 3 is Strategic Marketing; Seminar 4 is Strategic Operations Management; Seminar 5 is e-Commerce; and Seminar 6 is Strategic Management. The online curricular experience is capped by *a required trip* to the Norwich University campus for the Residency/Graduation week during which faculty and students interact in an academic and social environment. The program is rigorous and fast-paced, but flexible. The coursework spans 18 months, which is split into three semesters of two seminars each. The curriculum is designed to take students approximately 12-20 hours per week. Students are in session 44 weeks per year. Graphically, the structure is represented by the exhibit below.

MBA Curricular Structure



There are two weeks in between the 11-week seminars, so a semester lasts about six months. The arrow not only represents the sequential nature of the seminars, but it represents the integration of materials between seminars. Experiential learning in a relevant business context is very important in all seminars. Individual projects within one's own

industry and organization help the student learn within the context of their own environment. In addition a single company is used as a live case study in order to help establish and maintain an integrated context. Students join a cohort of approximately twelve students at the beginning of the program and stay with that cohort throughout, allowing friendships and relationships to build.

Used in the planning and development stages of the program were the guidelines of the ACBSP accreditation criteria. In addition, the program was deigned using the Sloan-C Elements of Quality, the best practices of e-Learning, and feedback from the NEASC accreditation board.

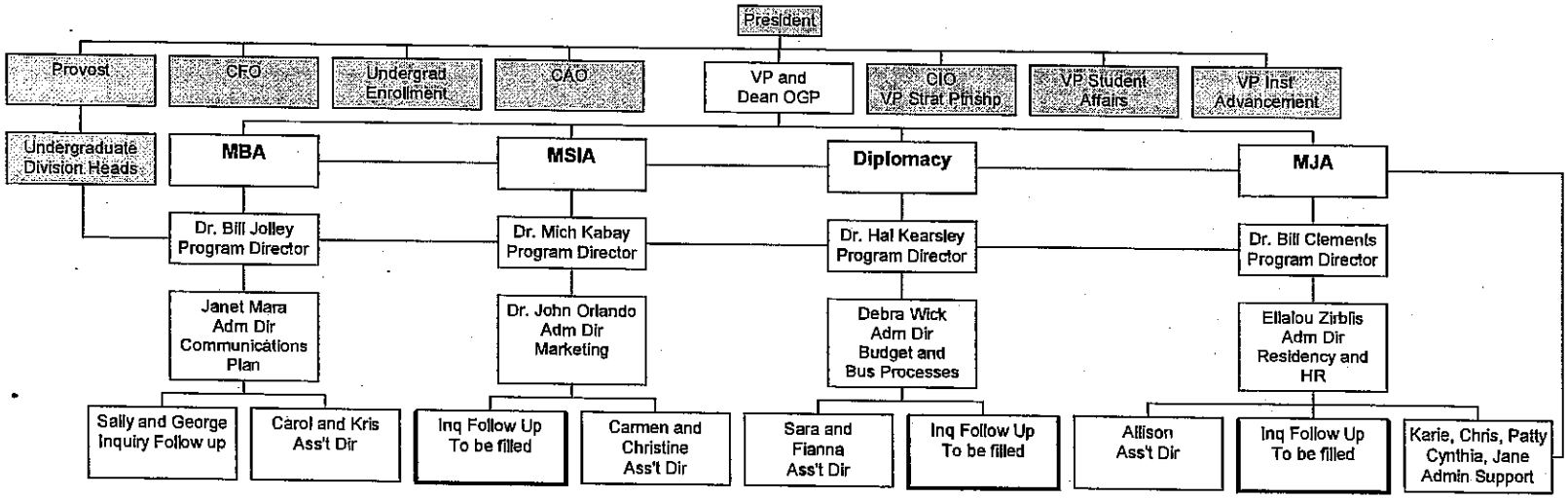
Organizational Structure

The Online Graduate Programs (OGP) are overseen by the Dean. Program Directors – one per program – work in a matrix relationship with the Dean and their respective undergraduate Division Heads, as shown the exhibit below. They are responsible for the program's curriculum and graduate-to-undergraduate relations. Program Directors currently are required to teach a minimum of 12 credit hours of undergraduate courses during the academic year and a maximum of 6 credit hours of graduate level courses. Tenure and promotion for Program Directors is within the Business and Management Division.

Administrative directors and assistants are direct reports to the Dean. Administrative directors are assigned to "serve" the needs of the Programs and the Program Directors. Program, Administrative and Assistant Directors meet weekly to handle problem situations, plan, and develop policy for this unique curricular and administrative model, and implement systems. All curriculum is sponsored by the Division to which the Program Directors report. Currently, the MBA program is housed under the Business and Management Division.

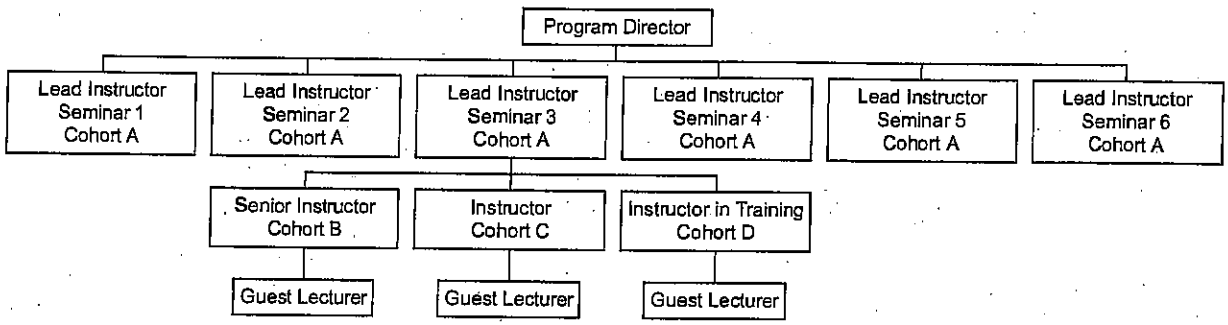
Online Graduate Programs Organization

Norwich...OGP



The Exhibit below shows the academic structure beneath the Program Directors:

Academic Structure of OGP



Program Directors manage two streams of six seminars, as there are two start dates per year – September and January. The chart above shows a typical academic structure for a program. The lead instructor has several cohorts, or sections, of instructors that he/she leads.

The Program Director is responsible for all curriculum, the performance of faculty, relations with the undergraduate division, and establishing a quality learning environment. Program Directors work one-half time for the Divisions and one-half time for the graduate program. Lead Instructors have been given additional responsibilities to aid the Program Director in the administration of the program.

Lead instructors have very important responsibilities. They essentially "lead" all sections of a seminar, making sure on a weekly basis that all problems, suggestions from students, suggestions from instructors and any other issues are summarized and communicated to the Program Director. They also field many questions from instructors, act as instructor mentors, and form a front line for the fielding of student questions as they pertain to academic matters. Senior instructors are those who have taught more than twice for the program. An instructor has taught less than two times for the program. A seminar may have one or more guest lecturers or discussion leaders.

2) Organizational Relationships

Student Segments and Stakeholder Groups

The MBA attracts students from a wide range of professional and cultural backgrounds and age groups. All MBA students however have several characteristics in common. They:

- Are serious and ready to undertake a significant study workload
- Identify with Norwich values.
- Want a fixed curricular structure that does not change from one seminar to another.
- Want a light-hearted and friendly atmosphere.
- Have very high expectations of instructors.
- Demonstrate professionalism in student conduct
- Want a program that has residency.

The MBA has other stakeholders that include:

- University Alumni
- University Trustees
- University Faculty and Divisions
- Program Corporate Partners
- Student Employers

b. Organizational Challenges

Defining Characteristics

Norwich's online graduate programs are well known and respected in the online community, having started fairly early in the online graduate education industry. Recently, the MBA was chosen as one of the top 50 online MBA programs in the nation by Selling Power Magazine. At the premier national conference for distance education this past year, Norwich was cited as "the best model" for retention strategy. And most recently, Educational Testing Services (ETS) chose Norwich University's MBA program to be the testing ground for its online program outcomes examination.

In addition to its outstanding curricular model and academic outcomes, the Norwich University MBA Program has differentiated itself through establishing "community." Distance education can be faceless. The MBA works hard to ensure that our programs have a warm, friendly face and that the considerable geographic distance between our students, instructors, and physical university is closed as much as can be done so online. OGP spends considerable time and energy communicating with students. Classrooms, student handbooks, marketing materials, virtual classroom portal pages, and everything else the student comes in contact with are full of Norwich imagery, including graduate, undergraduate, and campus imagery. Constant email and virtual campus communications from the Dean and individual Program Directors keep students focused. We try to maintain a light-hearted, fun atmosphere to ensure students do not bog down in what can be intense and rigorous curriculum. Individual student biographies are shared on our virtual campus portal. All students and instructors have access to a discussion board where more informal conversation takes place or where students from different programs can chat.

A very important part of generating community among students and pride in Norwich University is the Residency. The Residency is required for students to obtain their degree. It is a backdrop for the social interaction among students and the connection with the physical campus.

Strategic Challenges

Maintain community – The larger we grow, the more difficult it is to remember individual students' names. We do not want community to deteriorate to the point that retention becomes a problem. We are committed to maintaining a feeling of a small campus, just as we do at the undergraduate level. OGP has "institutionalized" community in a variety of ways, from weekly columns by the Program Directors and Dean to featuring student bios. Class size will always remain small – about 12:1. While this seems low, small class size is more crucial in online environments than face-to-face, and we are committed to high quality standards. Many of our competitors allow 25 people in a virtual classroom. It is hard enough to develop personal relationships with a dozen people at a distance.

Managing a cadre of adjunct instructors – As we have grown, the number of adjuncts has increased significantly. At this point, OGP employs over 100 faculty. Enforcing quality standards in this environment is a challenge. OGP has worked hard to develop reporting mechanisms, evaluation criteria, firm expectations, and orientation programs for instructors. The addition of Lead Instructors to aid in mentoring, monitoring, and evaluation will be key.

Technology – When technology does not work, OGP is brought to its knees fairly quickly. Given our aggressive plans for single-sign-on in the Luminis system (Norwich University's web interface for faculty) that will be replacing Campus Pipeline by the end of 2004, we are opening ourselves up for potential problems. Preventing lapses in connectivity is a challenge given Norwich's aging network, but things have improved over the past year due to some changes in policy, procedures, and equipment in Computer Services. OGP has worked over the past year on a contingency plan document that will provide a set of procedures to follow when connectivity is interrupted.

Increasing competition – Adult distance education is an expanding market, both in terms of demand....and supply. New competitors arrive every several weeks. Norwich's early entry into this arena has proven to be beneficial, as we represent a brand that anyone seeking an online education must be aware of. But it seems that for every new competitor, another drops out, finding that they cannot effectively deliver education because they have chosen an inadequate model or because they cannot market well. In an era of a rapidly expanding number of graduate programs, our graduate programs have solid, expanding enrollments.

Develop an efficient administrative model – one of our goals is to help the University develop more efficient business processes and to get more out of the Banner accounting system than what is currently being used. This has been a challenge thus far, and it will continue to be so. Our model is different, and sometimes it stretches both the people and systems involved to accommodate it. Further, we would like to reach a stable staffing situation. The rapid growth of the programs has constantly challenged us to keep up in terms of human resources. Once we achieve steady state, we can staff appropriately for the long term.

Performance Improvement

Related to the successful establishment of community is a student's level of satisfaction. OGP is a very proactive and reactive organization. We spend a considerable amount of time planning, and we spend a considerable amount of time listening to student and instructor feedback. Continuous improvement is institutionalized beyond what is normal in academia. It is very important as we continually strengthen our curriculum, marketing, and administration. Three weeks into each eleven-week seminar program directors informally poll students as to seminar workload, classroom issues, curriculum issues, and instructor performance. Immediate communications with instructors result if any trends are apparent. Formal end-of-seminar course and instructor evaluations are also collected, summarized, and acted upon. At the end of the program during the Residency, students participate in a number of face-to-face focus groups designed to identify strengths and weaknesses and develop solutions. Marketing focus groups are also run to understand if the program lived up to the expectations of students as a result of our marketing communications with them, to evaluate potential themes and graphics for future campaigns, and to get students' views on academic and administrative issues. Students also fill out an end-of-program evaluation. The results of the summer residency focus groups and program-end evaluations are transcribed, sorted into actionable areas, and form the subject matter of the OGP fall meetings.

OGP personnel meet twice per month, once in an OGP-wide meeting and once in a program-specific meeting to take action on these items. Classes are monitored by Program Directors and the OGP staff to ensure student participation and instructor performance. This is a prime factor in our retention success. No one is allowed to get behind.

In order of importance, we believe student satisfaction is driven by the following:

- *Connectivity* – if students cannot get into the classroom or have trouble uploading or downloading files to the classroom, the entire system falls apart.
- *Instructor promptness* – Norwich expects its instructors to respond to all questions within 48 hours and return all assignments within 48-72 hours.
- *Instructor interaction* – Our students expect instructors to set the pace and depth of online discussion, participate in online discussion, and heavily "ink" student assignments.
- *Administrative support* – even if students encounter problems, administrative support is essential to minimize damage, keep students positive, keep their confidence up, etc. Our staff spends considerable time and energy counseling students on a number of fronts.
- *Pace/workload* – We market the programs as taking 12-20 hours per week, 44 weeks per year. Going beyond this pace results in students falling behind and dropping out. Program Directors adjust curriculum requirements to ensure most of our students stay within this range.
- *Curriculum* – All students have different expectations as to the type of subjects that should be covered.

II. STANDARDS AND CRITERIA

STANDARD #1. Leadership

Administrators (chief academic officers, deans, department chairs) and faculty must personally lead and be involved in creating and sustaining values, business program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. The values and expectations must be integrated into the business program's leadership system; and the business program must continuously learn, improve, and address its societal responsibilities and community involvement.

CRITERIA

a. Do your administrators and faculty set, communicate, and deploy business program values and performance expectations? Do administrators and faculty include creating and balancing value for students and other stakeholders in their performance expectations?

   Refer to pages10-15 of the Adjunct Instructor Manual and Development Guide (Appendix C).

b. Do your administrators and faculty create an environment that fosters and requires legal and ethical behavior?

   Refer to pages10-15 of the Adjunct Instructor Manual and Development Guide (Appendix C).

c. Do your administrators and faculty review business program performance and capabilities to assess business program success and your business program's ability to address changing business program needs? What are the key performance measures regularly reviewed by your administrators and faculty? Refer to Exhibit 1.1.

d. Does your business program have processes in place for evaluating the performance of your administrators and faculty? Refer to Appendix A Student Satisfaction Survey.

Exhibit 1.1
Program Success Measures

Program Component	Performance Measures		
Student Outcomes	Program Satisfaction	Seminar Retention	Comprehensive Exam Scores
Adjunct Faculty	Student Evaluation	Classroom Participation	Seminar Improvement
Program Recruitment	Inquiries	Applications	Enrollments
Curriculum Design	Academic Withdrawals	Study Hours/week	Grade Distribution
Course Management	On-time Start	Student Complaints	Media Usage
Divisional Oversight	Admission Standards	Curriculum Standards	Grading Standards

e. Does your business program address the impacts on society of your program offerings, services, and operations?

Norwich University established the Office of Volunteer Programs in 2002 and hired a full-time director to develop and coordinate its programs. The volunteer programs available to any and all students, faculty and staff include the Youth Mentoring Program, Project GIVE, NU VISIONS and NU VISIONS Abroad (the last two being our national and overseas Alternative Breaks programs).

In addition to offering local, national and overseas volunteer opportunities through these programs, the Office also coordinates its AmeriCorps volunteers who are full-time students who serve as liaisons between the University and our Community Partners.

We also currently have an AmeriCorps VISTA who is coordinating all Service-Learning programs and working to establish the institutionalization of SL at Norwich. SL is the incorporation of service into the curriculum and generally, academic credit is awarded. However, some SL projects that have been available have been co-curricular (or not for credit). An example of this: During the Fall 2003 semester, four undergraduate business students were asked to develop a strategic business plan for Habitat for Humanity and did So successfully under the supervision and guidance of the SL coordinator.

It is through opportunities like these in which the Business Department at Norwich University has and will continue to impact the lives of our community members.

f. Does your business program ensure ethical business practices in all student and stakeholder transactions and interactions?

As part of each seminar, ethical practice is covered in the curriculum. A special emphasis is put on corporate ethics in the capstone Strategic Management seminar where students develop their position on ethical business issues for debates held at residency.

g. Does your business program have measures for monitoring ethical behavior throughout the business program? The program has a strict plagiarism standard. Refer to Academic Honesty policy Appendix Q.

STANDARD #2. Strategic Planning

The business program must have a process for setting strategic directions to better address key student and program performance requirements. The strategy development process should lead to an action plan for deploying and aligning key plan performance requirements. It should also create an environment that encourages and recognizes innovation and creativity.

CRITERIA

a. Do you use a formal process to set the strategic direction for your business program? Please describe your process for setting strategic direction.

The strategic direction of the MBA program is based on consideration of internal and external factors. External factors data are gathered on (1) needs of the market segments served, (2) economic and social trends affecting the mode of delivery, (3) changes in the strengths and weaknesses of our competition, and (4) new market segmentation opportunities. Internal factors are the synergy with the long-term strategic goals and strengths of the university, the academic quality of the program, and the cost and revenue impacts of program on university financial conditions.

This information is reviewed with the academic and administrative senior management prior to seeking divisional and curriculum committee approvals.

b. Do faculty and staff members participate or have a voice in this process? Yes.

c. Have you established your business program's key strategic objectives and the timetable for the current planning period? See Exhibit 2.1.

Exhibit 2.1
Strategic Direction for the 2004-2005 Academic Year

Key Strategic Goals	Specific Objectives	Timetable
Increase Enrollment	Start five cohorts	September 2005
Improve Retention	Raise retention from 91% to 95%	September 2005
Improve Comp Exam Scores	Minimum of 80%'tile in all fields	June 2005

d. Do you have action plans for this planning period? List your current year action plans. See Exhibit 2.2

Exhibit 2.2
Strategic Direction for the 2004-2005 Academic Year

Specific Objectives	Current Year Action Plans
Start five cohorts	Increase marketing effectiveness and conversion of inquiries
Raise retention from 91% to 95%	Reduce withdrawals via improved student management
Minimum of 80%'tile in all fields	Improve curriculum in fields below 80%

e. Do you have long-term action plans? See Exhibit 2.3.
f. Do you develop your key human resource plans as part of your business program's short- and long-term strategic objectives and action plans? (Described in Standard 5)

Exhibit 2.3
Longer-Term Action Plan Measurement

	Key Measures
Short-Term Action Plans (2-5 years)	1-year action plans in full implementation on a bi-weekly monitoring basis
Long-Term Action Plans (15 years)	3-year plan in process 15-year plan – see Appendix M

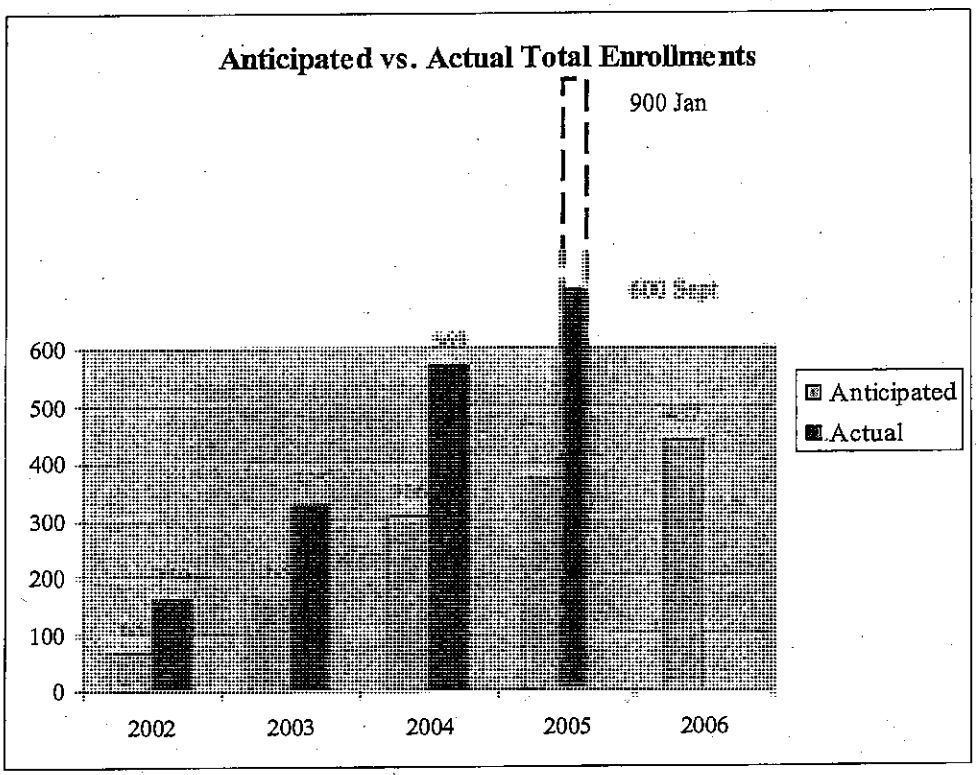
g. Have you established performance measures for tracking progress relative to your action plans?

All OGP programs are operated with the following performance measures:

1. **Enrollment** – The University's strategic planning document, NU2019 (Appendix M), states that by 2019, Norwich will have 2000 residential undergraduate students and 2000 online graduate students. Part of the reasoning for this balance was based upon perceived Title IV (Financial Aid) policies in effect. It was understood that the organization should have no more than 50% distance students in order to maintain eligibility for federal student financial aid. This 50% parameter has since proved inaccurate. Norwich is free to have as many OGP students as it desires. As of this point, the cap has not been approved by the President, but that approval and the general planning parameters that go along with that cap should be in place by the release of this self-report. To this point, the programs have taken as many students as would qualify for the programs.

Note (in Exhibit 2.4) the anticipated versus actual enrollment in the following exhibit. Anticipated comes from business plans prepared for each program. In the MBA's case, the original business plan numbers are not used, rather an expectation of enrollment based upon inquiry flow is used.

Exhibit 2.4
Enrollment Estimates versus Actual



2. **Profitability** - For the year ended 5/31/04, OGP finished with a net income (revenues minus expenses) of $843,000. This is $243,000 or 43% higher than projections. This is despite two of the programs still working their way through their initial loss periods. There were no hidden expenses, and the cost of starting new programs was included in the expenses. The net figures discussed include not only direct expenditures like instruction, marketing, OGP administration, and classroom-related items, but they also include all overhead necessary to support the new organization. From the time that the programs were envisioned, line items have been included in their budgets to cover any incremental cost to the University of the programs' development. OGP never wanted to be a burden on the rest of the organization; rather, it wanted to contribute to that organization, and reserving expenditures for overhead was one way to accomplish that objective.

   OGP does all of its own marketing, admissions, and most of its own administrative work. Where it does not do its own administrative work, OGP provides significant direct financial support for those areas. OGP supports the Registrar ($30,000, full-time employee), Bursar ($30,000 – full-time employee), Financial Aid ($30,000 – full-time employee), Library ($66,000 - databases), Facilities ($50,000 – Rent and ½-time employee), Computer Services ($100,000 – Two full-time employees), Instructional Design ($150,000 for '05 – 4

full-time employees), and their home Divisions ($15,000). In many cases, the employees hired with these funds have considerable excess time with which they work on undergraduate items. Other academic units at the University are not charged for these same services, so simple E/R comparisons will not lead to correct analyses. Future programs will provide resources for full-time employees in the Library, HR, and Alumni. Funds have been set aside so, as OGP grows, each of these areas will have more resources to scale up their staffing accordingly. In addition to the direct support above, current and future years will include an overhead charge from the undergraduate budget to the OGP budget of $250,000 annually to take into consideration any time and attention given to the OGP by the upper administration such as the President, Cabinet, and Trustees. This amount directly reduces the undergraduate expenses.

For the current year ending 5/31/05, and given current enrollment levels (not projected), the programs as a group will generate about $1.6 million in net income. Note the out years in Exhibit 2.5:

Exhibit 2.5
Out-year Financial Projections for OGP

Year	Net Cash Generated
2005	[illegible]
2006	[illegible]
2007	[illegible]
2008	$1,129,010
2009	$1,479,201

In terms of cash flow, the programs have been self sufficient since the end of their first year. The only money taken from the endowment or undergraduate operations for these programs was for the start-up of the MBA program. All other programs have been started using the positive cash flow that the MBA generated. The programs have already paid back the original endowment investment many times over.

3. **Retention** – Norwich OGP boasts one of the highest retention rates in online education. Currently the MBA program has a retention rate of 91% for all active students. Most programs nationwide struggle to retain 50% of their students.

4. **Academic Outcomes** – In all OGP programs, curriculum is continuously reviewed and improved. Prior to every offering of a seminar, a lead instructor or Ph.D. curriculum developer will scour the many comments made by students and instructors and retool the curriculum. The MBA's academic outcomes, as noted in several places in this document, are more than respectable.

5. **Student Satisfaction** – The management agenda for each year is set by the things we learn in:
   a. Three-week assessments
   b. End-of-seminar assessments
   c. End-of-program evaluations
   d. End-of-program focus groups

This management agenda is pursued through bi-weekly meetings of OGP as a group and individual programs as well. A list of all improvement is generated, and then the bi-weekly meetings ensure the improvements are implemented.

h. Have you communicated your objectives, action plans, and measurements to all faculty, staff, and stakeholders as appropriate? See OGP Out Report in Appendix D

STANDARD #3. Student and Stakeholder Focus

A business program must have a systematic procedure to determine requirements and expectations of current and future students and stakeholders, including how the business program enhances relationships with students and stakeholders and determines their satisfaction. Stakeholders may include parents, employers, alumni, donors, other schools, and communities.

CRITERIA

a. What student segments do your educational programs address?

The MBA targets three key student segments:

1. Norwich University Alumni
Alumni were chosen because they represented the most easily identifiable segment and the segment most inexpensive to reach. This helps meet our low-cost objective on the front end of the implementation. The second reason why we chose this target is because of our undergraduate relationship with them.

2. Professional Engineers
Professional engineers are an extremely homogenous group. Most belong to one of the professional societies, with the National Society of Professional Engineers being the most notable. Because of this, they will be easy to find. Because of their natural need for business education, they should also be an easy group to convince. Potential applicants are more likely to respond to a program associated with an Engineering school than one that is not.

3. Professional Women
More than one-half of students in MBA distance education classrooms are women. This corresponds to about 30% in all MBA programs. As mentioned, this is a natural result of making MBA degrees available on the Internet. Women are attracted to distance programs because they have more demands on their time than men. Young professional women are easy to find. There are a number of professional women's organizations, publications, and web sites, even within certain professions that specifically cater to women's professional needs.

b. Have you identified methods to determine student and stakeholder requirements and their importance to these groups' decisions related to enrollment? Yes, the residency end-of-program survey collects these data. Briefly describe how you use relevant information from students and stakeholders segments in determining requirements.

Results of surveys are tabulated and summarized for review by Program Directors and administrative staff. Action plans are developed based on assessment of the importance and feasibility of the stakeholder requirements identified.

c. Do you periodically review listening and learning methods to keep them current with educational needs and directions?

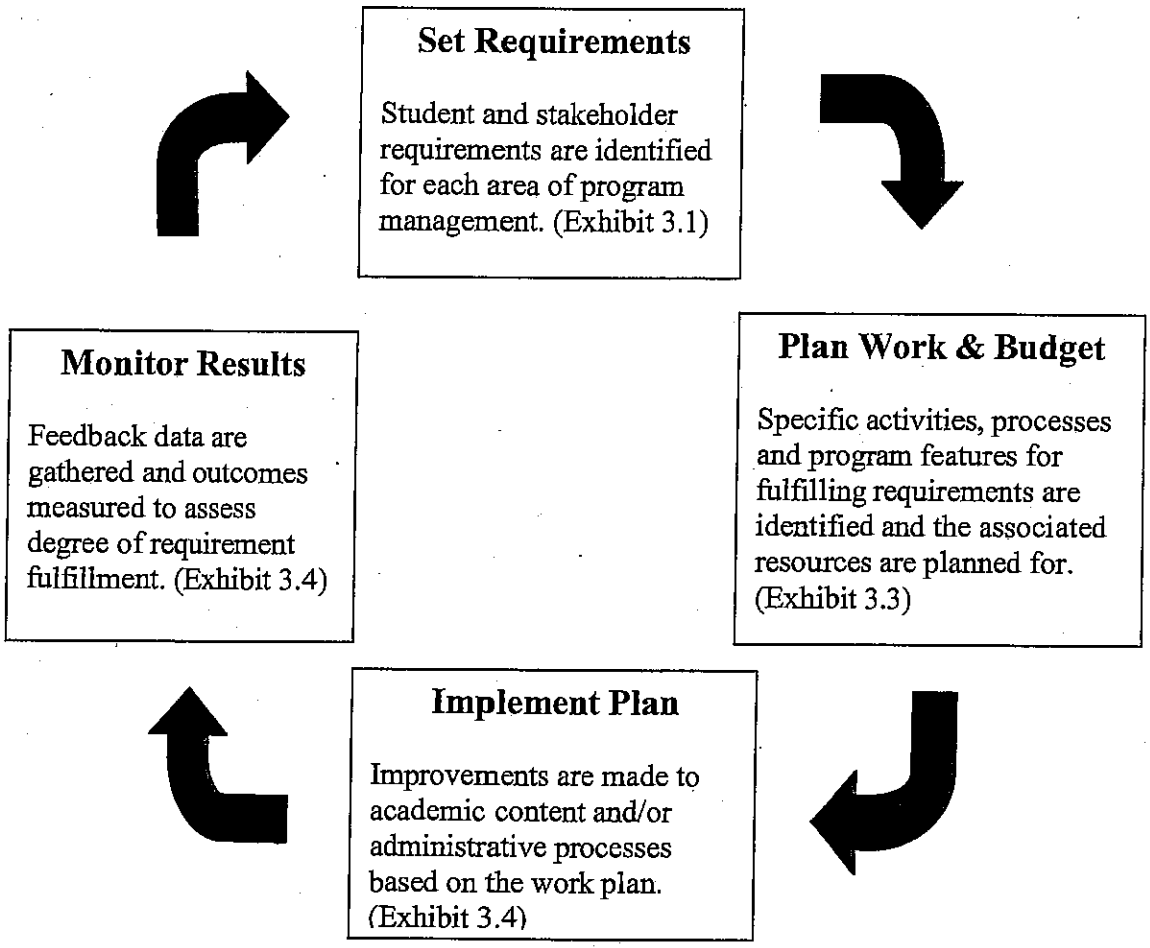
Annual end-of-program review meetings evaluate and revise survey tools.

d. Do you have a process to use the information you obtain from students and stakeholders for purposes of planning educational programs, offerings, and services; marketing; process improvements; and the development of other services? List your key student and stakeholder groups identified in the Organizational Profile, their key requirements, and the features of your educational program that meet their requirements. See Exhibits 3.1 and 3.2.

Exhibit 3.1
Student and Stakeholder Requirements

Student/Stakeholder Group	Key Requirements	Program Features
Active MBA Students (all target segments)	Practical application of seminar concepts	Experiential learning (cases, individual workplace projects, and corporate partner projects)
	Schedule flexibility	Gratis assignments Asynchronous discussions
	Profession-relevant coursework	Customized curriculum
	Close community atmosphere	Small classrooms, frequent and personalized communication from staff, program-wide discussion
Norwich Alumni	Access to program and graduates	Admission requirements Post-graduation follow up survey
Business & Management Faculty	Curriculum must meet UCC approval	Curriculum developed by PhD
MBA Corporate Partner	Experienced and objective perspective on company issues	Corporate case study Residency panel discussion
Student Employers	Learning that can be applied to business solutions	Workplace individual projects

Exhibit 3.2
Student and Stakeholder Requirements Process



e. Do you have a process to build relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning?

Exhibit 3.5 at the end of this section depicts the student relationship retention process.

The MBA Online of Norwich University has many stakeholders who have an interest in the successful outcomes of the program. The most important of these is of course our current students and alumni. Other relevant groups that have an interest in the success of the program are the University, particularly the Business and Management Division, the program's instructors, the corporate partner that the students work with for their integrating case project, and the companies that employ the students providing them with the time and/or money to earn their diploma.

Student Relationships

Our relationship with key stakeholders is one of the most important success factors of the Norwich MBA program. The priority for relationship enhancement is with our customer, the student. The Student Handbook (Appendix B) communicates what the objectives of the relationship are, the expectations the program has of the student, and how the program meets the needs of the student.

There are four key factors that form the basis of the relationship with our students. First, is an appropriate balance of convenience, pace and rigor of the curriculum. Second, is the responsiveness of our instructors to students' questions, instructors being actively involved in classroom discussions, and instructors timely return of graded assignments with constructive feedback. Third, our relationship with students is based on the interaction that our administrative staff have with the students. Our classrooms are monitored daily by administrative staff dedicated exclusively to the MBA to spot early any developing problems. The staff is available by phone and by email for students to contact them with any questions or problems. And finally, a sense of community and tradition is fostered in the program through a portal web site, through an in-classroom program-wide chat facility called the Agora, and through perhaps the most critical of factors, the face-to-face meeting of students, staff and instructors during the residency when all students are on campus for a week of academic and social activities before graduation.

Instructor Relationships

Our relationship with the program's instructors is based on a number of key factors that relate to their needs and our expectations. These are: competitively attractive compensation; seminars with pre-developed content; strong administrative support; and facilitation of between-instructor networking within and across seminars and programs. The Adjunct Instructor Manual (Appendix C) communicates what the objectives of the relationship are, the expectations the program has of the instructor, and how the program meets the needs of instructors. Also, our lead instructor policy (see Appendix C) designates key individuals as mentors to new and returning instructors.

MBA Alumni Relationships

See the OGP Alumni Program in Appendix G

Business & Management Division Faculty Relationships

Periodically meetings are held between the Program Director and the Division Faculty Advisors to update them on key program successes, revisions and enrollment progress. Faculty also participate in residency activities and graduation ceremonies. Semi-annually funds are transferred to the Division for developing undergraduate programs and facilities.

MBA Corporate Partner(s) Relationships

Semi-annual meetings are held between the Program Director and the senior management of the corporate partner to update them on key program successes, revisions and enrollment progress. In addition, the corporation hosts a headquarters office and plant tour, and their management participates in the residency through a business issues presentation and panel discussion.

Student Employers Relationships

Relationship process TBD

f. Do you have a process to seek information, pursue common purposes, and receive complaints from students and stakeholders?

Surveys are periodically conducted to identify the special needs and expectations of student segments such as engineers and professional women with regard to furthering their formal business education. Research is also periodically conducted to identify trends in the curriculum, tuition, and delivery mode of competitive MBA programs. This includes information on trends in higher education, curriculum innovations necessary to keep pace with targeted professions, and new program opportunities for potential market segments. Semi-annual surveys also are conducted among current students of the MBA to gather opinions on specific program features and to monitor their awareness and utilization of offerings, facilities and services.

The information gathered from this ongoing research is aggregated and analyzed to develop new programs, to aid in marketing new programs, to add value to existing programs, and to gauge the adequacy of the current program for meeting the evolving needs of key market segments.

g. Do you have a system to determine student and key stakeholder satisfaction and dissatisfaction?

Four key processes comprise an ongoing assessment of student satisfaction with the MBA program. First, twice each seminar feedback is solicited from students on a voluntary basis, once after 3-4 weeks from the start of the seminar and again at the end of the seminar. The responses from these surveys are tabulated and summarized from which action plans for improvement are developed. Additional methods of satisfaction

feedback occur during the residency. For example, focus groups are conducted by an independent moderator to obtain opinions regarding issues that have been identified during the program. This forum is also used to uncover issues that may not have been identified by the surveys. All students complete a general feedback survey on their satisfaction with various aspects of the program. These data are compiled and action items developed for follow up. The questionnaires used for the end-of-seminar and residency surveys are included in Appendix A.

Implementation of a one-year, three-year and a five-year post-graduation survey designed to evaluate the impact the program had on the student's career development and achievement is was implemented in September 2004 (see Appendix F).

Briefly describe the measure(s) used to monitor student and stakeholder satisfaction and dissatisfaction. See Exhibit 3.3.

Exhibit 3.3
Student and Stakeholder Satisfaction Monitoring

Stakeholder	Measure(s)	Responsibility	Timing	Status
Students	See Appendix A	Administrative Director	During seminars & Residency	On-going
Instructors	See Appendix A	Administrative Director	During seminars	On-going
Alumni	See Appendix F	Administrative Director	One, three and five years	September 2004
Business & Mgt Faculty	Advisory Committee Updates	Program Director	Semi-annually	On-going
Corporate Sponsor	Meeting with Key Executives	Program Director	Semi-annually	On-going
Employers	TBD	Administrative Director	Annually	Planned for Sept. 2005

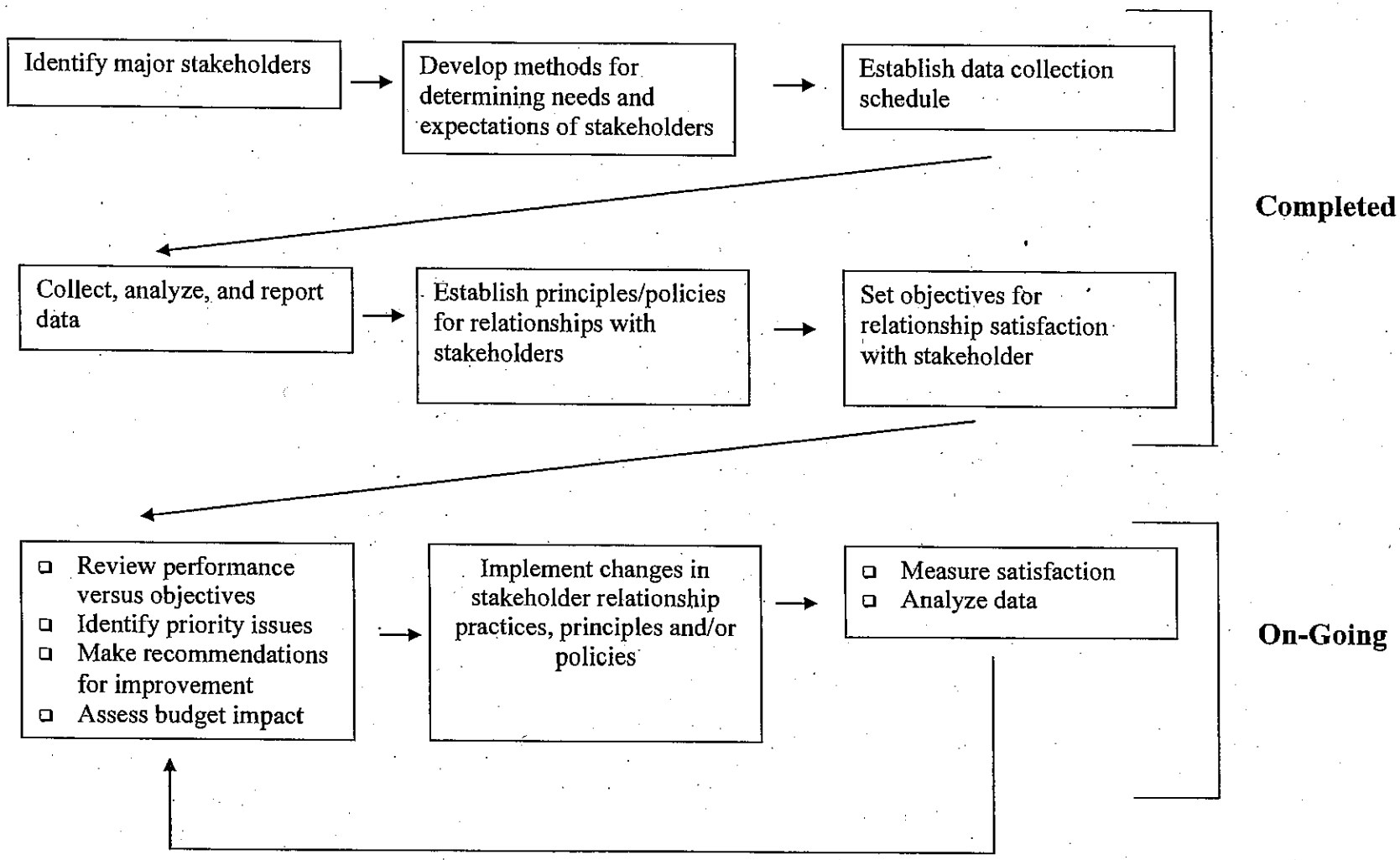
h. Do you regularly review your student and key stakeholder satisfaction and relationship efforts to ensure that they meet current needs and direction?

The results from the end-of-seminar and end-of-program surveys are summarized and action items identified to ensure efforts are meeting stakeholder needs. See Exhibit 3.4.

Exhibit 3.4 Student Satisfaction Comments and Action Plan
(*End-of-program* survey results for 2003-2004 Self-Study Year)

Program Management	Mean Rating (1-5)	Open-end Comments	Action(s) Taken
Instruction	**4.04**	▪ Little feedback from some instructors ▪ Infrequent engagement in the discussion ▪ Assignments and emails not returned in a timely manner ▪ Grading inconsistency ▪ Lack of clear and concise explanations	▪ Instituted Lead Instructor (LI) position to more closely monitor and mentor instructors ▪ Instituted standard grading criteria
Curriculum	**3.95**	▪ Customized text ▪ Assignment workload ▪ Group contributions	▪ Changed to single text ▪ Adjusted number of assignments ▪ Instituted peer evaluation for group projects
Platform	**3.92**	▪ Cum Grade Averages ▪ Library sources difficult to access ▪ No access from work	▪ Improved library access ▪ Switched to port 80 access ▪ Working on solving cum average problem
Administration	**4.18**	▪ Last minute changes ▪ Residency information ▪ Informational emails not received ▪ Course information not correct	▪ Added more residency information sooner to portal ▪ Email server problem corrected ▪ Instituted seminar checking system

Exhibit 3.5
Stakeholder Relationship Satisfaction Process



STANDARD #4. Measurement and Analysis of Student Learning and Performance

Business programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution's academic programs. Each business program is responsible for developing its own outcomes assessment program.

CRITERIA

The ACBSP believes that the learning outcomes of the education process are of paramount importance. Student learning outcomes cover a wide range of skills, knowledge, and attitudes that can be influenced by the educational experience. Therefore, when implementing a student learning outcomes assessment program, careful consideration must be given to the learning outcomes that are most important to the missions of the institution and business program. Accordingly, a business program must have established a learning outcomes assessment program to indicate the effectiveness of the process, as well as new directions it might take.

The diversity of educational institutions, coupled with other characteristics unique to a given college or university, suggests that learning outcomes assessments may be conducted differently at each school. While the emphases may vary, the learning outcomes assessment plan implemented must approximate the learning outcomes assessment standard herein described.

4.1 Selection and Use of Information and Data

a. What is your outcomes assessment program?

Three key outcomes are used to judge the successful performance of the program in fulfilling the academic portion of its mission. These outcomes are: (1) a comprehensive knowledge of the subjects taught, (2) the ability to think critically in solving business problems, and (3) a proficiency in oral and written communication. Currently, the learning outcomes of the program with respect to subject knowledge and critical thinking are measured by a comprehensive exam taken in the final seminar of the program. Oral, and to a partial extent, written communication skills are measured by grades received on a debate assignment in the capstone seminar.

A method for evaluating the professional achievement of the program's graduates was developed and implemented in September 2004 (see Appendix F).

Exhibits 4.1 and 4.2 summarize these measures.

Exhibit 4.1 Program Outcomes Assessment Measures

	Measure(s)	Responsibility	Timing	Status
Academic Outcomes	See Exhibit 4.2	Program Directors	During final seminar	On-Going
Professional Achievement	See Exhibit 4.2	Program Directors	1, 3 and 5 years following graduation	Implementation Sept 2004

b. How are "student learning outcomes" appropriate to the rigor and breadth of the degree established?

Student outcomes are based on University and program mission and goals.

c. Does the program design involve the demonstration of such skills as analysis, comprehension, communication, and effective research?

Refer to Grading Policy in Appendix E.

d. What internal learning outcomes assessment information and data do you gather and analyze? See Exhibit 4.2

e. What external learning outcomes assessment information and data do you gather and analyze? See Exhibit 4.2

Exhibit 4.2
Student Outcomes

Outcomes	Internal Comparative Data	External Comparative Data
Academic Outcomes		
Subject Matter	Overall seminar grade	ETS Comprehensive Exam
Critical Thinking	Case analysis grade	ETS Comprehensive Exam
Communication Skills	Discussion and debate grades	N/A
Professional Achievement		
▪ Full-time employment ▪ Position advancement ▪ Salary advancement ▪ Career change ▪ Continuing education	Norwich Graduate Destination Survey (Appendix F)	Industry surveys by GMAC and Sloan-C

f. Do you make needed information and data accessible to faculty, staff, and students?

Through virtual classrooms, program portals, and email.

g. Do you have a process to keep your information and data availability mechanisms current with education service needs? See Exhibit 3.5.
h. Do you assess learning outcomes throughout the program, not just as an end process? At the end of each seminar.
i. How does student performance compare to intended academic outcomes? See Exhibit 4.4.
j. Do you have measures for tracking your program's overall performance on academic outcomes? See Exhibit 4.3

Exhibit 4.3
Comparative Data for Academic Outcomes

Comparative Information and Data	Target Performance	Planned Action
ETS Reports	All subject areas 80% or higher	Subject areas with <80% are evaluated for content revision
Overall seminar grade	Target mean of 86.0	Curriculum would be reviewed for appropriate level of rigor and pace
Case analysis grade	Target mean of 86.0	Cases would be reviewed for teaching effectiveness and learning value
Discussion/debate grade	Target mean of 86.0	Increase instructor involvement in discussions and improve debate preparation process

4.2 Selection and Use of Comparative Information and Data

Describe the business program's selection, management, and use of benchmarking (comparing to best practices) or comparison (comparing with similar business programs) information and data to improve overall performance.

a. How do you determine what information and data is important to compare?

Comparisons are based on learning objectives and key outcome measures.

b. What criteria do you use in seeking comparative information and data from within the academic community?

(1) High reputation of quality and integrity; (2) information relevant to curriculum and learning outcomes; (3) can be administered online; and (4) reports are timely and actionable.

c. What criteria do you use in seeking comparative information and data from outside the academic community?

(1) High reputation of quality and integrity; (2) information relevant to curriculum and learning outcomes; (3) can be administered online; and (4) reports are timely and actionable.

Have you used comparative information and data to set targets and/or to encourage performance improvements? See Exhibit 4.3

d. How do you evaluate and improve the deployment of comparative information and data?

Each comparative data source is judged on each of the criteria in section 4.2.b. Sources not meeting these criteria are replaced.

e. How do you evaluate and improve the effectiveness of comparative information and data?

In order to evaluate and improve our deployment and effectiveness of comparative information and data, we conduct primary and secondary research, and we attend major industry conferences to update our sources and procedures with best industry practice.

4.3 Selection and Use of Information Results

The business program should report and explain the improvements it has made to its programs based on information obtained from its benchmarking and outcomes assessment programs.

a. What are your current levels and trends (three to five years) in key measures? See Exhibit 4.4
b. What are your benchmark or comparison institution's current levels and trends? See Exhibit 4.4.

Exhibit 4.4
Academic Outcome Measures

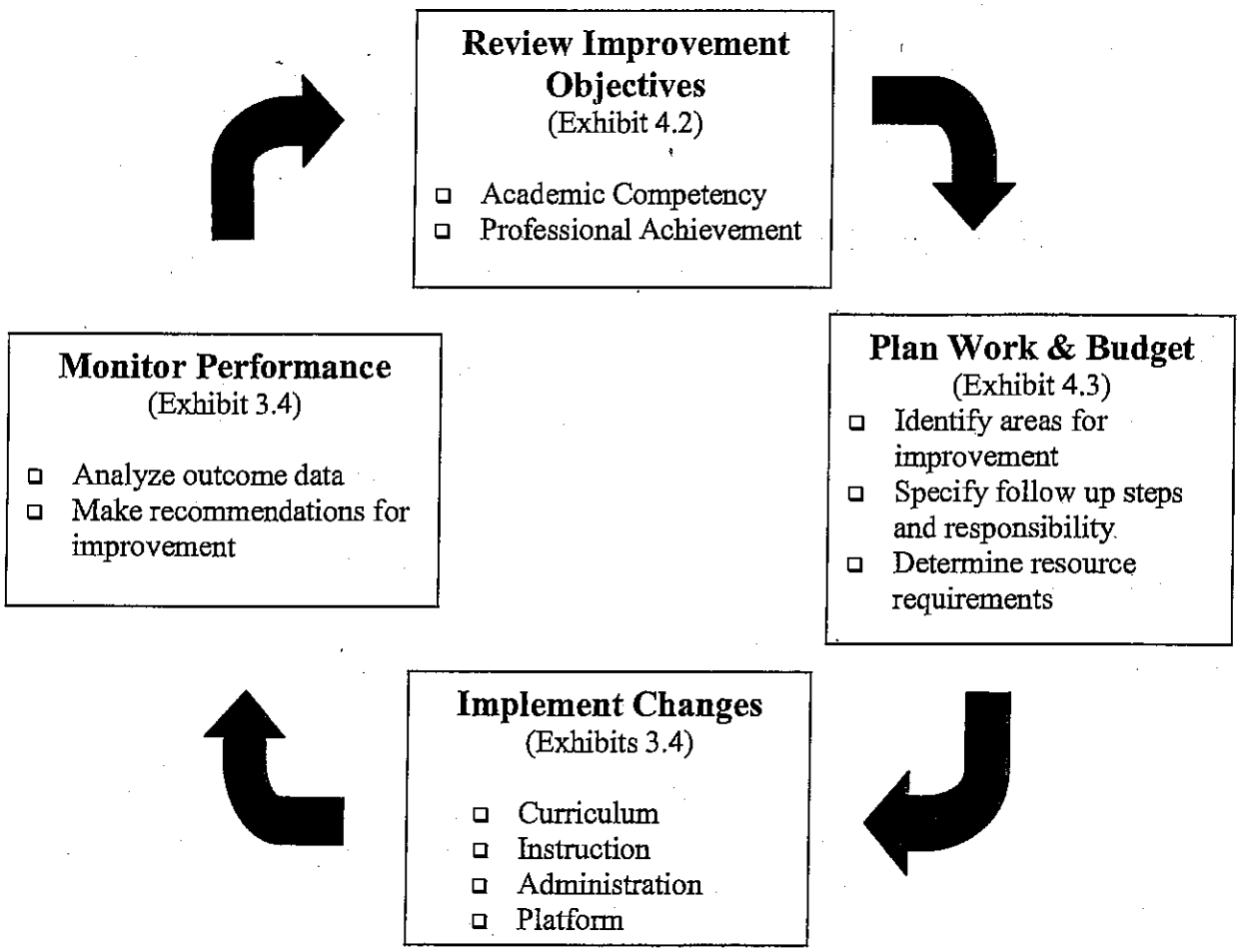
	Norwich MBA Online					
	ETS MBA Online Comprehensive Exam					
	2003		2004		2005	
Measure	Score	Percentile	Score	Percentile	Score	Percentile
*Overall Mean**	260	65%	264	90%		
Marketing:	60	70%	63	95%		
Management:	60	95%	60	95%		
Finance:	47	70%	54	95%		
Accounting:	58	85%	61	90%		
Strategic Mgt:	60	70%	60	70%		

* ETS Institutional mean for 2003 was 254.7 of a maximum of 300

4.4 Continuous Process Improvement: Student Learning and Performance

a. How do you evaluate your student learning and performance processes? See Exhibit 4.5.
b. How do you use the results of that evaluation to make changes or modifications to your student learning and performance processes? See Exhibit 4.5.

Exhibit 4.5 Improvement Process for Outcomes Assessment



STANDARD #5. Faculty and Staff Focus

The ability of a business program to fulfill its mission and meet its objectives depends upon the quality, number, and deployment of the faculty and staff. Hence, each institution seeking ACBSP accreditation for its business program must: (1) develop and implement policies and plans that ensure an excellent faculty, including a staffing plan which matches faculty credentials and characteristics with program objectives; (2) evaluate the faculty based on defined criteria and objectives; (3) provide opportunities for faculty development to ensure scholarly productivity to support department and individual faculty development plans and program objectives; and (4) foster an atmosphere conducive to superior teaching.

CRITERIA

5.1 Human Resource Planning

a. Do you have a human resource plan? Describe the process you used to develop your human resource plan.

   Instructional resource needs are based upon projected enrollments. We estimate the number of people that we will need to serve them assuming class sizes of 12-15 students. The number and skills of administrative staff are determined by the total enrollment for a program. A new human resource plan approved by the Cabinet can be found in Appendix J.

b. How do you deploy your human resource plan?

   The Cabinet of the University must approve any new staff positions identified in 5.1.a. Positions are advertised, interviews are held by the Administrative Directors, wages are set by the university HR Director, and the appropriate person is hired. For faculty, Program Directors receive resumes from many different sources, including advertising and word-of-mouth. A review of qualifications is made and a request form for hiring faculty is reviewed and approved by the Provost, Dean, and Division Head.

c. How do you develop your faculty and staff?

   There is one Administrative Director in charge of staff training and development. Position manuals exist, training programs are run for new staff, and continuing education is coordinated by the Administrative Director. New faculty are provided a faculty orientation manual as well as access to operating classrooms the semester before they teach. Personal orientation is also provided.

d. What process do you use to promote your faculty and staff?

   As new positions arise in staff areas, those positions are posted internally. Interested staff apply, and they go through the standard interview process. Faculty in OGP will go from Instructor to Senior Instructor based upon their experience in the program. Faculty demonstrating exceptional management qualities may be selected to be Lead Instructors, depending upon need. There is only one Lead Instructor per operating seminar.

e. How do you determine the best makeup of the faculty, including academic credentials and business experience?

The mission of the University revolves around experiential learning. Curriculum is developed and managed by Ph.D.s. Classroom instruction is by masters or doctorate level degreed individuals with upper-echelon business experience in the field of instruction.

f. How will faculty makeup facilitate appropriate emphases on business theory and practice?

Through balanced mix of academic and professional experience.

g. How do you improve your human resources planning process?

Everything in OGP is based upon continuous improvement. The staff is just now getting to the size where we have an ability to institutionalize improvements in the less central business processes.

5.2 Employment

5.2.1 Employee qualifications and credentials are a critical foundation for a successful business program. To that end your employment process should show clear evidence how the makeup of the full-time and part-time faculty (in terms of inputs) matches program objectives. To do so, show how the makeup of the faculty and the faculty processes provide for appropriate emphasis on business theories and practice.

a. How does the makeup of your faculty and faculty processes provide for depth and breadth of knowledge? We hire instructors with a wide range of business experience.
b. How does the makeup of your faculty and the faculty processes provide for creativity, a critical eye, and intellectual curiosity toward business? We hire instructors with extensive business experience in subjects being taught.
c. How does the makeup of your faculty and the faculty processes provide for intellectual leadership? We hire PhDs.

5.2.2 If your institution offers nontraditional delivery systems, or if any of your programs make extensive use of part-time (adjunct) faculty, your human resource planning process (including assessment) must establish clear and explicit policies for recruiting, training, observing, evaluating, and developing faculty for these nontraditional delivery systems.

a. How do you develop a satisfactory pool of qualified candidates?

Resumes are reviewed from online faculty candidate services, unsolicited resumes, and a network of current faculty. Once an instructor has successfully taught one seminar they are generally retained within the pool of qualified instructors.

b. How do you select faculty whose professional experience matches the course specifically rather than generally?

To ensure adjunct faculty meet accreditation standards the selection process begins with a review of the candidates CV for academic relevance / level and online teaching experience. Second, a telephone interview assesses the interpersonal style, demeanor and rapport of the candidate as being suitable for a desired distance student relationship. And third, references are checked for character fit with and adaptability to technologically-mediated teaching environments.

c. How do you orient new faculty to the program and the context of the course, including an opportunity to meet with faculty teaching related courses?

   Through lead instructors and online orientations (See Appendix I)

d. How do you provide guidance and assistance for new faculty in text selection, testing and grading, and teaching methods?

   Through lead instructors and online orientations (See Appendix I)

e. How do you provide in-course as well as after-course evaluation and monitoring?

   Early seminar student surveys and end-of-seminar student evaluations are conducted (see Appendix A).

f. How do you provide opportunities for broad participation in department activities, if appropriate?

   Through residency participation.

5.2.3 Historically, many programs have focused on faculty input as a basis for demonstrating quality. The following criteria are considerations of historically appropriate employment input:

a. At least 90 percent of the graduate credit hours in business are taught by doctoral or professionally qualified faculty.
b. At least 70 percent of the graduate credit hours in business are taught by doctoral faculty.
c. There is a mix of faculty, including sufficient business experience, business consulting experience, or other characteristics to ensure appropriate emphasis on business practice to meet program objectives.

While not required, these criteria may be considered in developing your employment expectations.

a. How do you determine and justify what the appropriate percent of doctoral or professionally qualified faculty is appropriate for your business program to meet your mission? For program developers and lead instructors a PhD in the field is required. For instructors a PhD or masters in the field with at least 10 years of practical experience is required.
b. What percent of your graduate credit hours in business are taught by doctoral qualified faculty? What percent of your graduate credit hours in business are taught

by a mix of faculty, including sufficient business experience, business consulting experience, or other characteristics to ensure appropriate emphasis on business practice to meet program objectives? See Exhibit 5.1

Exhibit 5.1
Faculty Qualifications

Faculty Member	Initial Appt	Highest Degree		Teaching Discipline(s)	Professional Certification	Level of Qualification	Tenure
		Type	Discipline				
Full Time							
William Jolley	2002	PhD	Marketing	Marketing & Strategic Mgmt	No	Doctoral	2006
Mike Puddicombe	2002	DBA	Operations Mgmt	Operations Mgmt	Yes	Doctoral	2005
Part Time							
Nida Backaitis	2001	PhD	Business Adm.	Human Resource	No	Doctoral	N/A
George Nixon	2001	DPA	Public Adm.	Human Resource	No	Doctoral	N/A
Len Sistek	2001	MA	Human Resource	Human Resource	Yes	Professional	N/A
Michael New	2002	MPA	Public Adm.	Human Resource	Yes	Professional	N/A
Joseph Gilbride	2001	MBA	Business Adm.	Finance.	Yes	Professional	N/A
Harrison Sterne	2001	MBA	Business Adm.	Finance	No	Professional	N/A
Claude Bobin	2001	MBA	Business Adm.	Marketing	Yes	Professional	N/A
Robert Deemer	2002	MBA	Business Adm.	Operations Mgmt	Yes	Professional	N/A
John VanVliet	2002	ABD	Business Adm.	Operations Mgmt	No	Professional	N/A
Tracey Holloway	2002	MBA	Business Adm.	E-Commerce	No	Professional	N/A
Jeffrey Mirman	2002	MBA	Business Adm.	E-Commerce	No	Professional	N/A
Sharon Purchase	2002	PhD	Business Adm.	E-Commerce	No	Doctoral	N/A
Alistair Davidson	2002	MBA	Business Adm.	Strategic Mgmt	Yes	Professional	N/A
Robert McGrath	2003	PhD	Business Adm.	Strategic Mgmt	No	Doctoral	N/A
Ari Milstein	2002	MBA	Management	Finance	Yes	Professional	N/A
Judy Schieve-Veal	2003	MBA	Marketing	Marketing	No	Professional	N/A
George Fryburg	2002	MBA	Business Adm.	Operations Mgmt	No	Professional	N/A
Daniel Klopp	2003	MBA	Marketing	Marketing	No	Professional	N/A
Kevin Woods	2004	PhD	Business Adm.	Finance	Yes	Doctoral	N/A
William Saunders	2003	MBA	Business Adm.	E-Commerce	Yes	Professional	N/A
Robert Bisking	2003	PhD	Leadership	Strategic Mgmt	No	Doctoral	N/A
Sam Chun	2003	PhD	Business Adm.	Marketing	No	Doctoral	N/A
Glenn Daniels	2004	MBA	Business Adm.	Finance.	No	Professional	N/A
Ralph Kuehn	2004	DBA	Management	Operations Mgmt	Yes	Doctoral	N/A

c. What is your faculty credit hour production or equivalent?

Exhibit 5.2
Faculty Credit Hour Production or Equivalent

Faculty Member	Total Student Credit Hours (# students x 6) in Business Program				
	Semester 1	Semester 2	Semester 3	Qualification Level	
Full Time				Doctoral	Professional
Mike Puddicombe		66 (Summer)		66	
Part Time					
Nida Backaitis	168			168	
George Nixon	150			150	
Len Sistek	168				168
Michael New	168				168
Joseph Gilbride	168				168
Harrison Sterne	150				150
Claude Bobin		228			150
Robert Deemer		228			
John VanVliet		204			126
Tracey Holloway		72			72
Jeffrey Mirman			72		72
Sharon Purchase			132	132	
Alistair Davidson			66		66
Robert McGrath			150	150	
Ari Milstein	156				156
Judy Schieve-Veal		222			138
George Fryburg		156			78
Daniel Klopp		150			78
Kevin Woods	78			78	
William Saunders			144		144
Robert Bisking			132	132	
Sam Chun		162	72	234	
Glenn Daniels	78				
Totals	1284	1488	768	1110	2430
				31%	69%

d. What is your faculty coverage summary or equivalent?

Exhibit 5.3
Faculty Coverage Summary

During the Self-Study Year what were the:	
Total Credit Hours in the Business Program Taught by Faculty Members in the Business Unit	66
Total Credit Hours Taught by Doctoral and Professionally Qualified Faculty Members	3540
Percent of Total Credit Hours Taught by Doctoral and Professionally Qualified Faculty Members	100%
Total Credit Hours Taught by Doctoral Qualified Faculty Members	1110
Percent of Total Credit Hours Taught by Doctoral Qualified Faculty Members	31%

Note: Every full-time and part-time faculty member teaching courses in the business unit needs to be accounted for in responding to this standard. A recent vita (not over two years old) for all business faculty should be provided and included as an appendix in the self-study report.

5.3 Faculty Deployment

Each program must deploy faculty resources among the disciplines, units, courses, departments, and major fields to ensure that every student attending classes (on or off campus, day or night, or online) will have an opportunity to receive instruction from an appropriate mix of faculty to ensure consistent quality across programs and student groups. For each academic major offered, a program must provide sufficient academic leadership at each location where the program is offered to ensure effective service to students and other stakeholders.

a. Do you have at least one full-time doctoral or professionally qualified faculty member for each academic major or concentration? Yes.

b. How do you ensure that sufficient human resources are available at each location to provide leadership (including advising and administration) for each program and that processes are in place to ensure that this leadership is being provided?

See Appendix H.

Exhibit 5.4
Deployment of Faculty

	Number of Sections/Seminars Taught During Self-Study Academic Year						
	Semester 1		Semester 2		Semester 3		
Full Time	Seminar 1	Seminar 2	Seminar 3	Seminar 4	Seminar 5	Seminar 6	FTE*
William Jolley (LI)							0.0
Mike Puddicombe				1.0			.5
Part Time							
Nida Backaitis	2.0						1.0
George Nixon (LI)	2.0						1.0
Len Sistek	2.0						1.0
Michael New	2.0						1.0
Joseph Gilbride		2.0					1.0
Harrison Sterne (LI)		2.0					1.0
Claude Bobin			3.0				1.5
Robert Deemer (LI)				3.0			1.5
John VanVliet				3.0			1.5
Tracey Holloway					1.0		0.5
Jeffrey Mirman					1.0		0.5
Sharon Purchase (LI)					2.0		1.0
Alistair Davidson						1.0	0.5
Robert McGrath (LI)						2.0	1.0
Ari Milstein		2.0					1.0
Judy Schieve-Veal			3.0				1.5
George Fryburg				2.0			1.0
Daniel Klopp			2.0				1.0
Kevin Woods		1.0					1.0
William Saunders					2.0		1.0
Robert Bisking						2.0	1.0
Sam Chun			2.0			1.0	1.5
Ralph Kuehn				1.0			
Glenn Daniels		1.0					
Total	8.0	8.0	10.0	9.0	6.0	6.0	47.0
Doctoral Level	4.0	1.0	2.0	1.0	2.0	5.0	15.0
*One FTE is equal to 12 credit hours per year				% of FTE Doctoral Qualified:	**32%**		

Exhibit 5.5
Instructional Assignment(s) During Self-Study Year

Faculty Member	Seminar(s) Taught	Seminar Title(s)	Enrollment (# of students in seminars taught)
Mike Puddicombe	GB540	Operation Management	11
Nida Backaitis	GB510	Human Resources	15, 13
George Nixon	GB510	Human Resources	13, 12
Len Sistek	GB510	Human Resources	14, 14
Michael New	GB510	Human Resources	13, 15
Joseph Gilbride	GB520	Finance & Accounting	13, 15
Harrison Sterne	GB560	Finance & Accounting	13, 12
Claude Bobin	GB560	Marketing Management	12, 13, 13
Robert Deemer	GB540	Operation Management	12, 14, 12
John VanVliet	GB560	Operation Management	12, 9, 13
Tracey Holloway	GB550	E-Commerce	12
Jeffrey Mirman	GB550	E-Commerce	12
Sharon Purchase	GB550	E-Commerce	11, 11
Alistair Davidson	GB560	Strategic Management	11
Robert McGrath	GB560	Strategic Management	11, 14
Ari Milstein	GB520	Finance & Accounting	12, 14
Judy Schieve-Veal	GB530	Marketing Management	11, 12, 14
George Fryburg	GB540	Operational Management	13, 13
Daniel Klopp	GB530	Marketing Management	13, 12
Kevin Woods	GB520	Finance & Accounting	13
William Saunders	GB550	E-Commerce	11, 13
Robert Bisking	GB560	Strategic Management	11, 11
Sam Chun	GB530 GB560	Marketing Management Strategic Management	12, 13, 14
Ralph Kuehn	GB540	Operations Management	13
Glenn Daniels	GB540	Finance & Accounting	13

5.4 Faculty Size and Load

The number of faculty in the business program should be sufficient to effectively fulfill its mission of excellence in educating business students.

The ACBSP considers the following functions to be essential responsibilities of the faculty and staff. Though other qualified individuals may participate in these functions, the faculty must play an essential role in each of the following:

- Classroom teaching assignments
- Student advising and counseling activities
- Scholarly and professional activities
- Community and college service activities
- Administrative activities
- Business and industry interaction
- Special research programs and projects
- Thesis and dissertation supervision and direction, if applicable
- Travel to off-campus locations, if applicable

a. How do you demonstrate that faculty and staff are of sufficient numbers to ensure performance of the above nine functions?

The design of the program dictates that sections (cohorts) of students will be between 12 and 15. This was set so that the nine functions above could be performed. We ensure that they are performed by our Lead Instructor monitoring, our three-fold faculty evaluation system, and by reviewing program feedback from students.

b. How do you determine the appropriate teaching load for your faculty?

Teaching loads are typically12 credit hours per semester. This base-line load is in accordance with many other institutions similar in size to Norwich University. Deviations from this base-line (i.e. reduced teaching loads for other service to the University) are approved by the Division Head and Provost upon a recommendation of the Program Director.

c. What is the institutional policy that determines the normal teaching load of a full-time faculty member? Twelve credit hours per semester.
d. How are these policies administered? Approval of the Division Head and Provost.
e. How do you determine that no faculty member (full- or part-time) has a combination of teaching and other responsibilities that is inconsistent with fulfilling all functions effectively?

At the end of the academic year each faculty member is rated as to performance on the following three areas: teaching effectiveness, scholarship and University service. Deficiencies may result in an adjustment of teaching load and responsibilities.

f. How do your part-time faculty members participate in these essential functions? See Appendix C.

Note: A faculty member who is extensively engaged beyond what is normally expected in any one of the nine functions (e.g., one who teaches graduate level courses, has significant administrative duties, directs multiple graduate theses and/or dissertations, or is engaged in extensive research) should have an appropriate reduction in other professional responsibilities.

g. What fact-based information, such as benchmarking (comparison to best practice) is used to evaluate your performance to others?

The Division Head annually evaluates and rates all faculty members within the Division. The Associate Division Head reviews the ratings (and recommends modifications) to maintain consistency of evaluation throughout the Division.

h. What comparison (with other high-quality institutions), or historically appropriate faculty size and load criteria are used to evaluate your performance to others?

Historically, the Division maintains a 12 credit hour teaching load plus a maximum of two University committees and two Divisional Committees. Faculty members are expected to handle this load at a satisfactory level in addition to maintaining a satisfactory level of scholarship.

i. What process do you use to evaluate and improve the mix of the nine functions?

The appropriate mix of responsibilities is determined each year by annual faculty reviews conducted by the Division Head and Approved by the Provost

Note: Demonstrate how faculty size and load contribute to successfully achieving these nine functions by presenting a table or chart indicating faculty load.

Exhibit 5.6
Faculty Load – Full-time Faculty Only

Full-time Faculty Members	Num. of Preps per Year	Semester Hours Taught per Academic Year	Number of Disciplines per Semester		Scholarly Activity	Professional Activity	Admin Duties	Advisees	Committees	Industry Interaction
			Fall	Spring						
W. Jolley	1	12 UG	1	1	Yes	Yes	Yes	15	2	Yes
M. Puddicombe	1	24 UG	1	1	Yes	Yes	Yes	28	2	No

5.5 Faculty Evaluation

Each business program must have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion, as well as retention. This system must also provide processes for continuous improvement of instruction through formative evaluations.

This standard requires justification of personnel decisions based on the mission of the business program. The actual system of annual evaluation is within the jurisdiction of the individual program. The system of evaluation must provide for some measurement of instructional performance and should consider related areas as appropriate but not limited to these:

a. How do you monitor/evaluate your faculty's teaching?
b. How do you monitor/evaluate your faculty's student advising and counseling process?
c. How do you monitor/evaluate your faculty's scholarly and professional activities?
d. How do you monitor/evaluate your faculty's research and publication activities?
e. How do you monitor/evaluate your faculty's service activities?
f. How do you monitor/evaluate your faculty's administrative activities?
g. How do you monitor/evaluate your faculty's business and industry relations?
h. How do you monitor/evaluate your faculty's development activities?
i. How do you monitor/evaluate your faculty's consulting activities?
j. How do you monitor/evaluate your faculty's additional contributions to the business program?

For items (a) through (j) above please refer to the Norwich Faculty Manual regarding promotion and tenure in Appendix H.

k. How do your faculty and staff promote a student focus?
l. How do faculty responsibilities ensure effective communication and cooperation across functions or units that need to work together to meet student and school and/or program educational requirements?
m. How do you ensure work and jobs are designed, organized, and managed to provide opportunities for individual initiative and self-directed responsibility in designing, managing, and improving school and/or program processes?
n. How do you ensure work and jobs are designed, organized, and managed to promote flexibility, cooperation, rapid response, and learning in addressing current and changing student, stakeholder and operational requirements?
o. How do you ensure work and jobs are designed, organized, and managed to promote knowledge and skill sharing across work functions, units, and locations?
p. How do your compensation and recognition approaches for individuals and groups, including faculty and staff, reinforce the overall work system performance and learning objectives?
q. How do you improve your evaluation system?

For items (k) through (q) above please refer to the Norwich Online Graduate Programs Instructor Manual in Appendix C.

5.6 Faculty and Staff Development

Each business program must provide an opportunity for faculty and staff development consistent with faculty, staff, and institutional expectations. Part-time faculty should participate in appropriate faculty development activities.

a. How do you determine faculty and staff development needs? The faculty development committee allocates funds based on a percent of faculty in each division.
b. What orientation and training programs are available?

   OGP provides an in-depth instructor manual that introduces the instructor to Norwich's history, values, and traditions. It also brings new instructors up to speed on our policies, program structure, how to teach adult students, professional protocol, how to handle delicate or policy issues like plagiarism, and many other facets of teaching for Norwich OGP. This spring, this orientation instrument will be put on line in order to facilitate the delivery and improve the outcomes.

c. Are there opportunities for ongoing professional development? Annual development funds are available to the faculty.
d. How do you get input from the faculty and staff about their development needs? OGP faculty, if adjuncts, are responsible for their own professional development.
e. How do you deploy faculty and staff development needs? Each faculty member is allocated a specific amount of funds.
f. How do you measure trends and comparisons of faculty and staff development activities? OGP does not measure these trends.
g. How does the faculty and staff development process employ activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical, and research support? See Appendix H

5.7 Faculty Operational Procedures, Policies and Practices

Each institution, business unit, and program must have a written system of procedures, policies, and practices for the management and development of faculty members. Written information must be available to faculty members.

a. Do your procedures, policies, and practices address the following bulleted items? If you do not address bulleted items, please explain why not?
   - Faculty development, including eligibility criteria
   - Tenure and promotion policies
   - Evaluation procedures and criteria
   - Workload policies
   - Service policies
   - Professional expectations
   - Scholarly expectations
   - Termination policies

For items under (a) above please refer to Appendix H.

b. How do you improve your procedures, policies, and practices?

The Provost assigns a committee to make changes to the faculty manual.

5.8 Scholarly and Professional Activities

Faculty members must be actively involved in professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching. The institution must demonstrate a reasonable balance of scholarly and professional activities by the faculty as a whole consistent with the stated institutional mission.

The concept of "actively involved" intentionally implies that meeting attendance, though desirable as a professional activity, is not sufficient to demonstrate active engagement in scholarship.

The concept of "reasonable balance" indicates that all four areas of scholarship and professional activities described below should be represented in the activities of the faculty as a whole. Though the extent of representation and the balance may vary from institution to institution based on mission, it is expected that students will be exposed to faculty with a full range of scholarly and professional activities.

It is also expected that each faculty member be continuously and actively engaged in scholarship and professional development activities. If adjunct faculties provide a significant portion of instruction, they must also demonstrate their contribution to the scholarship and professional development activities of the department or school.

For the purposes of this standard, professional activities are defined as:

- activities involving the use of professional expertise in helping solve practical problems in either the private or public sectors (e.g., professionally related consultation, policy analysis, etc.)
- activities in support of professional organizations (e.g., attending and participating in professional meetings and performing in leadership roles in professional organizations)
- professionally related service activities directly related to the academic discipline of the faculty member and consistent with the stated mission of the business program (Community and university service activities not directly related to the faculty member's discipline do not satisfy this standard.)

This category is designed to include the routine application of the faculty member's professional expertise in helping solve problems in either the private or public sectors. These may include activities for which the faculty member is paid, as well as for volunteer services. The key word is "professionally related." Community activities that are not professionally related are not to be

included. General community service, such as coaching a little league soccer team or delivering meals to shut-ins will not be considered to be professionally related.

The determination of "professionally related" depends upon the nature of the activity. For example, if a CPA conducts a men's bible class, it is not professionally-related; however, if the CPA conducts an annual audit of the church's financial affairs and prepares an opinion letter, it would be considered professionally related.

Professionally related also includes activities in support of professional organizations. This might include serving as an officer of a professional organization; it might include participation in a professional meeting as a program chairperson, paper presenter, or a discussant; or it could include participation in seminars, symposia, short courses, and/or workshops intended as professional development or enrichment activities.

a. In what types of scholarly research are your faculty members involved?
b. In which publications are your faculty members being published?
c. In what professional activities are your faculty members involved ?
d. How do you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's mission?

Exhibit 5.7 summarizes each faculty member's scholarly and professional activities for the self-study year using the Boyer model. Professional certificates must be the result of a written test monitored and graded by a professional organization (e.g., a Certified Public Accounting examination).

Exhibit 5.7
Scholarly and Professional Activity of Full-time Faculty
(Assumes the Boyer model)

Faculty Member	Highest Degree Earned	Professional Certification(s)	Scholarly Activities				Professional Activities			
			Papers Presented	Publications	Unpublished works	Consulting	Services	Conferences	Meetings	Memberships
W. Jolley	PhD	None	D=1	D=1	0	D=3	1	2	2	2
M. Puddicombe	DBA	CMA	A=3 B=1	B=1	A=1 B=1	C=1 D=3	2	2	6	6

Codes for Scholarly Activities

A: TEACHING: This element of scholarship recognizes the work that goes into mastery of knowledge as well as the presentation of information so that others might understand it.

B: DISCOVERY: This element of scholarship is purely investigative, in search of new information.

C: INTEGRATION: This element of scholarship is what happens when scholars put isolated facts into perspective.

D: APPLICATION: This element of scholarship seeks out ways in which knowledge can solve problems and serve both the community and the campus.

STANDARD #6. Educational and Business Process Management

In order to prepare business graduates for professional careers, the curriculum must encompass subjects dealing with the specifics of the global work place and the more general aspects of global society. Since business graduates must be equipped to interact with other members of society, adapt to societal changes, and serve as business advocates, students must be encouraged to study global topics that will prepare them for these challenges.

Given these academic demands, business schools and programs are encouraged to be innovative and to provide flexible curriculum options. Two of the major goals of the curriculum should be the development of intellectual curiosity and the creative capacity for independent thought and action. However, regardless of their major, all business graduates are expected to have received a general exposure to economic institutions, the complex relationships that exist between business, government, and consumers, and a basic knowledge of the functional areas of business. Thus, business students share common professional requirements. For this reason, certain common subject matter and areas of specialization are expected to be covered in graduate degree programs in business.

Financial resources, physical facilities, library and other learning resources, and equipment including computing hardware and software, and resources at off-campus sites must be adequate to support a strong curriculum and excellence in teaching.

Each business program must have policies and procedures addressing the areas of recruiting, admitting and retaining its students.

CRITERIA

6.1 Education Design and Delivery

This section examines the key learning-centered processes that create student, stakeholder, and organizational value. Emphasis is on how processes are designed, delivered, and improved to maximize student learning and success. Student learning results should reflect not only what students know, but also what they have learned as a result of the educational program, what they are able to do, and how well they are able to function.

6.1.1 Educational Design

a. How do you develop the design and introduction of educational programs and offerings?

Full-time Norwich University Ph.D. faculty and program lead instructors coordinate development and improvement initiatives on seminars in their respective fields of expertise. Pedagogical guidelines are followed as to the pace and rigor of the curriculum, overall program and seminar learning outcomes and university academic achievement goals. New programs are approved through the University and Divisional Curriculum Committees.

b. How do you incorporate student and stakeholder input into design and introduction?

Student feedback is incorporated through the online course evaluation system. Stakeholder feedback is incorporated through semi-annual meetings such as with the Division Visiting Committee (See Appendix N).

c. How do you make curricular changes related to the business program's mission statement and strategic plan?

Information from student feedback surveys, instructor input, and related industry trends are used to make continuous improvements to the curricula of all seminars. To keep seminars current and correct any errors, lead instructors provide suggestions for changes on a weekly basis using a web-based form.

Exhibit 6.1 gives examples of continuous seminar curricular improvement.

Exhibit 6.1
Educational Design Development/Improvement
(during self-study year)

Seminar	Student/Stakeholder Feedback	Curricular Change	Measures of Improvement
Human Resource Management	▪ Custom text ▪ Assignments modified ▪ Time demand exceeded expectation ▪ Lack of participation from cohorts during team project ▪ Saturday deadline	▪ Adjusted number of assignments ▪ Instituted peer evaluation for group projects	▪ Satisfaction ratings ▪ Curriculum feedback ▪ ETS scores
Managerial Finance & Accounting	▪ Custom text ▪ Time demand exceeded expectation ▪ Lack of participation from cohorts during team project ▪ Saturday deadline	▪ Changing to single text ▪ Adjusted number of assignments ▪ Instituted peer evaluation for group projects	▪ Satisfaction ratings ▪ Curriculum feedback ▪ ETS scores

Strategic Marketing Management	▪ Customized Text ▪ Assignment were modified ▪ Difficulty in applying assignment to current or past work environment. ▪ New grading criteria ▪ Time demand exceeded expectation ▪ Lack of participation from cohorts during team project	▪ Changed to single text ▪ Instituted peer evaluation for group projects ▪ Adjusted number and type of assignments	▪ Satisfaction ratings ▪ Curriculum feedback ▪ ETS scores
Strategic Operations Management	▪ Customized text ▪ Assignment modified ▪ Time demand exceeded expectation ▪ Lack of participation from cohorts during team project ▪ Saturday deadline	▪ Changed to single text ▪ Adjusted number of assignments ▪ Instituted peer evaluation for group projects	▪ Satisfaction ratings ▪ Curriculum feedback ▪ ETS scores
e-Commerce Management	▪ Difficulty in applying assignment to current or past work environment. ▪ Lack of participation from cohorts during team project ▪ Saturday deadline	▪ Instituted peer evaluation for group projects ▪ Adjusted number and type of assignments	▪ Satisfaction ratings ▪ Curriculum feedback ▪ ETS scores

Strategic Management	▪ Difficulty in applying assignment to current or past work environment. ▪ Time demand exceeded expectation ▪ Saturday deadline	▪ Adjusted number and type of assignments	▪ Satisfaction ratings ▪ Curriculum feedback ▪ ETS scores

6.1.2 Degree Programs

a. How long does it take for a full-time student to complete the degree? 18 months
b. What are the delivery methods (classroom, correspondence, independent study, computerized distance learning, etc.)? Delivery method is 100% distance.
c. How many contact hours are required to earn 3 semester hours of credit? 82.5

There are 165 "contact hours" per 6-credit seminar. Students average 15 hours per week on classroom assignments, discussions, and interaction with other students and their instructor. A seminar is 11 weeks long.

d. Do you have self-paced models? No
e. How are credits earned? 36 credits in 6 seminars over 18 months
f. Do you confer nontraditional business degrees? Yes

There was no definition for "nontraditional degrees in the Glossary of Terms. We are assuming a 100% distance program would be considered "nontraditional" by the ACBSP.

g. How do nontraditional degrees support and/or relate to the business school's mission and objectives?

High quality degree programs build the reputation of the division and provide opportunities for undergraduate advancement.

6.1.3 Common Professional Component (CPC)

a. How does your curriculum design address the Common Professional Component (CPC) outlined below?

A Pre-requisite seminar is taken by all applicants without an undergraduate business diploma.

b. How do you determine the appropriate coverage of the Common Professional Component (CPC)?

All subjects of the CPC necessary for preparing students to succeed in the MBA are covered in the Pre-requisite seminar.

c. If topical areas of the CPC are not covered through required courses in the business core, explain how this standard will be met.

COMMON PROFESSIONAL COMPONENTS

1) Functional Areas
    a) Marketing
    b) Finance
    c) Accounting
    d) Management (includes Operations Management, Organizational Behavior, and Human Resource Management)
2) The Business Environment
    a) Legal Environment of Business
    b) Economics
    c) Business Ethics
    d) Global Dimensions of Business
3) Technical Skills
    a) Information Systems
    b) Quantitative Techniques/Statistics
4) Integrative Areas
    a) Business Policies or
    b) A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge from an organizational perspective.

Exhibit 6.2 identifies where the topical areas of the CPC are covered in the Pre-Requisite seminar that is required of all students applying with non-business undergraduate degrees.

Exhibit 6.2
Pre-Requisite Seminar Syllabus for Norwich MBA Online

Course Number:	GB490
Course Name:	Business Prerequisite
Instructors:	Brady, Ribalta, Flegle, and Sowers
Required Text:	*Business Today*, by Mescon, Bovee, and Thill, 2002

Course Description:

This Prerequisite seminar prepares the student for an MBA education (There is no significant statistical difference in mean ETS outcome scores between those students who entered the MBA with a bachelors in business and those students who did not have a bachelors in business and completed the Prerequisite Seminar. See Appendix S for the test statistics). In addition to an understanding of the critical business functions, two key skill areas that are essential for all business professionals are a proficiency in business communication and a working knowledge of business statistics.

Topic Outline:	Credit Hours
1. The economic environment of business.	1
2. The global business environment.	1
3. Ethical and social responsibilities of business.	1
4. Forms of business ownership.	1
5. Small business challenges.	1
6. Management fundamentals.	1
7. Organization and teamwork	1
8. Human resource management fundamentals.	1
9. Marketing fundamentals.	1
10. Production management fundamentals	1
11. Accounting/Finance fundamentals.	1
12. Banking and Risk management.	1

Total Credit Hours: 12

Summary of CPC Topics Covered in this Course:

Marketing
Management
Accounting
Economics
Business Ethics
Global Dimension of Business
Quantitative Techniques/Statistics

Total (estimate of credit hours of CPC topics) 12

Prepare a table listing all required courses in the business core as shown in Exhibit 6.3, including the topical areas represented by the Common Professional Component. The table summarizes the total number of contact hours devoted to each topical area by course as calculated in each abbreviated course syllabus.

Exhibit 6.3
Common Professional Component (CPC) Compliance

Not required for graduate level business programs.

6.1.4 Curriculum Design (Section is for baccalaureate degrees, therefore omitted)

6.1.5 Other Business Related Programs See Exhibit 6.4 for Items (b) – (d). (Section (a) for baccalaureate degrees is omitted)

b. How are your educational processes designed to focus on students' active learning for the development of problem solving skills?
c. How are your educational processes designed to focus on students' active learning for the development of intellectual curiosity?
d. How are your educational processes designed to focus on students' active learning for the development of the capacity for creative and independent thought and action?

Exhibit 6.4
Students' Active Learning

	Problem-solving Skills	**Intellectual Curiosity**	**Independent Thought and Action**
Programs			
MBA	Case Studies	Seminar discussions and assignments	Seminar discussions and assignments

e. What are your preferred or expected sequences of educational processes and how is this information communicated and put into practice? Refer to Student Handbook in Appendix B.
f. How many hours of graduate level work in business coverage beyond the basic Common Professional Components topics do your graduate degrees cover? 36
g. How do you determine the appropriate number of hours of graduate level work in business coverage beyond the basic Common Professional Components topics that will provide your students with a quality business education appropriate for graduate level learning?

The curriculum covers the essential functions of a business manager and is benchmarked against leading traditional institutions offering comparable degrees.

Note: Master's degree programs in business should require about thirty semester credit hours of graduate level work in business coverage beyond the basic Common Professional Component topics. The Common Professional Component (excluding the comprehensive or integrating experience) may be completed in either undergraduate or graduate courses. The thirty semester credit hours of graduate-level work beyond the basic Common Professional Component topics

normally should be in courses reserved for graduate students. The Master's degree program may either be a general degree (such as the MBA) or a specialized degree (such as a Master's in Accounting). If the institution offers a specialized master's degree in business, half of the credit hours should be in the area of specialization.

6.1.6 Education (Design and Delivery) Evaluation

The school and/or program must provide evidence that ongoing educational programs and offerings meet design requirements. These observations, measures, and/or indicators might include: enrollment and participation, student evaluation of course/instructor, success rates, attendance rates, dropout rates, complaints, student feedback, and observations by school and/or program leaders.

a. How is your ongoing program of assessment and improvement developed and conducted? See Exhibit 4.5.
b. What types of observations, measures, and/or indicators do you use to evaluate and improve programs and offerings?

   Student evaluations of curriculum and instructors, retention rates and end-of-program comprehensive exams are used to evaluate and improve programs and offerings. See ACBSP Standard #3 for greater detail.

c. What constituencies are actively involved in the ongoing process of planning for improvement? Students, instructors, divisional faculty, and program director.
d. How do you use these observations, measures, and/or indicators to provide timely information to help students and faculty? See ACBSP Standard #3 and #4
e. How do you improve programs or offerings from these observations, measures, and/or indicators? See ACBSP Standard #3
f. How are improvements in programs or offerings shared across the organization? Through bi-weekly OGP staff meetings (See Appendix O for a sample of minutes from these cross program meetings)
g. How do you evaluate educational programs and offerings using the following as appropriate: See ACBSP Standard #3 and #4.
   - information from students and/or families
   - benchmarking best practices in education and other fields
   - use of assessment results
   - peer evaluation
   - research on learning, assessment, and faculty presentation
   - information from employers and governing bodies
   - use of technology

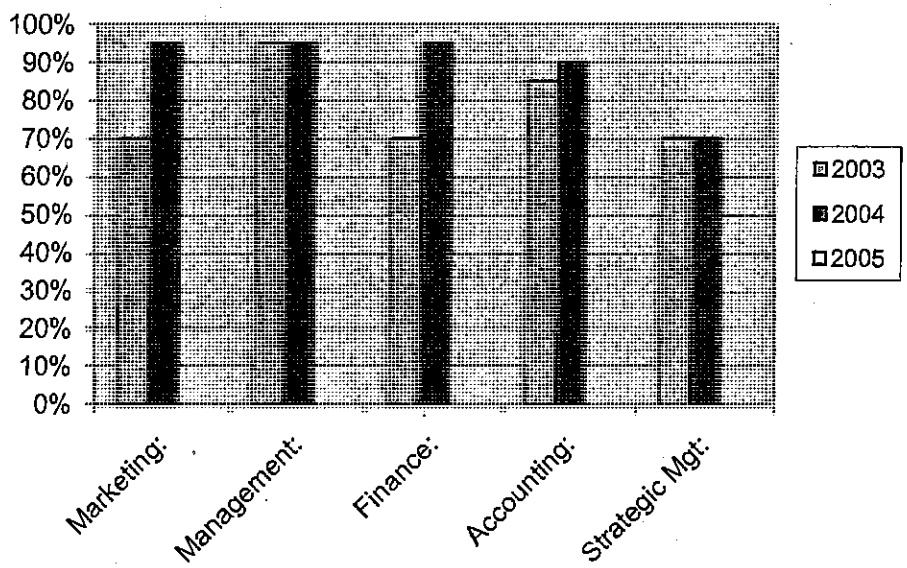
h. Do you have other tables and/or exhibits that summarize the results for Education Design and Delivery not presented in other parts of this report that contribute significantly to enhanced learning and the organization's mission and goals?

   Yes, please refer to Appendix K.

i. Do you have tables and/or exhibits on student learning, student and stakeholder satisfaction, or operational effectiveness (measures of timeliness or productivity related to Education Design and Delivery)? These results might focus on student learning, student and stakeholder satisfaction, or operational effectiveness (measures of timeliness or productivity related to Education Design and Delivery).

Exhibit 6.5 shows the percentile ranking by subject of program graduates in a nationally standardized comprehensive MBA exam administered by ETS, Inc. The Norwich target percentile is 80%. Strategic Management is the only seminar not meeting the 80th percentile standard.

Exhibit 6.5
Student Learning – ETS MBA Comprehensive Percentile Scores



j. How do you improve the process of observations, measures, and/or indicators used to evaluate and improve programs and offerings and who uses them? See ACBSP Standard #3.

6.2 Management of Educational Support Service Processes and Business Operation Processes

6.2.1 Education Support Processes

Describe how the program's key education support processes are designed, managed, and improved.

a. How do you set key requirements for these education support processes taking into account the needs of students, stakeholders, faculty, and staff? Requirements are based on achieving program objectives.
b. What are your key education support processes and their principal requirements and measures, such as usage rates, success rates, and student and stakeholder feedback? See Exhibit 6.6.

Exhibit 6.6
Education Support Processes

	Usage Rates	Success Measures	Student Feedback
Counseling / Advising	▪ 45 hours per week ▪ 4,000-5,000 encounters per week	▪ 90% program retention	▪ Staff are knowledgeable and available ▪ Receive correct information ▪ Questions are answered promptly
Online Library Services	16,824 searches during self-study year	▪ 10% annual growth in number of searches ▪ Zero access and/or technical complaints ▪ Outstanding quality of cited references	▪ Support unavailable ▪ Lack understanding of navigation and database access
Technical Support (Embanet, NU Help Desk, ID staff)	5-8 hours per week	▪ Zero withdrawals due to technical problems ▪ 100% of inquires answered in 24 hours	No data reported
Course Management (Master calendar – multiple administrative staff and academic staff)	40 hours per week	▪ 100% on-time starts ▪ No in-class corrections	▪ Frequent changes in curriculum and seminar schedules
Course Administration (Gradebook, calendars, classroom monitoring, etc)	40% of administration time	▪ Zero errors ▪ 90% Satisfaction	▪ Grade accuracy ▪ Reported errors

c. How do you ensure that education support processes are performing effectively?

Frequently monitor performance versus success measures at regular staff meetings. Successfully reaching the goals is monitored at the micro and macro levels starting with the administrative staff and going all the way to the Dean, Cabinet, and President.

d. How do you evaluate and improve your support processes?

Track retention, student satisfaction, word of mouth marketing, seminar and program evaluations from both students and faculty

e. How do you use the following types of information to evaluate your support processes:
   1) Feedback from students, stakeholders, faculty, and staff?

      Two evaluations per seminar (12 evaluations per student per program) plus program and residency evaluations at the conclusion of the program; faculty evaluations once per cohort seminar; informal feedback from staff at bi-monthly program meetings and bi-monthly OGP meetings

   2) Benchmarking? Retention has been benchmarked with other similar schools.
   3) Peer evaluations? No data
   4) Data from observations and measurements? No data

6.2.2 Business Operation Processes

Describe how the business unit or program ensures effective management of its key business operation processes.

a. What are your key business operation processes?

Marketing, enrollment management, student registration, student evaluation of faculty, and residency preparation are the primary business processes.

b. How do you determine your key customer requirements?

Key customer requirements are determined by constantly soliciting feedback from students in the form of seminar evaluations, end-of-program evaluations, end-of-program focus groups, and input from our case study company.

c. How do you set measures and/or indicators and goals?

Indicators and goals are developed to manage the most significant problem areas of the organization. When a problem area is identified, either by student or employee feedback, we establish what is wrong, brainstorm how to fix it, and establish a way to measure progress. An example of this is conversion rates on leads. This past year we believed our conversion rate from lead inquiry to student enrollment was too low.

We hired a consultant to analyze the situation and as a result of their report we developed benchmarks. Working with this firm, OGP is well on the way to establishing best-practice rates of conversion.

d. How do you monitor performance?

Performance is monitored with a variety of reports. The Cabinet Report (Appendix P) reflects the most important statistics for our organization, namely applications, deposits, enrollment, and retention. Other reports detail lead flow and other less important measures (see Exhibit 6.9)

e. How do you evaluate and improve business operation processes to achieve better performance, including cost and productivity? See 6.2.2.c

f. How do you use the following types of information to evaluate your key business operation processes: (See Exhibit 6.7)
   1. Feedback from students, stakeholders, faculty, and staff?
   2. Benchmarking
   3. Data from observations and measurements

Exhibit 6.7
Business Operation Processes

Business Processes	Feedback from students, stakeholders, faculty and staff	Benchmarking	Data from observations and measurements
Admissions, Recruitment and Enrollment	To improve the quality of service and conversion rates	To set target conversion rates (Appendix L)	To evaluate effectiveness of the process (Exhibit 6.8)
Financial Management	▪ To monitor program budgets and ensure proper financial management ▪ To ensure price matches quality of product tuition is set above the 50th percentile	None reported	None reported
Marketing / Public Relations	To improve message strategy	To improve marketing effectiveness	To set objectives for inquiries from each marketing vehicle
Decision Support Systems	To add/delete/improve reports (Exhibit 6.9)	None reported	None reported

6.2.3 Results of Educational Support Service Processes and Business Operation Processes

Summarize results for Management of Educational Support Service Processes and Business Operation Processes not presented in other parts of this self-study. Results should reflect key process performance measures, including those that influence student and stakeholder satisfaction. Measures of productivity and operational effectiveness in all key student services and support areas are appropriate for inclusion, as are improvements in admission standards; improvements in effectiveness of research, outreach, and services; innovations; increased use of Web-based technologies; utilization of facilities; improved performance of administrative and other support functions; redirection of resources from other areas to education; and indicators of strategic goal achievement.

6.3 Enrollment Management

6.3.1 Admissions Policies and Procedures (Sections for baccalaureate degrees are omitted.)

6.3.2 Articulation Process (Sections for baccalaureate degrees are omitted.)

6.3.3 Graduate Program Articulation Admissions Policy

A graduate program must have an articulated admissions policy that accepts students who can reasonably be expected to succeed in a graduate business school.

a. What are the admission policies of the graduate level programs?
b. What are the page numbers in the student catalog that describe the admission policy for graduate programs in business?
c. Does actual admission to the business program conform to the approved admission policies?
d. Identify each type of student classification given to graduate students in the business unit (i.e., provisional, conditional, probationary, etc.) and describe how these are administered.
e. Is there any difference between the day and evening graduate program in business in terms of admission and classification? No.
f. Do admission requirements allow entry to students who can reasonably be expected to succeed in graduate business studies? Explain and give reasons for this conclusion.

For items (a) through (f) refer to Appendix B.

6.3.4 Academic Policies for Probation, Suspension, and Readmitting

Describe the academic policies used by the program for placing students on probation, for suspending students, and for readmitting students who were suspended.

a. What is the total number of students in the program, full-time distinguished from part-time, who were subject to academic sanctions during the self-study year?

b. What policies and procedures do you have in place addressing recruiting students?
c. What policies and procedures do you have in place addressing admitting students?
d. What policies and procedures do you have in place addressing retaining students?

For items (a) through (d) above refer to Appendix B..

6.4. Results

Summarize results for Enrollment Management not reported elsewhere in this self-study report. You might include measures / indicators that reflect effectiveness in areas such as student retention, graduation rates, recruitment, and relationships with suppliers of students.

Refer to Exhibits 6.8 and 6.9.

Exhibit 6.8
Enrollment Management Statistics

MBA Semester Start	Inquiries	Applications			Enrollments				Status		
		Total	Comp	Inc	Accepts	New (% acpt)	New/Inq	Total	Withdrew	Retained	Graduated
Jan-03	5160	224	175	49	165	102		238	4	234	0
		4%	3%		94%	62%	2%			98%	
Mar-03	5759	238	162	76	152	79		280	6	274	0
		4%	3%		94%	52%	1%			98%	
Jul-03	6513	259	168	91	157	101		327	8	319	0
		4%	3%		93%	64%	2%			98%	
Sep-03	7247	277	172	105	161	98		308	14	294	63
		4%	2%		94%	61%	1%			95%	
Jan-04	8176	321	168	153	158	117		407	18	389	63
		4%	2%		94%	74%	1%			96%	
Mar-04	7585	321	172	149	162	126		340	0	340	63
		4%	2%		94%	78%	2%			100%	

Exhibit 6.9
Enrollment Management Reporting

Report Name	Primary User	Report Type	Definition
Application Missing Checklist Items	ADs	**Action**	Email merge list used to contact incomplete applicants regarding missing items.
Applications Complete/Incomplete	ADs	**Action**	A list of complete and incomplete applications for a specified date range.
Graduates	Admin Dir/ADs	**Action**	A list of graduates by prgrm with contact info; used for email merges and reporting.
Inquiry Contact Report	Admin Dir/ADs	**Action**	A list of inquiries sorted by interest level; used for calling lists and email communication.
Inquiry Data Integrity Report	Wick/Tyner	**Action**	A list of all OGP inquiries in the database (approx 30,000 to date).
Inquiry No Application Mailing List	Admin Dir/ADs	**Action**	A list of inquiries that are not also applicants; used for contact lists.
Leave Code Report	Admin Dir/ADs	**Action**	A list of students who have a code in the LEAVE field of the student record.
MBA Inquiry Call List	MBA Staff	**Action**	Calling list by program.
MDY Inquiry Call List	MDY Staff	**Action**	Calling list by program.
MJA Inquiry Call List	MJA Staff	**Action**	Calling list by program.
MSIA Inquiry Call List	MSIA Staff	**Action**	Calling list by program.
Students on Leave with CRN	Admin Dir/ADs	**Action**	A list of students by program and CRN who have withdrawn from the University.
Application Count Report	Admin Dir/ADs	**Management**	An application count by program of the total applications in a specified date range.
Application Decision Count	Admin Dir/ADs	**Management**	A list of all applications grouped by term code and status (complete, accepted, paid)
Application Decision Report	Admin Dir/ADs	**Management**	Status of complete applications by applicant name for a specified date range.
Conversion Report	*Dean/Admin/Prgm*	***Management***	*in progress - will show various conversion rates by program*
Currently Registered Students	Admin Dir/ADs	**Management**	A list of students by term code registration.
Inquiry Data Entry Report	Wick	**Management**	Count of total inquiries entered by user name.
Inquiry Source Budget Report	Wick/Orlando	**Management**	ROI for marketing campaigns; based on inquiries only.
MBA Application Report	MBA Staff	**Management**	A program list of applicants by name for a specified date range.
MDY Application Report	MDY Staff	**Management**	A program list of applicants by name for a specified date range.
MJA Application Report	MJA Staff	**Management**	A program list of applicants by name for a specified date range.
MSIA Application Report	MSIA Staff	**Management**	A program list of applicants by name for a specified date range.
Source Count Report	Wick/Orlando	**Management**	A list of marketing sources & the # of inquiries, applicants, accepts, paids by code.
Student Admit Term Report	Wick	**Management**	A list of students enrolled in their first term.
Application Communication	Admin Dir/ADs	**Transaction**	A list of comminucation materials that have been sent to each applicant.
Applicationn Checklist Items Recvd	ADs	**Transaction**	A list of all application materials (resume, letters, trasncripts, etc) currently on file.
Daily Inquiry Count Report	Wick/Orlando	**Transaction**	Total inquiries by date range.
Deposit Paid Report	ADs	**Transaction**	A list of apps who have paid a deposit directly to the bursar; used for updating Banner.
Inquiry Comments Report	Snow	**Transaction**	A list of comments from prospective students as recorded through phone calling.
Inquiry Communication	Admin Dir/ADs	**Transaction**	A list of communication materials that have been sent to each prospective student.
Inquiry Transaction Report	Wick	**Transaction**	A list of inquiries by name for a specified date range.

6.5 Improvement

How do you improve the Enrollment Management Processes? How are improvements shared across the organization?

Enrollment management has been a primary topic in OGP since the organization was formed. A complete database-driven communications campaign was developed to act on the plethora of inquiries provided by marketing. Weekly business process meetings would point to holes in the system, which we would try to fix. The organization, however, was never staffed appropriately to handle the constant growth. The supply was always lagging behind the demand. Enrollment Management soon arose to the top of the Dean's improvement list, and the summer of '04 brought a new self-study of enrollment management, including the engagement of outside consultants. As a result of that study, enrollment management (from inquiry to student deposit) will be handled by a professional enrollment management firm named Embanet Knowledge Group.

Refer to Appendix L.

Glossary of Terms

This Glossary of Key Terms defines and briefly describes terms used throughout the Education Criteria booklet that are important to performance management.

Action Plans

The term "action plans" refers to specific actions that respond to short- and longer-term strategic objectives. Action plans include details of resource commitments and time horizons for accomplishment. Action plan development represents the critical stage in planning when strategic objectives and goals are made specific so that effective, organization-wide understanding and deployment are possible. In the Criteria, deployment of action plans includes creating aligned measures for work units. Deployment might also require specialized training for some faculty and staff or recruitment of personnel. An example of a strategic objective for an education organization might be to achieve student performance in the top quartile of the state's schools on a normalized test that is given annually. Action plans could entail determining in which subjects students have had the lowest scores, understanding skill deficiencies in those subjects, and developing curricula that enable students to master those skills. Deployment might include faculty training in instructional and assessment methods. Organizational-level analysis and review likely would emphasize student learning, budgetary performance, and student and stakeholder satisfaction.

Active Learning

The term "active learning" refers to interactive instructional techniques that engage students in such higher-order thinking tasks as analysis, synthesis, and evaluation. Students engaged in active learning might use resources beyond the faculty, such as libraries, Web sites, interviews, or focus groups, to obtain information. They may demonstrate their abilities to analyze, synthesize, and evaluate through projects, presentations, experiments, simulations, internships, practicums, independent study projects, peer teaching, role playing, or written documents. Students involved in active learning often organize their work, research information, discuss and explain ideas, observe demonstrations or phenomena, solve problems, and formulate questions of their own. Active learning is often combined with cooperative or collaborative learning in which students work interactively in teams that promote interdependence and individual accountability to accomplish a common goal. In addition, active learning may address multiple intelligences.

Alignment

The term "alignment" refers to consistency of plans, processes, information, resource decisions, actions, results, and analysis to support key organization-wide goals. Effective alignment requires a common understanding of purposes and goals. It also requires the use of complementary measures and information for planning, tracking, analysis, and improvement at three levels: the organizational level/senior leader level; the key process level; and the program, school, class, or individual level.

Analysis

The term "analysis" refers to an examination of facts and data to provide a basis for effective decisions. Analysis often involves the determination of cause-effect relationships. Overall organizational analysis guides process management toward achieving key organizational results and toward attaining strategic objectives. Despite their importance, individual facts and data do not usually provide an effective basis for actions or setting priorities. Effective actions depend on an understanding of relationships, derived from analysis of facts and data.

Anecdotal

The term "anecdotal" refers to process information that lacks specific methods, measures, deployment mechanisms, and evaluation/improvement/learning factors. Anecdotal information frequently uses examples and describes individual activities rather than systematic processes. An anecdotal response to how senior leaders deploy performance expectations might describe a specific occasion when a senior leader visited all of the organization's facilities. On the other hand, a systematic process might describe the communication methods used by all senior leaders to deliver performance expectations on a regular basis to all faculty and staff, the measures used to assess effectiveness of the methods, and the tools and techniques used to evaluate and improve the communication methods.

Approach

The term "approach" refers to the methods used by an organization to address the criteria requirements. Approach includes the appropriateness of the methods to the requirements and the effectiveness of their use.

Benchmarks

The term "benchmarks" refers to processes and results that represent best practices and performance for similar activities, inside or outside the education community. Organizations engage in benchmarking as an approach to understand the current dimensions of world-class performance and to achieve discontinuous (nonincremental) or breakthrough improvement.

Benchmarks are one form of comparative data. Other comparative data organizations might use include appropriate data collected by a third party (frequently averages for other organizations), data on performance of comparable education organizations and competitors, and comparisons with similar organizations in the same geographic area.

Cycle Time

The term "cycle time" refers to the time required to fulfill commitments or to complete tasks. Time measurements play a major role in the criteria because of the great importance of responsiveness and of time performance to improving competitiveness. "Cycle time" refers to all aspects of time performance. Cycle time improvement might include time to respond to changing student and stakeholder needs, design time for new programs and processes, and other key measures of time.

Deployment

The term "deployment" refers to the extent to which an approach is applied in addressing the requirements of a criteria. Deployment is evaluated on the basis of the breadth and depth of application of the approach to relevant work units throughout the organization.

Doctorally Qualified

To be considered doctorally qualified a faculty member may:

1. Hold a doctorate in business <u>with</u>

a. a graduate level major, minor, or concentration in the area of teaching responsibility

or

b. professional certification in the area of teaching responsibility

or

c. five or more years of professional and management experience directly related to the area of teaching responsibility

OR

2. Hold a Juris Doctor (JD) <u>and</u>

a. teach business law, legal environment of business or other area with predominantly legal content

or

b. hold a business related master's degree with a specialization in the area of teaching responsibility

or

c. hold professional certification and teach in the area of the certification

or

d. have five or more years of professional and management experience directly related to the area of teaching responsibility.

OR

3. Hold an out of field doctorate, meet a. and b., and c. or d.

a. Demonstrate content area knowledge by evidence of

(1) 15 hours of graduate course work in the field

or

(2) a master's degree in business with a major, concentration or specialization in the field

or

(3) possess professional certification in the area

or

(4) have completed a special post-graduate training program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities.

b. Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes.

c. Demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.

d. Demonstrate successful professional practice evidenced by

(1) substantial professional or management level practice

or

(2) significant involvement in professional organizations related to the teaching field

or

(3) significant consulting activity.

NOTE: The intent is that for faculty members with out of field doctorates to be doctorally qualified, they must demonstrate content knowledge, teaching effectiveness, and scholarly productivity or successful professional practice. The Credentials Committee will review those portfolios of faculty who meet the general criteria in alternative ways or where the degree of meeting stated criteria is unclear. Credential review is at the request of an individual institution rather than the individual faculty member.

Education Delivery

The term "education delivery" refers to the deployment of instructional approaches—modes of teaching and organizing activities and experiences so that effective learning takes place. Education delivery may include active learning, cooperative or collaborative learning, distance education, distributed learning, on-line tutorials, guided discussion lists, video streaming, teleconferencing, or self-paced learning.

Effective

The term "effective" refers to how well a process or a measure addresses its intended purpose. Determining effectiveness requires the evaluation of how well a need is met by the approach taken and its deployment or by the measure used.

Empowerment

The term "empowerment" refers to giving faculty and staff the authority and responsibility to make decisions and take actions. Empowerment results in decisions being made closest to students and stakeholders, where work-related knowledge and understanding reside. Empowerment is aimed at enabling faculty and staff to respond to students' educational needs, to improve processes, and to improve student learning and organizational performance results. Empowered faculty and staff require information to make appropriate decisions; thus, an organizational requirement is to provide that information in a timely and useful way.

Ethical Behavior

The term "ethical behavior" refers to how an organization ensures that all its decisions, actions, and stakeholder interactions conform to the organization's moral and professional principles. These principles are the foundation for the organization's culture and values and define "right" and "wrong." Senior leaders should act as role models for these principles of behavior. The principles apply to all individuals involved in the organization, from faculty and staff to members of the governing board, and need to be communicated and reinforced on a regular basis. Although there is no universal model for ethical behavior, senior leaders should ensure that the organization's mission and vision are aligned with its ethical principles. Ethical behavior should be practiced with all students and stakeholders, faculty and staff, partners, suppliers, and the organization's local community. While some organizations may view their ethical principles as boundary conditions restricting behavior, well-designed and clearly articulated ethical principles should empower people to make effective decisions with great confidence.

Formative Assessment

The term "formative assessment" refers to frequent or ongoing evaluation during courses, programs, or learning experiences that gives an early indication of what students are learning, as well as their strengths and weaknesses. Formative assessment is often used as a diagnostic tool for students and faculty, providing information with which to make real-time improvements in instructional methods, materials, activities, techniques, and approaches. Approaches to formative assessment might include daily, weekly, or midterm projects, portfolios, journals, observations of the learning process and learning outcomes, discussion groups, performances, self-assessments, or examinations that occur during courses, when students and faculty can benefit from the information and improve.

Goals

The term "goals" refers to a future condition or performance level that one intends to attain. Goals can be both short term and longer term. Goals are ends that guide actions. Quantitative goals frequently referred to as "targets," include a numerical point or range. Targets might be projections based on comparative and/or competitive data. The term "stretch goals" refers to desired major, discontinuous (nonincremental) or breakthrough improvements, usually in areas most critical to your organization's future success. Goals can serve many purposes, including: clarifying strategic objectives and action plans to indicate how success will be measured, fostering teamwork by focusing on a common end, encouraging "out-of-the-box" thinking to achieve a stretch goal, and/or providing a basis for measuring and accelerating progress

Governance

The term "governance" refers to the system of management and controls exercised in the stewardship of your organization. It includes the responsibilities of your governing body, e.g., board of education, board of trustees/overseers, and the senior leaders of your organization; in some private education institutions, it may also include owners/shareholders. A combination of federal, state, and municipal regulations, charters, by-laws, and policies documents the rights and responsibilities of each of the parties and describes how your organization will be directed and controlled to ensure (1)

accountability to stakeholders, (2) transparency of operations, and (3) fair treatment of all stakeholders. Governance processes may include approving strategic direction, creating and enforcing policy, monitoring and evaluating senior leaders' performance, succession planning, financial auditing, establishing senior leaders' compensation and benefits, and managing risk. Ensuring effective governance is important to stakeholders' and the larger society's trust and to organizational effectiveness.

High-Performance Work

The term "high-performance work" refers to work processes used to systematically pursue ever-higher levels of overall organizational and individual performance, including quality, productivity, innovation rate, and cycle time performance. High-performance work results in improved programs and services for students and stakeholders. Approaches to high-performance work vary in form, function, and incentive systems. High-performance work frequently includes cooperation among senior leaders, administrators, faculty, and staff, which may involve workforce bargaining units, cooperation among work units, often involving teams, self-directed responsibility/faculty and staff empowerment, faculty and staff input to planning, individual and organizational skill building and learning, learning from other organizations, flexibility in job design and work assignments, a flattened organizational structure, where decision making is decentralized and decisions are made closest to the students and stakeholders, and effective use of performance measures, including comparisons. Many high-performance work systems use monetary and nonmonetary incentives based upon factors such as organizational performance, team and/or individual contributions, and skill building. Also, high-performance work processes usually seek to align the organization's structure, work, jobs, faculty and staff development, and incentives.

Innovation

The term "innovation" refers to making meaningful change to improve programs, services, and processes and to create new value for students and stakeholders. Innovation involves the adoption of an idea, process, technology, or product that is either new or new to its proposed application.

Successful organizational innovation is a multistep process that involves development and knowledge sharing, a decision to implement, implementation, evaluation, and learning. Although innovation is often associated with technological innovation, it is applicable to all key organizational processes that would benefit from change, whether through breakthrough improvement or change in approach or outputs.

Integration

The term "integration" refers to the harmonization of plans, processes, information, resource decisions, actions, results, and analysis to support key organization-wide goals. Effective integration goes beyond alignment and is achieved when the individual components of a performance management system operate as a fully interconnected unit.

Knowledge Assets

The term "knowledge assets" refers to the accumulated intellectual resources of your organization. It is the knowledge possessed by your organization and its faculty and staff in the form of information, ideas, learning, understanding, memory, insights, cognitive and technical skills, and capabilities. Faculty and staff, curricula, software, databases, documents, guides, and policies and procedures are repositories of an organization's knowledge assets. Knowledge assets are held not only by an organization but reside within its students and stakeholders, suppliers, and partners as well. Knowledge assets are the "know how" that your organization has available to use, to invest, and to grow. Building and managing its knowledge assets are key components for the organization to create value for its students and stakeholders and to help sustain competitive advantage.

Leadership System

The term "leadership system" refers to how leadership is exercised, formally and informally, throughout the organization—the basis for and the way that key decisions are made, communicated, and carried out. It includes structures and mechanisms for decision making; selection and development of senior leaders, administrators, department heads, and faculty leaders; and reinforcement of values, directions, and performance expectations. An effective leadership system respects the capabilities and requirements of faculty and staff and other stakeholders, and it sets high expectations for performance and performance improvement. It builds loyalties and teamwork based on the organization's values and the pursuit of shared goals. It encourages and supports initiative and appropriate risk taking, subordinates organization structure to purpose and function, and avoids chains of command that require long decision paths. An effective leadership system includes mechanisms for the leaders to conduct self-examination, receive feedback, and improve.

Learning

The term "learning" refers to new knowledge or skills acquired through evaluation, study, experience, and innovation. In addition to their focus on student learning, the criteria address two other kinds of learning: organizational and personal. Organizational learning is achieved through research and development; evaluation and improvement cycles; ideas and input from faculty, staff, students, and other stakeholders; best practice sharing; and benchmarking. Personal learning (pertaining to faculty and staff) is achieved through education, training, and developmental opportunities that continue individual growth. To be effective, these types of learning should be embedded in the way an organization operates. In addition, they contribute to a competitive advantage for the organization and its faculty and staff.

Levels

The term "levels" refers to numerical information that places or positions an organization's results and performance on a meaningful measurement scale. Performance levels permit evaluation relative to past performance, projections, goals, and appropriate comparisons.

Measures and Indicators

The term "measures and indicators" refers to numerical information that quantifies input, output, and performance dimensions of programs, offerings, processes, services, and the overall organization (outcomes). Measures and indicators might be simple (derived from one measurement) or composite. The criteria do not make a distinction between measures and indicators. However, some users of these terms prefer the term "indicator" (1) when the measurement relates to performance but is not a direct measure of such performance (e.g., the number of complaints is an indicator of dissatisfaction but not a direct measure of it) and (2) when the measurement is a predictor ("leading indicator") of some more significant performance (e.g., a gain in student performance or satisfaction might be a leading indicator of student persistence).

Mission

The term "mission" refers to the overall function of an organization. The mission answers the question, "What is this organization attempting to accomplish?" The mission might define students, stakeholders, or markets served; distinctive competencies; or technologies used.

Partners

The term "partners" refers to other schools, employers and workplaces, social service organizations, private foundations, and parents, as appropriate, with which your organization has cooperative relationships for purposes of ensuring that effective learning occurs for students. Partners might include schools with which "feeder" relationships exist, into or out of your school. Partnerships with social service organizations might involve helping students make effective transitions. Private foundations might support targeted or comprehensive reform efforts through a partnership with the school.

Performance

The term "performance" refers to output results and their outcomes obtained from processes and services that permit evaluation and comparison relative to goals, standards, past results, and other organizations. Performance might be expressed in nonfinancial and financial terms. The criteria address four types of performance: (1) student- and stakeholder-related; (2) program and service; (3) budgetary, financial, and market; and (4) operational. "Student- and stakeholder-related performance" refers to performance relative to measures and indicators of student and stakeholder perceptions, reactions, and behaviors. Examples include admissions, retention, complaints, and survey results. Student- and stakeholder-related performance generally relates to the organization as a whole. "Program and service performance" refers to performance relative to measures and indicators of program and service characteristics important to students and stakeholders. Examples include the effectiveness of curriculum and instruction, assessment of student learning, participation in professional development opportunities, and student placement following program completion. "Budgetary, financial, and market performance" refers to performance relative to measures of cost containment, budget utilization, and market share. Examples include instructional and general administration expenditures per student; income, expenses, reserves, endowments, and annual grants/awards; program expenditures as a percentage of budget; annual budget increases

or decreases; resources redirected to education from other areas; scholarship growth; the percentage of budget for research; and the budget for public service. "Operational performance" refers to faculty and staff, organizational, and ethical performance relative to effectiveness, efficiency, and accountability measures and indicators. Examples include cycle time, productivity, accreditation, faculty and staff turnover, faculty and staff cross-training rates, regulatory compliance, fiscal accountability, and community involvement. Operational performance might be measured at the organizational/senior leader level; the key process level; and the program, school, class, or individual level.

Performance Excellence

The term "performance excellence" refers to an integrated approach to organizational performance management that results in (1) delivery of ever-improving value to students and stakeholders, contributing to improved education quality; (2) improvement of overall organizational effectiveness and capabilities; and (3) organizational and personal learning

Performance Projections

The term "performance projections" refers to estimates of future performance. Projections may be inferred from past performance, may be based on the performance of comparable or competitive organizations that must be met or exceeded, may be predicted based on changes in a dynamic education market, or may be goals for future performance. Projections integrate estimates of your organization's rate of improvement and change, and they may be used to indicate where breakthrough improvement or change is needed. Thus, performance projections serve as a key management planning tool.

Persistence

The term "persistence" refers to the continued attendance by students (from term-to-term, semester-to-semester, grade-to-grade, or class-to-class) toward the completion of an educational goal or training objective.

Process

The term "process" refers to linked activities with the purpose of producing a program or service for students and/or stakeholders within or outside the organization. Generally, processes involve combinations of people, machines, tools, techniques, and materials in a defined series of steps or actions. In some situations, processes might require adherence to a specific sequence of steps, with documentation (sometimes formal) of procedures and requirements, including well-defined measurement and control steps. In service situations such as education, particularly when those served are directly involved in the service, process is used in a more general way, i.e., to spell out what must be done, possibly including a preferred or expected sequence. If a sequence is critical, the service needs to include information to help those served understand and follow the sequence. Such service processes also require guidance to the providers of those services on handling contingencies related to possible actions or behaviors of those served. In knowledge work such as teaching, strategic planning, research, development, and analysis, process does not necessarily imply formal sequences of steps. Rather, process implies general understandings regarding competent performance such as timing, options

to be included, evaluation, and reporting. Sequences might arise as part of these understandings.

Productivity
The term "productivity" refers to measures of the efficiency of resource use. Although the term often is applied to single factors such as staffing, machines, materials, and capital, the productivity concept applies as well to the total resources used in meeting the organization's objectives. The use of an aggregate measure of overall productivity allows a determination of whether the net effect of overall changes in a process—possibly involving resource tradeoffs—is beneficial.

Professionally Qualified To be considered professionally qualified a faculty member may:

1. be A.B.D., (i.e., has completed all course work required for a Ph.D. in business or D.B.A., passed the general exams, but has not completed a dissertation) with a major, minor or concentration in the area of assigned teaching responsibilities

or

2. hold a Master's degree in a business-related field and professional certification (e.g., C.P.A., C.D.P., C.F.M., C.M.A., P.H.R., etc.) appropriate to his or her assigned teaching responsibilities

or

3. hold a Master's degree in a business-related field; and have extensive and substantial documented successful teaching experience in the area of assigned teaching responsibilities; and demonstrate involvement in meaningful research and/or programs for the enhancement of pedagogical skills, or have five or more years of professional and management experience in work directly related to his or her assigned teaching responsibilities

or

4. have completed a special post-graduate training program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities.

Minimum Qualifications. The minimum qualifications for a faculty member must include a Master's degree in a field appropriate to the assigned teaching responsibilities. An institution may make an exception to this minimum requirement only in emergency cases or special situations where the faculty member has unique qualifications that meet a specialized need.

Purpose
The term "purpose" refers to the fundamental reason that an organization exists. The primary role of purpose is to inspire an organization and guide its setting of values. Purpose is generally broad and enduring. Two organizations providing different educational services could have similar purposes, and two organizations providing similar educational services could have different purposes.

Results

The term "results" refers to outputs and outcomes achieved by an organization in addressing the requirements of the criteria. Results are evaluated on the basis of current performance; performance relative to appropriate comparisons; the rate, breadth, and importance of performance improvements; and the relationship of results measures to key organizational performance requirements.

Scholarship

Scholarship is defined to include four types of intellectual activity. They are: (1) the scholarship of teaching, (2) the scholarship of discovery, (3) the scholarship of integration, and (4) the scholarship of application. These four types of scholarship are to be equally recognized, accepted, and respected, and the overall performance of each faculty member is to be carefully accessed and held to a high standard of excellence. Each of these types of scholarship is discussed further below:
The scholarship of teaching can be the most rigorous scholarship of all. It starts with what the teacher knows--teachers must be widely read and intellectually engaged in their fields; but teaching becomes consequential only when knowledge can be conveyed and is understood by others. The scholarship of teaching has to do with understanding how students learn in different fields. To be a good teacher means not merely just knowing the field, but also understanding and using the most effective teaching methodologies available. This includes the development of new teaching materials, development and evaluation of new methods of instruction, and the development of techniques to evaluate the effectiveness of instruction. Each of these activities must be documented and assessed. Documentation could include publications dealing with pedagogy and/or teaching techniques, participation in workshops and seminars devoted to improving teaching skills, written evaluations of teaching materials, and the development of outcomes assessment tools.

The scholarship of discovery is the closest to what is meant by the term "basic research." Freedom of inquiry and freedom of scholarly investigation is an essential part of higher education. The capacity to carry out the scientific method and to conduct meaningful research is an important aspect of learning. In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this; however, institutions having research missions and graduate programs would be expected to have on-going research activities.

The scholarship of integration seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one's work into larger intellectual patterns. The scholarship of integration is necessary in dealing with the boundaries of the human problems of today which do not always neatly fall within defined disciplines. It is essential to integrate ideas and then apply them to the world in which we live. Comprehensive articles and monographs, participating in curricular innovation, conducting interdisciplinary seminars and textbook writing are examples of the scholarship of integration.

The scholarship of application moves toward the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research and/or development. Note that this is not to be a catch-all category. The scholarship of application does not include regular service activities or routine consulting. (These are considered professional activities and are discussed below.) The scholarship of application must be tied directly to one's field of knowledge and relate to and flow directly out of creative professional activity. The engagement in applied research and/or development may take the form of contract research, consultation, technical assistance, policy analysis, or program evaluation--provided that these are really meaningful intellectual activities. This kind of scholarship requires creativity, and critical thought in analyzing real problems. These activities must be documented and should include an evaluation from those receiving these services.

For the purposes of this standard, professional activities are defined as (1) activities involving the use of professional expertise in helping solve practical problems in either the private or public sectors, (e.g. professionally-related consultation, policy analysis, etc.), (2) activities in support of professional organizations (e.g. attending and participating in professional meetings and performing in leadership roles in professional organizations), and (3) professionally-related service activities directly related to the academic discipline of the faculty member and consistent with the stated mission of the business school or program. (Community and university service activities not directly related to the faculty member's discipline do not satisfy this standard.)

This category is designed to include the routine application of the faculty member's professional expertise in helping solve problems in either the private or public sectors. These may include activities for which the faculty member is paid as well as volunteer services. The key word is "professionally-related." Community activities that are not professionally-related are not to be included. General community service such as coaching a little league soccer team or delivering meals to shut-ins will not be considered to be professionally-related. The determination of "professionally-related" depends upon the nature of the activity. For example, if a C.P.A. conducts a men's' bible class it is not professionally-related; however, if the C.P.A. conducts an annual audit of the church's financial affairs and prepares an opinion letter, it would be considered professionally-related. It also includes activities in support of professional organizations. This might include serving as an officer of a professional organization; it might include participation in a professional meeting as a program chairperson, paper presenter, or a discussant; or it could include participation in seminars, symposia, short courses, and/or workshops intended as professional development or enrichment activities.

Segment

The term "segment" refers to a part of an organization's overall base related to students; stakeholders; markets; programs, offerings, and services; or faculty and staff. Segments typically have common characteristics that can be logically grouped. In Results Items, the term refers to disaggregating results data in a way that allows for meaningful analysis of an organization's performance. It is up to each organization to determine the specific

factors that it uses for segmentation. Understanding segments is critical to identifying the distinct needs and expectations of different student, stakeholder, market, faculty, and staff groups and to tailoring programs, offerings, and services to meet their needs and expectations. Student segmentation might reflect such factors as the educational service delivery (e.g., classroom or Web-based) or students' career interests, learning styles, living status (e.g., residential versus commuter), mobility, or special needs. Faculty and staff segmentation might be based on geography, skills, needs, work assignments, or job classifications.

Senior Leaders

The term "senior leaders" refers to those with the main responsibility for managing the overall organization. Senior leaders might include administrators, chair or department heads, and/or faculty leaders. In many organizations, senior leaders include the head of the organization and his or her direct reports.

Stakeholders

The term "stakeholders" refers to all groups that are or might be affected by an organization's actions and success. Examples of key stakeholders include parents, parent organizations, faculty, staff, governing boards, alumni, employers, other schools, funding entities, and local/professional communities. Although students are commonly thought of as stakeholders, for purposes of emphasis and clarity, the Criteria may refer to students and stakeholders.

Strategic Challenges

The term "strategic challenges" refers to those pressures that exert a decisive influence on an organization's likelihood of future success. These challenges frequently are driven by an organization's future competitive position relative to other providers of similar programs, services, or offerings. While not exclusively so, strategic challenges generally are externally driven. However, in responding to externally driven strategic challenges, an organization may face internal strategic challenges. External strategic challenges may relate to student, stakeholder, or market needs or expectations; changes in educational programs or offerings; technological changes; or budgetary, financial, societal, and other risks. Internal strategic challenges may relate to an organization's capabilities or its faculty, staff, and other resources.

Strategic Objectives

The term "strategic objectives" refers to an organization's articulated aims or responses to address major change and improvement, competitiveness issues, and/or education advantages. Strategic objectives generally are focused externally and relate to significant student, stakeholder, market, program, service, or technological opportunities and challenges (strategic challenges). Broadly stated, they are what an organization must achieve to remain or become competitive. Strategic objectives set an organization's longer-term directions and guide resource allocations and redistribution.

Summative Assessment
The term "summative assessment" refers to longitudinal analysis of the learning and performance of students and alumni. Summative assessments tend to be formal and comprehensive, and they often cover global subject matter. Such assessments may be conducted at the conclusion of a course or program and could be compared to the results of pre-testing to determine gains and to clarify the causal connections between educational practices and student learning. They may be used for purposes of determining final grades, placement, and promotion, as well as for licensure or certification.

Systematic
The term "systematic" refers to approaches that are repeatable and use data and information so learning is possible. In other words, approaches are systematic if they build in the opportunity for evaluation, improvement, and sharing, thereby permitting a gain in maturity.

Trends
The term "trends" refers to numerical information that shows the direction and rate of change for an organization's results. Trends provide a time sequence of organizational performance. A minimum of three data points generally is needed to begin to ascertain a trend. The time period for a trend is determined by the cycle time of the process being measured. Shorter cycle times demand more frequent measurement, while longer cycle times might require longer periods before meaningful trends can be determined. Examples of trends called for by the Criteria include student learning results; student, stakeholder, faculty, and staff satisfaction and dissatisfaction results; education design and delivery and student service performance; budgetary, financial, and market performance; and operational performance, such as cycle time, support process, supplier/partner, and safety performance.

Value
The term "value" refers to the perceived worth of a program, service, process, asset, or function relative to cost and possible alternatives. Organizations frequently use value considerations to determine the benefits of various options relative to their costs, such as the value of various educational offerings and service combinations to students or stakeholders. Organizations need to understand what different student and stakeholder groups value and then deliver value to each group. This frequently requires balancing value for students and stakeholders, such as businesses, faculty, staff, and the community.

Value Creation
The term "value creation" refers to processes that produce benefit for students and stakeholders and for the organization. They are the processes most important to "running your organization"—those that involve the majority of faculty and staff and generate programs, services, and offerings, as well as positive organizational results for students and key stakeholders.

Values

The term "values" refers to the guiding principles and behaviors that embody how your organization and its people are expected to operate. Values reflect and reinforce the desired culture of an organization. Values support and guide the decision making of all faculty and staff, helping the organization to accomplish its mission and attain its vision in an appropriate manner.

Vision

The term "vision" refers to the desired future state of your organization. The vision describes where the organization is headed, what it intends to be, or how it wishes to be perceived in the future.

Work Systems

The term "work systems" refers to how your faculty and staff are organized into formal or informal units to accomplish your mission and your strategic objectives; how job responsibilities are managed; and your processes for compensation, faculty and staff performance management, recognition, communication, hiring, and succession planning. Organizations design work systems to align their components to enable and encourage all faculty and staff to contribute effectively and to the best of their ability.

Master of Business Administration

Program Director: Jose Cordova, Ph.D.

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 a General Program and three concentrations: Project Management, Finance and Organizational Leadership.

The Master of Business Administration program is fully accredited by the Association of Collegiate Business Schools and Programs (ACBSP) through and in partnership with the School of Business and Management. The mission of the ACBSP is to establish, promote, and recognize educational standards that contribute to the continuous improvement of business education and to recognize business schools that adhere to these standards.

At the center of the MBA program is a rigorous academic environment emphasizing use of the case study in an interactive e-learning environment, mentoring relationships with faculty and extensive experiential learning. The program 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:

1. 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.

2. 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.

3. 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.

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Student coursework in the MBA 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 MBA students.

Master of Business Administration Curriculum

The MBA program has two tracks: the 48-credit track and the 36-credit track. The 48-credit track is required for those students who do not have an undergraduate business management degree. The 48-credit track is made up of eight, eleven-week seminars of six credits each for a total of 48 credit hours. The 36-credit track is named Accelerated MBA. The 36-credit track 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 as students move through the program. Each seminar is eleven weeks in length. After the students have completed the required core seminars they have four areas of interest to choose from: General Program, Project Management, Finance, or Organizational Leadership. Any of these areas is composed of three seminars. The program culminates with a one-week Residency and a graduation ceremony at Norwich University in June.

48-credit MBA
Seminars Description

Required Core Seminars

GB507 and GB508 are the required two core seminars, each six credit-hours that prepare the non-business majors for an MBA education. The first seminar provides an understanding of the quantitative methods in business decision making and the second one provides an overview of the critical business functions such as Management, Marketing, Finance, Accounting, and Operations Research. These subjects constitute the pillars of a basic education in business management. The core seminars are required of the students who lack a degree in business management, or miss one or more of the critical components of business education. These students will undertake the two core seminars at the beginning of their program in order to become matriculated in the 36-credit track program.

GB507 Business Analysis Tools **6 credits**

This seminar provides the students with some critical tools of quantitative analysis. The seminar covers the fundamentals of Business Statistics, Economics, Finance, and elements of Finite Mathematics such as Probability Theory, Probability Distributions, Decision Theory, and Mathematics of Finance. Business statistics will equip the students with some analytical techniques for making business decisions under uncertainty. Finite mathematics introduces the students to the mathematics of time value of money which is

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used for determining the value of individual projects as well as the worth of an entire company. Economics introduces models to analyze the interaction between the markets and the firm's strategy, the impact of macroeconomic fiscal and monetary policies, and the dynamics of international trade and finance.

GB508 Business Management Fundamentals **6 credits**

This seminar introduces two subjects: introduction to business administration and advanced business financial analysis. Introduction to business administration provides basic fundamentals to business strategies and functions: strategic management, management, marketing and operations. Advanced business financial analysis, relying on financial accounting, focuses on the analysis of financial statements oriented to determine how to analyze and manage a firm, and how to determine the adequacy of its strategies and firm's success.

36-credit MBA
Accelerated Program
Seminars Description

Required Core Seminars

GB511 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.

GB522 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. Prerequisites: Completion of GB 511, or permission of the program director

GB532 Strategic Marketing and 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

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nature and interface of marketing and operations change as the firm's products evolve through the PLC.
Prerequisites: Completion of Seminar GB522

General Program Seminars

GB552 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.

GB553 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.

GB560 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 underlying strategic nature of business problems, and develop strategic recommendations for their resolution. You will debate the topical and controversial issues of 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 using the BSC. A comprehensive outcome assessment examination will be administered during this seminar.

Project Management Concentration Seminars

GB544 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, project integration, scope, time, cost, quality,

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resource and schedule management will be studied. Other key areas of focus will be project management procurement and overall project communications requirements.
Prerequisites: Completion of GB532

GB554 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 apply 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' "nuts and bolts" seminar, resulting in fundamental principles of project management being integrated with leadership, communications and team building practices and challenges.
Prerequisites: Completion of GB544, or permission of the program director

GB564 Strategic Management in Project Management 6 credits
This seminar focuses on the application of the concepts and ideas coming from the GB 544 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: Completion of GB544 and GB554, or permission of the program director

Finance Concentration Seminars

GB545 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 GB532

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GB555 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.
Prerequisites: Completion of GB522

GB565 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: Completion of GB522, GB545, and GB555

Organizational Leadership Concentration Seminars

GB546 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.
Prerequisites: Completion of GB532

GB556 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

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models. The seminar will help students learn about and practice management skills that foster strategic alignment and effective behavior in people and organizations.
Prerequisite: Completion of GB546, or permission of the program director

GB566 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 stakeholders interest.
Prerequisites: Completion of GB546 and GB556, or permission of the program director

INDEPENDENT RESEARCH PROJECT:
The MBA Program with concentration in Project Management, Finance and Organizational Leadership requires that each student would embark on a **Major Research Project** by the start of seminar 4 and complete it, in three steps, by the end of seminar 6. The Norwich MBA program emphasizes a global approach and hands-on experience in all of its seminars especially the ones the students undertake during the concentration phase of their program. Each student is encouraged to find a multinational corporate partner and use it as a case study to practice what he/she learns in each of the three concentration seminars. Students who are not able to use their own employer may use another enterprise for the case study. The **Major Research Project** will be completed in three consecutive seminars and covers materials from all three seminars. Each phase of this project will be graded separately. The instructions for completing each phase will be released to the students in the first week of the three concentration seminars.

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MBA Curriculum Map

48-Credit Degree Program

Core Seminars: →

- GB507 Business Analysis Tools (6 Credits)
- GB508 Business Management Fundamentals (6 Credits)

36-Credit Degree Program

Core Seminars: →

- GB511 Strategic Resources Mgmt (6 Credits)
- GB522 Managerial Finance (6 Credits)
- GB532 Strategic Marketing/Oper Mgmt (6 Credits)

General Program:

- GB552 International Business
- GB553 Organizational Leadership
- GB560 Strategic Management

Concentrations:

Project Management:

- GB544 Project Mgmt Techniques, Tools and Practices
- GB554 Project Mgmt Leadership, Communications and Teams
- GB564 Strategic Mgmt in Project Mgmt

Finance:

- GB545 Multinational Business Finance
- GB555 Investments and Portfolio Management
- GB565 Strategic Mgmt in Finance

Organizational Leadership:

- GB546 Leading Change in Business Organizations
- GB556 Strategic Organizational Behavior
- GB566 Strategic Mgmt in Organizational Leadership

Independent Research Project

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GB532: Strategic Marketing and Operations Management

Syllabus

Print this page

Select a Section of the Syllabus (using the drop-down arrow):

Seminar Introduction:

Marketing is the principal driver of revenues for any firm. Together, marketing provides the cash-flow to a corporation that forms the principal basis of capital for continued operations and budgeting for the various profit and cost centers that every organization must carry as a going concern. Without the revenues driven through marketing, there would be nothing to account for, nothing to finance, nothing to manage and nothing to lead. Thus, Marketing is a critical strategic competence of any firm that wants to achieve organic growth.

Operations Management is broadly concerned with the transformation activities that organizations perform. The activities we will be looking at are called by a number of names: production, operations, processes, or just plain "work." In more technical terms, operations management is concerned with the efficient and effective transformation of inputs into outputs. Some examples of inputs are materials, labor, land, capital, time, information, and management. Outputs include products, services, or information that customers want. Value is added only when the output satisfies the needs of its customers, both internal and external.

Effective management rests at the intersection of strategy and implementation. While the overall vision of an organization must be strategic, the endpoint of a plan must comprise functional tactics that put the strategy into action. We are, therefore, keenly interested in developing your ability to create implementable business strategies, and make decisions based on the thorough understanding of the key tradeoffs that are made in choosing one strategy over another when integrating marketing and operations.

Notes From The Developer:

Welcome to Strategic Marketing and Operations Management!

We would like to take this opportunity to welcome each of you to Seminar 3, Strategic Marketing and Operations Management. This seminar builds on the knowledge base you've developed in Seminars 1 and 2, as well as providing a bridge to the concentration seminars to follow. We all have had exposure with the domains of marketing and operations. Every organization that has customers and produces a product or service has, either explicitly or implicitly, a marketing and operations function.

Senior executives are looking for closer ties between marketing and the operations of the firm to achieve corporate goals, to improve return on investment and to provide value to its customers. This seminar means to instill this point of view.

We'd like to welcome you to a class that we hope will be a challenging and meaningful learning experience for all of you. It is our wish and the mandate here at Norwich to provide you with the tools that enable you to become an outstanding and successful in your chosen field of business. This seminar we believe will take you a step in that direction.

Dr. William Jolley and Dr. Robert Deemer

Course Goals:

This is a task-oriented course and there are specific learning objectives for each week. We believe that the learning process is most effective when the content to be learned is closely related to the learning objectives. In addition to the specific weekly objectives this course will add value to you as a future manager by building the following skills, competencies, and perspectives.

- *A strategic view of marketing management.*
- *How to measure the financial performance of marketing programs.*
- *An understanding of the relationship between business and marketing strategy.*
- *Strategic approaches for growth strategies in different market situations.*
- *The principles behind integrated marketing planning.*
- *Understand the complex nature of transformation processes,*
- *Organize and support your understanding through quantitative analysis,*
- *Identify the value-adding steps of a process*
- *Recognize the problems that exist in a given process*
- *Appreciate the complexity of value-adding processes within any organizational context*

Course Materials:

The following texts will be used for this seminar. All other required reading is contained within the seminar.

Walker, O., Mullins, J. and Boyd, H. (2008). *Marketing Strategy A Decision-Focused Approach*, 6th edition. McGraw-Hill

Best, R. (2009). *Market-Based Management - Strategies for Growing Customer Value and Profitability*, 2nd edition. Prentice Hall

Meredith, J. & Schafer, S. (2009). *Operations Management for MBAs*, 4th edition. John Wiley and Sons.

See the ***Required Reading*** **List** for additional readings in this seminar found in each week from the *Outline tab*.

Assessments & Point Values

The assignments that will be used to assess your progress are directly related to seminar learning objectives. Your final grade will be determined by your performance on the different modes of assessment shown in the table below. Review the files in the ***MBA Grading Guidelines*** (available on the ***Resources tab***) for the standards for grading all assignments.

Without prior approval from the instructor, an assignment posted after the due date will incur a 5 percentage-point penalty for each day that it is late. Assignments over one week late will automatically receive a zero. Final grades for the seminar are subject to adjustment (Please refer to ***Grading Standards for Written Assignments, Discussions and Working in Groups*** also on the *Resources tab*).

Changes to this syllabus may occur during the seminar. Your instructor and/or the administrative staff of the MBA will communicate them to you as necessary.

Case Study Analyses (210 points total):

Individual Cases (20 points each):
Week 04 Case Study C03
Week 06 Case Study C06
Week 07 Case Study C07
Week 09 Case Study C08
Week 10 Case Study C09

Group Cases (20 points each):
Week 02 Case Study C01
Week 03 Case Study C02
Week 05 Case Study C04
Week 05 Case Study C05

Simulation Case: *Week 11 Case Study C10* - **30 points**

Assignments (100 points total):

Topic Paper: *Week 01Assignment A1* - **10 points**

Individual Assignment: *Week 08 Dashboard Assignment A2* - **40 points**

Final Paper: *Week 11 Assignment A3* - **50 points**
In week 11, each student is expected to write a paper of no more than 3000 words on their own company or organization. The details of this project will be given in the assignment for that week.

Topic Discussions (40 points total):

There are **four** graded discussions worth **10 points each**. Case discussions during will be monitored by the instructor, but they will be ungraded.

Week 05 Discussion D1
Week 06 Discussion D2
Week 07 Discussion D3
Week 08 Discussion D4

There are a Total of 350 Points for this Seminar.

Case Analyses:

Case studies are an integral learning component of this class. Case analyses are due on Saturday of the week they are assigned. Weekly lectures and/or readings provide the basic concepts relevant to the case for that week.

The purpose of the case assignment is to elevate, or at least focus, your thinking to the level of the practicing executive. Case analysis gives you the opportunity to learn from the decisions – good and bad – made by major corporations. In the case method, you are thrust into the role of a real manager with real problems. It is an effective method of simulating the complexities of real managerial problems in a classroom environment.

Your major challenge is to communicate a credible analysis within a few slides or pages. Do not be frustrated by lack of data or data that seem scattered or disorganized; a key management skill is "sense making" in the midst of confusion. You also may need to use more than one format for submitting your solution to a case problem. Each analysis approach is tailored to the specific case and will expose you to the different ways case analyses may be performed.

These assignments allow you to leverage the learning you've gained from the materials and others in your group, but also they give you a chance to express your own point of view based on analysis and insights that might lead you down a path apart from your teammates. However, as in the business environment, your group must reach a consensus on what is the best course of action for the organization. Asking for broad direction or clarification on particular issues from your instructor is encouraged – the earlier the better. However, grading multiple drafts of the case report is not expected of instructors.

Case Discussions

Throughout the week, your discussions should simulate the dialog that you as a member of the project team would have if you were meeting face-to-face to address the questions/requirements of the assignment. This type of discussion format provides an excellent opportunity to attack case issues from different points of view, but then reach agreement before writing your answer. Use the frameworks introduced in the seminar to aid your analysis. Work towards building consensus on as many strategic and action points as feasible.

You are encouraged to learn as much from each other as possible in these realistic exercises in strategic thinking and executive business decision-making. Superior case grades are achieved by active discussions where students show initiative in leading the discussions,

exchange substantive and relevant ideas in a thoughtful manner that reflect preparation as well as personal experience, while exercising the courtesies due others.

As a hypothetical member of the case company, your team has a stake in the decision to be made. Do your best to see yourself as one of the key decision makers in the case. This is your opportunity to internalize the problem. Don't view it as "their" problem.

Case development discussions act as a virtual meeting among students and are not graded. However, instructors will be monitoring these discussions and may provide direction and clarification as needed. You have at your disposal within the seminar a few methods of sharing your input to group assignments with other group members. On the ***Collaborate tab*** you find a Team Files area, Live Chat and Discussion areas for you to use with your group.

Topic Discussions

In a departure from the analytical rigor exercised in case analysis, some weeks will present discussion questions or issues related to the week's topic where you are to emphasize foresight, judgment, intuition, and opinion. In contrast to the case analysis, this form of assessment is an exercise in exploration and debate. Specific questions / issues are presented in the study guide for these weeks. **Discussions are to be completed by Saturday of the week they are assigned.** A member of each team will **submit for grading a brief written synopsis, or executive summary, of the group's consensus on the question** in the assignment bin for the week using MSWord. Also, you may post your summary in the ***Sharing Folder*** (on the *Outline tab*) for other teams to read.

Topic discussions are graded and therefore must be conducted within the Angel platform to receive credit. You have at your disposal within the seminar a few methods of sharing your input to group assignments with other group members. On the ***Collaborate tab*** you find a Team Files area, Live Chat and Discussion areas for you to use with your group. Any conversations outside the ANGEL must be posted in the discussion area for that week to receive credit.

Academic Honesty

A student must submit work that represents the student's own original analysis and writing. Copying another's work is not appropriate. If the student relies on the research or writing of others, the student must cite those sources. Words or ideas that require citations include, but are not limited to all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. While students are encouraged to seek editing feedback, extensive revisions of one's work by another person is considered a lack of academic honesty, as it is representing another student's work as one's own.

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members for the duration of the seminar only.

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Page Revised: 25-May-2010

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CE538 SYLLABUS: DESIGN OF STEEL AND TIMBER STRUCTURES

Course Catalog Description:

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 vertical and lateral loading conditions, including wind and seismic. Both strength and serviceability issues are examined. Six credits.

Prerequisites:

CE 528

Required Text Books:

Wood Handbook: Wood as an Engineering Material. Forest Products Laboratory, Forest Service, U.S. Dept. of Agriculture, 1999 Edition, Algrove Publishing Limited, ISBN 1-894572-54-8 (Free download)

Timber Design for the Civil and Structural Professional Engineering Exams
by Kim & Kim
7th Edition, 2009
Professional Publications, Inc.
ISBN 978-1-59126-176-6

"Steel Structures Design and Behavior"
by Salmon, Johnson, & Malhas
5th Edition, 2009
Prentice Hall
ISBN 13: 9780131885561

Recommended References:

Wood Handbook: Wood as an Engineering Material. Forest Products Laboratory, Forest Service, U.S. Dept. of Agriculture, 1999 Edition, Algrove Publishing Limited, ISBN 1-894572-54-8

Salmon, C.G., and Johnson, J.E. (1996). *Steel Structures: Design and Behavior,* Fourth Edition, Harper Collins College Publishers, New York, NY.

Course Goals:

Steel Design

To provide students with a strong knowledge base which they can take with them as a foundation onto which they can build either in the capacity of a structural engineer and/or as a manager of structural engineers. To accomplish this goal, a "load path" approach (from global to local) is taken in the course, focusing on behavior and design of structural steel framing, framing members, and connections. The course will identify important and timely design challenges that are unique to structural design with steel and introduce the American Institute of Steel Construction manual and specifications document that is cited as a reference standard by the model building codes in the United States.

Timber Design

To familiarize students with industry standards for wood structural materials, to identify specific design challenges that are unique to structural design with wood, and to introduce the specification that governs wood construction in most of the major model building codes in the United States, the National Design Specification for Wood Construction.

Course Outcomes:

- Understand structural steel as a material, including its elastic and inelastic (nonlinear material) properties and their effects on steel framing, member, and connection behavior.
- Understand the effects of P-delta (global) and p-delta (member) geometric nonlinearities and their effects on steel framing, members, and connection behavior.
- Learn about the importance and roles of load path, redundancy, and continuity in safe, reliable, and predictable structural design for steel and, by analogy, wood and concrete.
- Learn what the limit states (failure modes) are and how they are prioritized for safety in strength design and serviceability of structural steel framing, structural members, and connections.
- Gain familiarity with the requirements of the current manual and specifications of the American Institute of Steel Construction.
- Gain familiarity with geometry and dimensions of structural framing for buildings, framing members, and connections.
- Improve problem-solving abilities through preparation of hand calculations with figures, known information, assumptions, calculations, and conclusions, all with appropriate accuracy.
- Study success and failures through writing assignments, required discussions, and participation in voluntary discussions.
- Understand the anisotropic nature of wood.
- Understand practical considerations for engineering with wood as an organic structural material.
- Gain familiarity with standard structural wood sizes, grades, and species.
- Gain familiarity with allowable stress design and the National Design Specification for Wood Construction.
- Learn the NDS requirements for designing and engineering with solid sawn, gluedlaminated, and structural composite timber loaded in bending, axial tension or

compression, or combinations there-of.
- Learn the NDS requirements for designing and engineering mechanical connections between solid sawn, glued-laminated, and structural composite timber under shear and axial loading.
- Gain familiarity with an FEM structural analysis software package and some aspects of FE modeling specific to wood construction.
- Study some remarkable historical wood joints.

Software:

VisualAnalysis and ShapeBuilder. You can request a free demo CD for Visual Analysis here. By filling out the request for a free demo CD, you will be sent an email that gives you access to the IES download site.

Grading Scheme:

Timber Design

Assignment Type	% of Total Grade	Total Points	Notes
Homework	20%	100	10 homeworks at 10 pts each
Quizzes	20%	100	2 quizzes at 50 pts each
Exams	50%	250	2 exams at 125 pts each
Discussion Participation	10%	50	5 discussions at 10 points each
TOTAL	**100%**	**500**	

Steel Design

Assignment Type	% of Total Grade	Total Points	Notes
Homework	20%	100	5 homeworks at 20 pts each
Quizzes	20%	100	2 quizzes at 50 pts each
Exams	50%	250	2 Exams at 125 pts each
Discussion Participation	10%	50	5 discussions at 10 pts each
TOTAL	**100%**	**500**	

Assignment Policy:

Assignments are due on Mondays, at 6am EST, unless otherwise specified by the instructor. Late assignments will not be accepted unless prior arrangements have been made with the

instructor.

Grading Scheme

See student handbook

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In an effort to provide you with a dynamic online course, we have included several links to outside resources. These links were active as of the beginning of the seminar. If you find any broken links, kindly report them to Rija Ramahatra. We will rectify the situation as soon as possible.

This page last revised: 04-Mar-2010

Sample Lesson Plan for Master of Business Administration Program
April 2011

Name of the Program: Master of Business Administration

Course Syllabus or Outline: GB 511 Strategic Resources Management

Week Number of Course: 2

Topic: Strategic Assessment II: The Internal Environment of the Enterprise

2.0 – Background

This week we continue our focus on strategic assessment. Students build on the lessons learned last week about the external environment of firms in an industry to see how these factors are related to the alignment of strategy with the internal environment of a company.

The goal is for them to see that external and internal assessments go hand-in-hand. Both are necessary not only for the development of strategy but also for its implementation. We also introduce students to Kaplan and Norton's concept of a strategic management system (SMS). Finally, we begin our focus on the *intangible assets* of an enterprise.

2.1 - Learning Objectives

- Align the intangible assets of organization (human, information, or organizational capital) to business strategy.

- Describe a process which begins with the determination of business strategy and ends with the alignment of human, information, and organization capital resources to achieve organizational goals.

2.2 - Assignments & Assessments

2.21- *Assignments*. Students begin by performing the required readings and then participate through the week in a graded discussion about the relative importance of each of the intangible assets. Then, by the end of the week, they submit their first written assignment applying lessons learned about the SMS.

In the *discussion* this week, point out that *all* of the intangible assets of organization are important but that some industries may be more reliant on one than the other. For example, landscaping companies may rely more on human capital whereas electronic device enterprises may emphasize information capital more.

The *written assignment* asks students to explain the relationship between Kaplan and Norton's notion of a strategic management system for an organization's internal environment with Porter's approach to assessing the "five forces" of a firm's external environment. The goal is to get them to see how internal and external environments are linked and how these frameworks are related to each other. The average student merely cites assigned readings but to earn a grade of A, we expect them to integrate and cite even other authoritative sources.

2.22 – *Assessments*. Section 1.2, above, discusses where to find general assessment standards for discussions; you will also find the same for written assignments. For written assignments, ensure that American Psychological Association (APA) format is used as this will be the expectation for all future seminars. Note that for both discussions and written assignments, we expect students to support their position with examples, anecdotes, and authoritative sources from assigned readings and/or e-library research.

Week 2 Lecture

Strategic Assessment II: The Internal Environment of the Enterprise

Introduction

The internal environment of the enterprise consists of its tangible and intangible resources. *Tangible assets* are things like buildings, operating capital, and production capabilities. *Intangible assets* are things like human resources, leadership, and organizational culture. In later seminars, you will spend considerable time focusing on the management of tangible assets. But in this first seminar, we will spend most of our time examining the *intangible* assets of organization.

Just as there are several lenses used in scholarly literature to analyze the external environment of firms in an industry, there are also several that frame the internal environments. To simplify, we will use just one of these – the "strategy maps" framework of Robert S. Kaplan and David P. Norton. Kaplan is a professor at the Harvard Business School and Norton is a leading management consultant. Together, they created the Balanced Scorecard and strategy maps concepts and have written several books and articles; two of these articles are assigned for reading this week.

The first article assigned for reading (*Mastering the Management System*, 2008) is the foundation for the first section, below, which tells how external environmental scans and corporate visions of sustainable competitive advantage are translated into strategy and put into action by way of a strategic management system. This thought piece, combined with the second Kaplan and Norton article (*Measuring the Strategic Readiness of Intangible Assets*, 2004) presents the concept of intangible assets that we will use throughout this seminar.

Instituting a Strategic Management System (SMS)

Kaplan and Norton suggest that strategy is most properly translated into action by way of a five-stage management system:

Stage One: Develop the Strategy

You'll recall that last week we said the insight gained from an analysis of the firm's external environment informs the company about how best to position itself to sustain a competitive advantage. From this review, the existing strategy is affirmed or, if not, the company finds that it must articulate a new one. But Kaplan and Norton add that before formulating or continuing a strategy, the senior leadership needs to agree on the firm's purpose *(mission),* its aspirations *(vision),* and its core *values*, or internal compass that will guide its actions.

The external analysis (discussed last week) is then conducted and also a similar internal analysis is performed. This internal analysis involves visiting its value chain (a concept we will revisit again later in this course) and identifying the distinctive resources and capabilities that give the firm a competitive advantage. The last step in the internal analysis is to assess the performance of the current strategy, unless a new one is required. We will not go into the details of formulating strategy other than the overview provided thus far because they are elaborated in your readings this week and you will have a chance to do more work on this in later seminars. What we want to do now to make a bridge between strategy and management.

Stage Two: Translate the Strategy

The second stage of the SMS is to translate strategy into action by stating objectives and measures. In other words, if our strategy is "X" what objectives and goals do we need to achieve and how will we know when we've achieved them? What interim measures might help us to monitor their attainment? A number of strategic objectives are defined in this stage and a suite of performance measurements and targets are conceived as a type of "performance dashboard".

There are different ways to present performance dashboards but the ones preferred by Kaplan and Norton are "strategy maps". There are a number of strategy maps but they all portray the link between achieving high values of efficiency, performance, innovation, and customer relationships in four dimensions: (1) the financial perspective, (2) the customer perspective, (3) the process perspective, and (4) the learning and growth perspective.

As previously mentioned, later seminars will focus on capital (finance), customers (marketing), and process (operations) and so we will focus in this course on the learning and growth perspective because it targets the intangible assets of organization (human capital, information capital, and organizational capital).

Stage Three: Plan Operations

Once we know what our strategic objectives are, and how we will measure them, each element of operations can be planned. As Kaplan and Norton (*Mastering the Management System*, p. 70) say:

> "With strategic metrics, targets, and initiative portfolios in place, the company next develops an operational plan that lays out the actions that will accomplish its strategic objectives. This stage starts with setting priorities for process improvement projects, followed by preparing a detailed sales plan, a resource capacity plan, and operating and capital budgets."

To this, we add that planning for the enhancement and value proposition of the intangible assets of organization should also occur in this stage. *Human capital* plans can be formulated (e.g., recruitment, training, development), *organizational capital* efforts can be examined (e.g., leadership approaches and culture-building), and *information capital* activities can be checked for strategic alignment (e.g., knowledge management systems implemented, decision support systems optimized). We will expand on what is meant by "intangible assets" in the next section of this lecture.

Stage Four: Monitor and Learn

In the fourth stage of the SMS, plans are put into place and monitored by assessing the various performance metrics designed during Stage Two. This is an internal assessment. Operations are reviewed in management meetings and if objectives are not being achieved then sub-optimizing areas are reinvigorated. Lessons learned are shared not only within vertical "silos" such as functional departments (sales, personnel, logistics, and so forth) but also shared horizontally so that all are informed and can participate in improvement processes with shared responsibility and cross-functional involvement.

Stage Five: Test and Adapt the Strategy

Stage five involves performance reviews with an external focus. It is hoped that these reviews validate that the original strategy can and is succeeding in the marketplace and within the industry. If not, a new strategy and/or a series of adjustments may be needed. Strategy must respond to the reality of competition. In this stage, cost and profitability reports are examined, statistical analyses are conducted, and, if needed, new strategy is designed to resolve performance deficiencies and to accommodate emerging or unforeseen factors.

Focusing on Intangible Assets

So, that's the big picture of internal assessment. We will atomize and expand a focus on each part sometime during your MBA educational journey. For the remainder of Seminar One, we will elaborate a focus on human capital, organizational capital, and information capital.

The second Kaplan and Norton reading (*Measuring the Strategic Readiness of Intangible Assets*, 2004) lays some of the groundwork for this and we also have some relevant readings from our textbooks this week. In subsequent weeks, we will work on this some more. For now, let's define each of these concepts, and their frequently-used acronyms, in more detail.

Human Capital (HC)

Kaplan and Norton define HC as the sum total of its employee's skills, talents, and knowledge. The company possesses this "capital" as a holding as if it were in the bank. One may criticize this notion as being somewhat detached. The idea of human capital being an asset like any other offends the notion of human life as the most precious commodity. Kaplan and Norton probably wouldn't disagree with the idea that people are perhaps the most important asset. But in the end they would say it still has to be managed. The idea that land, labor and finances are the key resources of any business is an old one in economics. There are decisions to be made about how to use and develop them.

Employment and development costs money and resources are scarce; we need to know how and where to apply scarce resources to achieve desired ends. Kaplan and Norton say of human capital that we should begin by identifying the most strategic job families and then develop measurable processes to foster their growth and alignment to business strategy. But their approach does have some hard edges and so we will round them out in this seminar with some complementary readings from organizational behavior experts Stephen Robbins and Timothy Judge. These readings will add some depth to understanding the attitudes, perceptions, and motivations of employees. The management approach of Kaplan and Norton and the leadership insights of Robbins are a good foundation for organizational supervisors and executives.

Organizational Capital (OC)

OC has to do with the ability of the organization to mobilize and sustain the process required to execute strategy. This organizational ability requires a supportive culture, effective leadership, good teamwork, and knowledge management. It is the answer to the question: "Okay, now that we have human capital, how do we shepherd it?" Obviously, shepherding isn't just a matter of leadership and management. It involves working in groups, effective communication, and more.

Information Capital (IC)

Finally, the IC of a firm is comprised of *information technology* (e.g., databases, information systems, computer hardware and software, communication networks, and the backbone of technology structure) *as well as information management and integration with strategy*. This week, you'll acquire an overview of this from the standpoint of Kaplan and Norton but also we have foundational readings from the Laudon and Laudon textbook, *Managing Information Systems*. Later in the course, we will put more meat on the bones, so to speak, by exploring such

topics as decision-making for the digital firm, the business value of systems, and the whole idea of optimizing the management and integration of information systems.

Conclusion

Okay, boot camp is over. In business, everything begins with strategy and so we have spent a couple of weeks briefly examining how strategy is formulated with assessments of both the internal and external environments of a firm. But the focus of this course is how to lead and manage the intangible assets of organization and so next up is six weeks of focus on them, beginning with human capital in Week 3.

See you there!

Additional Links

The Balanced Scorecard

http://www.netmba.com/accounting/mgmt/balanced-scorecard/

Leadership and the Balanced Scorecard (Video)

http://www.thepalladiumgroup.com/about/thoughtleadership/Pages/KaplanBSCLeadershipVideo.aspx

Written Assignment

Evaluation & Feedback Rubric

Criterion	Below Standards	Meets Standards	Above Standards	Exceptional/Well Above Standards
Minimal Requirements	Did not properly address task questions, was in wrong format, was submitted	Properly addressed task questions, was in correct format, was submitted on	*There is no "above standards" in terms of meeting minimal requirements; this	*There is no "well above standards" in terms of meeting minimal requirements; this

	late, and/or did not meet page requirements	time, and/or met page requirements	criteria is sort of a +/- factor.	criteria is sort of a +/- factor.
Critical Thinking	Facts presented were erroneous and/or analysis was flawed	Work was correct and descriptive; analysis was acceptable	Good analysis of the subject in question; student gave careful and methodical thought to the subject from several different perspectives in order to produce graduate level insights	Exceeded expectations; exceptional insights; introduced new ideas or knowledge related to the assignment
Professional Writing	Poor organization, incorrect grammar, and/or the work contains incorrect punctuation and/or spelling	Acceptable work; responds to task, is understandable, has correct grammar, punctuation and spelling	Well-written, graduate-level work that is easy to follow	Exceptional work with a logical (e.g., inductive / deductive argument, causal reasoning, or by analogy) path
Supporting Evidence/Quality of Analysis	Showed little evidence of understanding assigned readings; little or no authoritative support or clear analysis	Student properly reference seminar information or analyses and applied the concepts looked for in the assignment	Student effectively integrated additional useful and appropriate information or analysis from material provided in the seminar and shows evidence of thoughtful analysis	Student effectively integrated not only course material but scholarly material from external research; excellent analysis, and extraordinary insight
"Real World" Evaluation Standard	Postings were off-base and off-topic. In a normal organizational	Achieved what I asked for in a minimal way, was pretty straight	Nice work, this supports pretty much what I was thinking already;	Quality work, what I asked for, very clearly explained, introduced some

	setting, I would not consider these inputs as adding value or as contributing to the discussion in a productive manner.	forward, really nothing in the submission that I didn't already know or hadn't thought about previously, would put it in a pile of papers for my secretary to file should I need it later for reference. I wouldn't really be interested in having anyone else on my staff review it.	it achieved what I asked for, I'd like another person on my staff to look it over, I'll consider a follow-up later.	ideas that I hadn't previously considered, I would consider passing it on to other staff members for their comments, I would most likely want to do a follow-up discussion regarding the memo. I would be proud to show this memo to my superior as an example of the high quality people on our team.

Instructor Comments:

[Insert narrative feedback comments here.]

Discussion

Grading & Feedback

Criterion	Did Not Meet Minimum Standards (Below C)	Met Standards (C or low B)	Above Standards (Mid-range to high B)	Well Above Standards (A)
Participation/Meeting or Exceeding Minimal Requirements	Did not begin by Wednesday and/or participated less than three times and/or respect other posts	Begin by Wednesday, Post at least three times, each on a different day; respect other posts	Post more frequently than required; respectful of other posts	Posted earlier and more frequently than required, commented on the posts of fellow students, respectful of other

				posts
Thinking	Posts did not show adequate understanding of the material or the ability to apply course content to focus question(s).	Was correct and descriptive in discussion of the topic	Contributed analytical and critical material. Gave methodical thought to the subject from several different perspectives in order to add insight to the discussion	Met thinking standards and introduced new ideas or knowledge related to the discussion topic
Online Oratory	Little to no appropriate comments on topic of discussion	Passive participation; contributed minimally to the subject under discussion	Made substantive contributions and built on other students' postings, either critiquing or supporting what was presented previously	Made substantive contributions, built on other postings, and took a proactive role in leading the discussion
Supporting Evidence/Analysis	Did not properly reference the seminar material and apply the concepts looked for in the discussion	Properly referenced the seminar material and apply the concepts looked for in the discussion	Properly referenced and applied course materials and provided additional useful and appropriate information or analysis using the material provided in the seminar.	In addition to proper application of course materials, presented additional useful and appropriate information or analysis from sources not provided in the seminar.

Instructor Comments:

[Insert instructor comments here.]

Bachelor of Science in Strategic Studies and Defense Analysis Program Outline

The Bachelor of Science in Strategic Studies and Defense Analysis (SSDA) 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 SSDA 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 SSDA 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 15 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 SSDA 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:

1. Identify, describe and explain the geographic features of the region.
2. Demonstrate understanding of the history of the region and its impact on current events.
3. 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.
4. 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.
5. Understand the economics of the region, analyze a range of economic factors, and formulate recommendations for economic activities.
6. Appraise and articulate the role of the United States within the region.
7. Appraise and articulate the role of the US Army within the region.
8. Demonstrate knowledge and skills related to cross cultural competence.

The SSDA 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.

Students accepted into the SSDA 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 75 semester credits may be transferred into the SSDA 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 & Technology of 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)
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
SSSO330 Military Sociology 3
SSSO 335 Introduction to Cultural Competence* 3
SSSO 340 Applied Practice in Cultural Competence* 3
Field Studies (students complete 18 credits of the following)
SSEC 401 Economic Studies* 6
SSSO 401 Cultural & Anthropological Studies* 6
SSSO 406 Area Studies* 6
GD 511 History of Diplomacy in the International System 6+
BC 510 Foundations of Business Continuity Management 6++
Capstone
SSDA 400 Capstone Project* 6
SSDA 490 Selected Topics* 1-6 credits
Total Credits 60 credits

*These courses are under development and will be reviewed by the University Curriculum Committee.
+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.
++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.

Sample Lesson Plan for SSDA Program
April 2011

Name of the Program: Strategic Studies & Defense Analysis BS Completion Program

Course Syllabus or Outline: SSPO 318 International Terrorism (syllabus provided elsewhere in this documentation)

Week Number of Course: 3

Weekly Topic: Strategies and Tactics of Major Terrorist Groups

Required Reading:
Martin, Gus. (2008). *Essentials of Terrorism.* Sage Publications. Chapters 5, 6, and 10.

Hoffman, Bruce. "The Logic of Suicide Terrorism," *The Atlantic Monthly,* June 2003. Available at the Rand Corporation website: http://www.rand.org/pubs/reprints/2005/RAND_RP1187.pdf

video. "Life and Death in Southern Israel," Israel Ministry of Foreign Affairs, January 5, 2009. http://www.youtube.com/watch?v=LwnAk1pTCew&feature=related (1 minute, 12 seconds)

video. "Qassam Missile Attack Sderot 2007"
http://www.youtube.com/watch?v=lmOl4alnV0c&feature=channel_page (4 minutes, 24 seconds)

video. Palestinian Martyr Videos, Palestine Media Watch, http://www.pmw.org.il/ Click on *TV-Video Library* (upper left of screen), then Suicide Terrorists Farewell Videos.

Brief Introduction/Learning Outcomes for the Week:
This week we will examine the strategies and general tactics of major terrorist groups. We will address this through readings, three short videos and online classroom discussion. It is important to recall as you go through this material that a strategy is goal oriented—it is the way that an organization seeks to achieve its goal(s). Tactics are the day-to-day techniques that organization employs to execute the strategic game plan. For example, the strategy of a militant group might be to use violence against civilian targets in order to create fear among a target population so that population would demand its government to adopt whatever policy the militants wanted. The tactics would involve the selection of specific civilian targets, the choice of weapons used to attack the targets, and the decision about which target to attack on which day.

Objectives: The objectives this week are to analyze the strategies and general tactics of terrorist organizations.

Graded Discussions w/Accompanying Rubric:
Note: Please answer two of the following questions:

1. How do the tactics of Hamas and Hezbollah differ?

2. What is the reasoning behind the statement in the lecture that suicide bombings and firing unguided rockets into populated areas with no military value are the quintessential terrorist tactic?
3. What are the strategic goals of Hamas, Hezbollah and Al Qaeda?
4. How have the strategic goals of the typical terrorists groups changed since the 1970s and 1980s?

Writing Assignment w/Accompanying Rubric:
Write a 2-3 page double spaced essay addressing this question:
Why do terrorists deliberately target "innocent" people, i.e., civilians and non-combatants?
This assignment is graded: 140 points (or 14% of your final grade in the course).

Commentary:
Al Qaeda (Arabic for "the base") is the perpetrator of perhaps the most infamous terrorist attack of all times: the September 11, 2001 destruction of the World Trade Center in New York City and the extensive damage at the Pentagon, the headquarters building of the United States Defense Department. The September 11 attacks were remarkable for the number of casualties they caused, the high profile of the targets, and the sophistication of the terrorists' methods. Overall, more than 3,000 people were killed in these incidents, excluding the hijackers themselves who, of course, also perished. By way of comparison, 2,400 people were killed in the Japanese attacks on Pearl Harbor that propelled the United States into World War II.

Headed by Osama Bin Laden, Al Qaeda was established at the end of the Soviet-Afghan war in 1988. This war was fought by so-called mujaheedin (Arabic for strugglers or warriors)—groups of Afghan refugees infiltrated back into the country from Pakistan, tribal groups inside Afghanistan and foreign fighters from other Muslim countries—who were supplied with weapons and equipment by the United States and Saudi Arabia. The weapons were distributed through the Pakistanis, thus lending credence to the myth that the mujaheedin defeated the Soviets without any help from the West—a myth that Al Qaeda has exploited.

Al Qaeda is often referred to as Islamist or Salafist and these labels have been applied to other groups such as Hamas, Hezbollah, and the Palestinian Islamic Jihad. Islamist refers to the ideology (Islamism) that holds that the tenets of Islam should control *all* aspects of human behavior, including politics and governance. Salafist is a reference to the early followers of the prophet Muhammed who are collectively known as the "Salafi," and they represent a supposedly golden era when Muslims adhered closely to the basic tenets of Islam.

In practice this means that Islamists and Salafists agree that there should be no division of church and state, and that Islamic holy law or "shariah" should become the law of the land. They also agree that governments that do not adhere to shariah, or are corrupt must be replaced, although only a minority believes that they should be replaced by force. Many Islamists and Salafists also believe that all Muslim states should be consolidated into a single community of believers known as the Caliphate, essentially a resurrection of the Ottoman Empire or one of its predecessor empires in the Middle East and North Africa. Bin Laden has said that the Caliphate should include not only Israel, but also Spain and Portugal, because those lands were once controlled by Muslims.

Al Qaeda and other Islamist terror groups justify their use of violence in a couple of ways. One way is that they deny that their victims are truly innocent because they are somehow complicit in the purported mistreatment of Muslims. Indeed, these groups tend to see Western policy in the Middle East as part of a grand conspiracy to undermine Islam that started with the Crusades a thousand years ago. Islamist terror groups also attempt to justify their use of violence through the concept of "jihad". Jihad is also used to justify other forms of violence, such as conventional war—for example, jihad was declared when the Ottoman Empire entered World War I.

Technically, the word jihad means struggle. The term is interpreted to mean both the struggle to live a good life consistent with the faith (the so-called greater jihad) and a struggle against the enemies of Islam (the lesser jihad), in effect a holy war. Holy war can be offensive, for the purposes of spreading the faith or expanding a Muslim state. It can also be defensive—defending the believers and their state against invaders, as during the Crusades. The most common usage is defensive holy war, but terrorists have creatively re-interpreted the concept in ways that attempt to justify violence against non-military, civilian targets.

Jihad can only be declared with the approval of religious authorities, but Islam does not have a unified hierarchy like the Roman Catholic Church, that can issue rulings that are generally accepted as authoritative. Islam has instead a variety of religious scholars and leaders, some of whom are indeed recognized as the important scholars, but others can be self-proclaimed experts. For example, Osama Bin Laden declared jihad on the West, using the image he cultivated as a religious scholar, even though most Muslims do not regard him as having the necessary credentials. Moreover, most of the Muslim scholars who have spoken out about his,have rejected Bin Laden and his declaration of jihad.

Islamic law articulates rules of war that should be followed whenever holy war is declared. Among those rules is the proscription against killing or hurting women and children—a rule to which Muslim terrorists obviously do not adhere. Terrorists "justify" these violations of holy law by claiming that when women, children and the elderly are victimized, it is either inadvertent or unavoidable—even though that is obviously not the case when a terrorist explodes a bomb on a crowded bus or in a restaurant. Extremists sometimes also assert that holy law does not apply when the women and children are part of a militarized society. This last argument has often been used in reference to terrorist attacks in Israel, where there is universal conscription and many people work for the Israeli government or a defense-related industry.

Hamas is a Sunni group based in the Gaza Strip and Hezbollah is a Shiite group based in southern Lebanon. Both groups believe that the state of Israel should be eliminated and the lands occupied by Israel returned to the Palestinian people. They also believe that the Palestinian state that would replace Israel should be governed by Islamic law. Both of these two groups are more entrenched in their communities than the typical terrorist organization. Indeed, both operate non-violent arms that provide social services (e.g., schools, medical care) to their constituents and both also function as political parties. In branching off into legitimate social and political pursuits, these two groups are following in the footsteps of the Muslim Brotherhood in Egypt (indeed, Hamas is an offshoot of the Brotherhood) and the Irish Republican Army which spawned the political, Sinn Fein. The Muslim Brotherhood also offers social services and stands

candidates for parliamentary elections. Unlike Hamas and Hezbollah, the Brotherhood in Egypt recently renounced violence.

In the 2005 election, Hezbollah won 14 seats in the 128-seat Lebanese parliament; Hamas actually won a majority of the seats in the Palestinian Authority's parliament in the 2006 elections. Since the 2006 elections, Hamas fought a mini-civil war with the other leading party, Fatah, with the result that Hamas took over Gaza entirely and administers it separately from the West Bank. Hamas and Hezbollah even operate their own satellite television stations through which anti-Israeli propaganda is routinely broadcast.

Of the two, Hezbollah has been the greater international threat. Its operatives are suspected of bombing Israeli and Jewish facilities in Europe and as far away as Argentina. Hamas, on the other hand, has concentrated its violence on Israel and other Palestinian factions. One of Hamas' preferred methods is firing rockets into Israel—the rockets are hand-made, small, and lack guidance mechanisms. Another is the employment of suicide bombers. Other Palestinian groups use the same tactics—for example, the Palestinian Islamic Jihad group also has an arsenal of improvised rockets that it fires into Israel. Literally, hundreds of such rockets are fired into the Jewish state every year.

In a sense, the rockets and suicide bombers are the quintessential terrorist weapons. The rockets do little more than create fear among Israeli civilians. They are too small and too unreliable (many land without exploding, or explode in unpopulated desert) to have any material effect on Israel's ability to defend itself—but they obviously frighten residents in Israel's southern municipalities. Similarly, suicide bombings on a bus or train or of a restaurant have no effect on the Israel military. Instead, such attacks are intended by the terrorist leaders to frighten the Israeli people so that they would either leave Israel or to put political pressure on the Israeli government to make major concessions to the Palestinians. In a nutshell, this is the basic strategy of terrorism, regardless of where it occurs: use violence against non-combatants to sow fear in a population to achieve a political purpose.

The assigned videos this week should give students a sense of the impacts of the rockets on the Israeli people and the fanaticism of the suicide bombers.

Not all terrorism in the Middle East or in Muslim lands has been related to Islam. Indeed, until the mid-1990s, most of the terrorism in the Middle East was conducted by non-state groups that espoused secular, *non-religious* ideologies. During the Cold War, many Palestinian groups espoused Marxist ideologies. The Popular Front for the Liberation of Palestine and the Democratic Front for the Liberation of Palestine, for example, espoused socialist revolution and the liberation of Palestinian lands from Israel, but not the imposition of Islamic Holy Law. Yassir Arafat's Fatah movement, which became the centerpiece of the umbrella Palestine Liberation Organization, also demanded the liberation of Palestinian lands without the imposition of sharia.

During the Cold War most terrorist groups worldwide were similarly motivated by nationalism or Marxism. Typical of the nationalist groups are the Irish Republican Army (IRA) and the Euskadi Ta Askatasuna (ETA). The IRA was committed to the end of British rule in Northern

Ireland and of the discrimination against Irish Catholics. The ETA sought independence for the Basque region of Spain.

Leftist groups included the Red Army Faction in West Germany, the Red Brigades in Italy, the Japanese Red Army, the Tupemaros in Uruguay, and in Colombia the Ejercito de Liberacion Nacional (ELN) and the Fuerzas Armadas Revolucionarias de Colombia (FARC). Each of these groups resorted to bombings, kidnappings, and murders in order to disrupt capitalist enterprises, frighten the citizenry, and lead their respective countries down the path to socialism.

The Liberation Tigers of Tamil Eelam are another important terrorist group. Based in Sri Lanka, the Tamil Tigers are similar to nationalist groups, such as the ETA and IRA, in that they want an independent homeland for a minority population (the Tamils). But in some respects, the Tamil Tigers have been even more ruthless and innovative. They were the first to adopt the technique of suicide bombing and they developed an all-woman elite unit of dedicated fighters. The Tamil Tigers also pioneered terrorist operations at sea—using small boats laden with explosives to crash into commercial or military ships.

Among the other terrorist groups worthy of note for the severity of their violent tactics are:

Aun Shinrikyo, a millenarian group in Japan attempted several chemical attacks on US military and civilian targets. Only the last attempt, a 1995 chemical release during rush hour in the Tokyo subway system, was successful. Although only a small number died, thousands sought medical treatment, and there was widespread panic in the city.

Chechen nationalists have undertaken a number of high profile terrorist operations in Russia. In 2004, they took more than a thousand school children hostage in the town of Beslan. Almost 200 of the children died when security forces took the school buildings from the terrorists. Two years earlier, Chechen terrorists took over a Moscow theater, holding 850 people hostage. All of the terrorists and 130 of the hostages were killed when security forces retook the theater.

In 2002, Jemaah Islamiyya bombed a resort in Bali, Indonesia, killing more than 200 people. In 2005, it set off bombs in a town square and a shopping mall in Bali killing 20. It is also suspected of bombing a Western hotel in Jakarta in 2003 killing 12.

BS Strategic Studies & Defense Analysis
Rubric for Weekly Discussion
40 points

	A 36-40 points	B 35-31 points	C 30-26 points	D/F 0 points	Points
Subject Knowledge and Integration of Research Materials	Excellent grasp and integration of course material; information from readings or outside sources integrated and cited appropriately in posts.	Sound grasp of material from assigned readings in initial statement. Some use of outside sources, appropriately cited.	Familiarity with most material and principles in the discussion. Lacks substantive use of outside sources. Incorrect or absent citations.	Poor grasp of material and principles in the discussion. Little to no use of outside sources.	
Critical Analysis of Topic	High level of analysis; adds new ideas to discussion or asks highly relevant questions. Provides useful and substantive criticism to fellow group members.	Sound analysis of discussion issue and peripheral issues. Adds new ideas to discussion. Provides helpful feedback to group members.	Missed some of the main issues. Analysis simplistic or sketchy. Little substantive feedback provided to group members.	Little to no real analysis; undue reliance on unsubstantiated opinion and anecdotes. No substantive feedback to group members.	
Effective Writing	Able to clearly organize and articulate thoughts, ideas and opinions; few or no errors in spelling/grammar.	Writing is clear and easy to follow; some errors in spelling and grammar.	Overall writing in terms of structure, grammar and spelling barely acceptable.	Poor writing overall with awkward or confusing word usage. Many errors in grammar and spelling.	
Timely & Complete Participation	Timing, length and number of posts exceed minimum standards; quality of posts is high and contributes greatly to the overall substance of the discussion.	Timing, length and number of posts meet standards. Quality of posts adds to substance of the discussion.	Posts are late, too short or infrequent. Regardless of quality, they may add little to the discussion because of late submission.	Posts are infrequent and they appear too late in the week to enable other students to respond.	
Tenor & Tone Key words: Academic Respectful Challenging	Tone is respectful and appropriately challenging. Focus remains	Tone is respectful, appropriately challenging, and focused on academics.	Tone is sometimes rude. Over-reliance on personal opinion and anecdotes,	Tone is consistently negative, rude or hostile. Posts have a	

Friendly	on academics with personal anecdotes kept to a minimum and used to illustrate points.	Anecdotes used appropriately.	without reference to course materials. Feedback is rejected.	depressing effect on classroom learning environment.	
Total Points Possible	7.2-8 each	6.2-7 each	5.2-6 each		40 points

100410 Total Points ____

BS Strategic Studies & Defense Analysis
Rubric for Written Assignments

	A	B	C	D
Conceptual Understanding and Issue Identification	Excellent grasp of concepts and issues with a thorough understanding of the purpose of the exercise.	A firm understanding of concepts and issues as they relate to the exercise; more depth and development needed.	Not quite on target in terms of the purpose of the exercise, the audience or the issues that need to be addressed.	Missed most of the essential points and issues; poor grasp of the overall purpose of the exercise.
Critical and Effective Use of Information and Resources	Demonstrates superior analysis, synthesis and evaluation of information/ resources.	Demonstrates adequate analysis, synthesis and evaluation of information/ resources.	Superficial analysis, synthesis and evaluation of information.	Absent analysis, synthesis and evaluation of information.
Organization and Presentation of Ideas	Clear and logical organization; main points are clear, persuasive and substantiated; introduction and summary included.	Reasonably good organization; most points are clear but some are not substantiated or persuasive; introduction and summary included.	Poor organization and presentation of ideas; ideas not clear; paper lacks either an introduction or a summary.	No apparent organization; ideas are unclear and unsupported; no introduction or summary.
Understanding and Effective Use of Concept of Audience	Writing is highly polished, professional & is targeted appropriately to audience. Tenor and tone are appropriate; sense of communicating with audience is conveyed.	Writing is quite polished & professional; communication with audience is conveyed.	Writing could be more professional; tenor and tone seem somewhat inappropriate for target audience.	Unprofessional writing and inappropriate tone. No sense of trying to communicate with the audience.
Effective use of	Strong sentence	Reasonably good	Inconsistent to	Draft quality work;

Language, Grammar and APA Format	and paragraph structure; minor to no errors in grammar and spelling; demonstrates thorough understanding of proper APA format.	sentence and paragraph structure; some errors in grammar and spelling; minor errors in APA formatting; meets minimum standards.	inadequate sentence and paragraph development; work needed on grammar and spelling; improper APA format; does not meet program expectations.	unacceptable in terms of grammar and/or spelling; lacks APA format.
Total Points	Varies*	Varies*	Varies*	

*Writing assignments in the BSSSDA program earn a varying number of points. This rubric will be used as a general guide to good writing for students and as an assessment tool by instructors. If you have questions about any writing assignment grade you receive, please contact your instructor.

BS in Strategic Studies and Defense Analysis Program
Norwich University

SSEN 270: Military Literature

Print This Page

WELCOME!

Please see the Homepage for information about your instructor, including contact information. Students are expected to review the Homepage and announcements section regularly for information about the seminar. Norwich University School of Graduate Studies/BSSSDA program staff may be reached at the following:

Dr. William Clements, Dean	bclements@norwich.edu	802-485-2368
Dr. Linda Lucas, Chair, Dept. of Continuing Studies	llucas@norwich.edu	802-485-2872
Mr. Alec Adams, Associate Program Director	aadams@norwich.edu	802-485-2536
Karie Thomson, Student Services Coordinator	kthomson@norwich.edu	802-485-2458

If these contacts are unavailable, please contact the SGCS receptionist at 802-485-2730 during normal business hours.

COURSE DESCRIPTION:

SSEN 270 Military Literature 3 semester credits

This course studies literature written about the experience of being in the military and at war. We will read texts about the American Civil War through the wars in Iraq and Afghanistan, examining works authored by writers from the United States, Europe, Asia, and Africa. Questions that we will investigate, via literary texts, include why people are motivated to join the military, how their expectations concerning military life are fulfilled or disappointed, and how writers communicate their experiences of war through memoir and fiction. In addition, we will work on argumentative writing skills by composing several short to medium-length essays.

Pre-requisites: EN 102 or EN 108 or consent of Program Director.

LEARNING GOALS AND OUTCOMES:

By the end of this seminar, you will be able to:

- Identify the major themes discussed in military and war literature;
- Explain the relationship between language and traumatic experience;

- Analyze the way military and war narratives are used by readers;
- Explain the advantages or disadvantages of memoir versus fiction;
- Compare and contrast military and war literature from different cultures;
- Describe elements of the literary genres;
- Explicate a passage from a work of fiction, poetry, or drama;
- Use logic and intuition to arrive at an understanding of the theme (or underlying ideas) in a piece of literature;
- Analyze, synthesize and critically evaluate readings;
- Demonstrate the ability to write with clarity and precision.

TEACHING AND LEARNING STRATEGIES AND METHODS OF EVALUATION:

You will be provided a weekly commentary/lecture and have required readings and discussion assignments. There will be a number of written assignments and exercises, which are explained thoroughly in the list of assignments. A total of 1000 points are available in the course distributed across the components listed below, with both points and percent of final grade indicated.

As a student in this course, you have a number of responsibilities that will affect the level of learning you achieve. These responsibilities include: 1) working actively to create a challenging and useful learning experience for yourself, your discussion group and the class as a whole; 2) encouraging and supporting the learning of each member of the class; 3) preparing and participating fully in discussions as well as group and/or class activities; and 4) completing all assigned work on time or making prior arrangements if an absence of late submission is unavailable. In this course you have the opportunity to acquire knowledge and skills that will help you become effective, confident, and focused in your learning.

Activities	**Total Points**	**% of Grade**
Weekly Discussions: 8 at 40 points each	320	32%
Assignments/Activities/Papers		
Reaction Paper	80	8%
Short Story Essay	150	15%
Poetry Essay	150	15%
Final Essay	300	30%

Final grade points will be assigned on the following basis:

A	93-100% (930-1000 points)	4.0 GPA
A-	90-92.9% (900-929 points)	3.7 GPA
B+	87-89.9% (870-899 points)	3.3 GPA
B	83-86.9% (830-869 points)	3.0 GPA

B-	80-82.9% (80-829 points)	2.7 GPA
C+	77-79.9% (770-799 points)	2.3 GPA
C	75-76.9% (750-769 points)	2.0 GPA
C-	73-74.9% (730-749 points)	1.7 GPA
D+	70-72.9% (700-729 points)	1.3 GPA
D	67-69.9% (670-699 points)	1.0 GPA
D-	63-66.9% (630-669 points)	0.7 GPA
F	below 630% (below 630 points)	0.0 GPA

Students are expected to maintain a grade point average of a minimum of 2.0 to remain in good academic standing.

All writing for this seminar must follow APA writing style. *A Writer's Reference* (Hacker, 2007, 6th edition) is a recommended text for this course. Grading rubrics for assignments and discussions are provided in the Resource Center.

DISCUSSION GROUP:

In this course, you will be assigned to a small discussion group. Each week your group will discuss two questions, most of which will be graded.

The quality of your posts and those of your fellow students will create a lively discussion and ensure that a high level of learning occurs. You are expected to contribute **at least three posts to each question every week**. Your first post should be substantive (approximately 200-300 words) and it should be made by Wednesday at the latest (Note: the earlier you make your initial posts, the more your classmates, and you, will have to work with). It should answer the question using your own experience, if appropriate, and, very importantly, it should refer to the readings of that week, using correct citations. Your second two posts should be responses to posts of your fellow group members. Responses such as, "Good point," or, "I agree," are not sufficient. Your response posts should be substantive –ask questions, point out additional thoughts, etc. Posts should build on the course content and add momentum to our collective learning. In short, each post should be a valuable contribution! Disagreement and critical feedback are part of an academic classroom, as is respect for the diversity of opinion. For more information about what is expected in regard to discussion postings, please review the Weekly Discussion Rubric and Discussion Guidelines in the Resource area of this classroom..

LATE WORK:

It is important that writing assignments and discussion posts be completed on time. Extensions of deadlines will be given only for serious extenuating circumstances. In the absence of such extensions, assignments may be downgraded for lateness at the discretion of the instructor.

ACADEMIC HONESTY AND THE NORWICH UNIVERSITY HONOR CODE:

Norwich University demands academic honesty from its students and faculty. You must submit work that represents your own original analysis and writing. If you rely on the research or writing of others, you must cite those sources. Words or ideas that require citations include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. While you are encouraged to seek editing feedback, extensive revision of your work by another person is considered a lack of academic honesty, as is representing another student's work as your own. You are responsible for knowing and following the Norwich University Honor Code which is explained fully in the Student Handbook. All violations of the Honor Code will be reported to the University.

COPYRIGHT COMPLIANCE NOTICE:

The content of this seminar contains material used in compliance with the U.S. Copyright Law, including the TEACH Act and principles of "fair use." Materials may not be downloaded, saved, revised, copied, printed or distributed without permission other than as specified to complete seminar assignments. Use of these materials is limited to class members for the duration of the seminar only.

RESOURCE CENTER:

Please be sure to review the contents of the Resource Center located in your online classroom from the **Resources tab**. It contains guidelines for written assignments and discussions, samples of rubrics used to grade your work, and important links to other Norwich University resources.

SECTION 504 OF THE REHABILITATION ACT OF 1973/ADA

If you require accommodations, please let me know early in the term so that your learning needs may be addressed appropriately. All discussions will remain confidential.

To receive accommodations for a documented learning, attention, psychological or physical disability, you need to register with the Academic Achievement Center. Please register by completing the ADA Q & A in Part III of your Student Orientation. Official documentation must be sent to the Academic Achievement Center, Norwich University, 158 Harmon Drive, Northfield, VT 05663. If you have questions, the AAC may be reached at 802-485-2130. Students need to inform each of their teachers of their disability if they wish to receive accommodations.

The general student regulation and graduation requirements of Norwich University are identical for students with or without disabilities.

REQUIRED BOOKS AND READINGS:

Required textbooks and books are sent to you ahead of time. All texts should be in the particular edition identified below.

- Beah, Ishmael. *A Long Way Gone* . New York: Farrar, Straus and Giroux, 2007.
- Bierce, Ambrose. *Civil War Stories* . Mineola, NY: Dover, 1994.

- Duong, Thu Huong. *Novel Without a Name* . Trans. Phan Huy Duong and Nina McPherson. New York: Penguin, 1996.
- Rabe, David. *The Basic Training of Pavlo Hummel* . *The Vietnam Plays, Volume One* . New York: Grove, 1993. 1-88.
- Vonnegut, Kurt. *Slaughterhouse-Five* . New York: Dell, 1968.
- Ward, Candance, ed. *World War One British Poets* . Mineola, NY: Dover, 1997.

See **Required Reading** list for additional seminar readings (available in every week's Outline page).

Page Revised: 05-Aug-2011

State of Wisconsin
Education Approval Board
Program Evaluation for Norwich University Strategic Studies & Defense Analysis BS Completion Program
September 5, 2011
Submitted by Prof. James P. Cross PhD
Professor, Associate Provost and Senior International Officer, Champlain College

Mission:

1. Are the program's educational objectives consistent with the school's philosophy and mission statement?

Yes. The Norwich University Mission first published in 1843 is, "to give youth an education that shall be American in character – to enable to act as well as to think – to execute as well as to conceive – to tolerate all opinions when reason is left free to combat them – to make moral, patriotic, efficient, and useful citizens, and to qualify them for all those high responsibilities resting upon a citizen of this free republic". I found that this mission is clearly woven into the fabric of the curriculum and objectives of the program. Specifically the mission and program emphasize the following distinguishing values and content:

American in character – Global in perspective
Mutual respect – Service
Thinking and acting – Conceiving and executing
Making moral and patriotic citizens – Making useful citizens
Qualifying graduates for responsibilities of a free republic

I was further impressed by the clearly articulated connection of the mission of the School of Graduate and Continuing Studies (SGCS) to the overall mission of the university stated above. The mission is adapted to meet the needs of adult students as is appropriate and the curriculum reflects that objective. Specifically SGCS exists to:

- Provide lifelong learners with a dynamic academic environment, experiential in nature and focused on real-world challenges;
- Equip lifelong learners to engage in communities of inquiry; work collaboratively in the pursuit of professional excellence and sound decision-making; impart relevant and useful knowledge that is informed by moral and ethical judgment;
- Prepare graduates, committed to the values of Norwich University, to assume positions of leadership and service within the global community.

Program

2. Does the program reflect present-day practice, meet current industry/occupational standards and prepare students for entry-level positions?

Yes. This program is specifically designed for the U.S. Army's Special Operations Forces to provide opportunities for career development within the military and to provide additional opportunities for civilian careers in civil defense or other areas. Specifically, SOF graduates of the program will demonstrate the knowledge and skills needed to conduct human terrain systems research on regional conflicts and opportunities, contributing to the U.S. Army's problem solving capabilities and knowledge of the region. The curriculum has been designed to reflect present-day practices and to meet current industry/occupational standards and to prepare students for career advancement. I was particularly impressed with the combination of Core Degree Requirements, Degree Electives, Field Studies and Capstone. The on-line delivery method using Angel is effective and reflects best practices for on-line learning targeted at motivated adult learners.

3. Are the content, length and instructional strategies of the program consistent in quality with similar programs in Wisconsin public schools and/or with other approved EAB programs?

Having worked in higher education and been involved in on-line course delivery at both the undergraduate and graduate levels in Ohio, Michigan, South Carolina and Vermont, I would judge that the content, length and instructional strategies of the program meet or exceed what I would consider best standards for on-line programs. I particularly like the mix of three credit and six credit course options to give students varying levels of depth and breadth of study in specific areas. I reviewed a number of the course discussions and was impressed by both the discussion content and the writing of the student submissions.

For example, in the Comparative Religion course, in response to the question, "How did the emergence of sacred thought affect the development of early societies? A student made a clear lead position statement: "Throughout the chapter of "The Primal Religions" in Smith's book, sacred thought emerged as a coveted place or space or tradition". The student then went on to cite specific sections from the readings to support the statement. A clear understanding of the reading was developed and articulated. This was typical of many of the discussions I reviewed from the course postings in this and other courses in the program.

I found that the program curricula challenges the students to both deepen their content knowledge of specific topics, regions, countries and issues as well as to compare and contrast this knowledge within a global context.

Curriculum

4. Does the program have comprehensive course outlines, syllabi, teaching guides, and texts?

Yes. I have had the opportunity to review all of the approved course outlines and syllabi, teaching guides and texts for course in all of the three categories (i.e. Core, Electives, Field Studies and Capstone). While there are still some courses in the curriculum under development all of the courses offered meet appropriate standards in this regard.

I found that the Angel platform is well developed to provide students with all the information they need to succeed in the courses.

There are specific instructions for using and navigating the online classroom including what is new, how instructors posts will appear, getting help using the library, tips for finding course content, getting help when in need, how to navigate and participate in discussions, how to submit assignments and how to view your grades.

All of the syllabi I reviewed were comprehensive and clear. A common template is followed that includes the following:

- A welcome and introduction to the instructor and support staff including contact information
- A course description
- Learning goals and outcomes
- Teaching and learning strategies and methods of evaluation
- Instructions for discussion group
- Guidelines for late work
- The academic honesty and honor code for Norwich University
- A copyright compliance notice
- Information about the online resource center
- Information about section 504 of the Rehabilitation Act of 1973/ADA
- A list of required textbooks and readings

5. Are the learning outcomes clearly presented for the scope and sequence of the program?

Yes. Norwich University's SSDA has a clearly articulated document describing program mission, program outcomes, general education outcomes, and student learning outcomes. The overall mission of the SSDA program is to provide a high quality baccalaureate completion program to soldiers in the U.S. Army's Special Operations Forces or related military units. The documentation goes on to identify specific program outcomes. In addition to the content specific outcomes I was delighted to see that graduates were expected to demonstrate knowledge and skills related to cross cultural competence. It is often challenging to measure this specific skill set but its inclusion in

the program outcomes is certainly valuable. The general education outcomes appear standard for a modern university curriculum and would meet best practices review. Each approved course in the curriculum has a matrix with student learning outcomes, program outcomes and general education outcomes that are well defined and seem to be quantifiable and measurable within reason.

6. Does each course/program segment have an outcome-based syllabus which identifies:
   a. competencies, learner outcomes and performance standards;
   b. learning activities (how competencies/outcomes will be met);
   c. available resources; and,
   d. assessment methods to evaluate achievement of competencies/outcomes?

Yes. SSDA has a program assessment plan that states the mission of the program, the program outcomes and the inclusion and assessment of general education outcomes. The document links each course to the program and general education outcomes, identifies the method of assessment, the criteria for success and how the data is collected, reviewed and reported. All of the program outcomes and general education outcomes are addressed. The method of assessment includes final paper/project/exam for most courses which seems standard for this curriculum content. The criteria for success sets the bar at 80% B or higher. The data is collected and reviewed and reported to the dean a minimum of once a year. All of the courses listed are reviewed by program directors, assistant program directors and faculty at 3 and 8 week intervals by survey. This seems to be a very good standard of review and assessment.

Performance Evaluation

7. Are performance standards clearly stated and are evaluation methods such as written and practical hands-on tests, classroom observations, etc., used to assess knowledge and skills for the student?

Yes. As mentioned above methods of assessment and criteria for success are clearly stated in the course and program materials as are the evaluation methods. The evaluation methods include:

- final papers
- final projects
- final exams
- quizzes
- project discussion questions

The results of these assessments are then evaluated by the faculty, program directors/assistant program directors and reported to the dean.

8. Are students given regular feedback on their knowledge, skills and progress?

Norwich University is truly an on-line industry leader in this regard. They have recognized early on that connecting on-line students to a learning community is critical to their success. The faculty, administration and staff place a premium on ensuring that students feel connected and receive regular feedback on their knowledge, skills and progress in the academic courses.

In the discussion sections of the courses I reviewed the instructors were clearly engaged in providing feedback and guidance. I was also able to determine that student satisfaction with instruction and feedback was high. Based on data reviewed, program retention is over 80% with no reports of dissatisfaction with program content and delivery.

Resources

9. Are educational resources such as supplies, textbooks, manuals, computers, software, and individual aids accessible, sufficient, relevant, current and unbiased?

Yes.

Courses are online and students supply their own computers and any needed peripherals. Required textbooks or manuals are mailed to students and the cost for mailing and books is covered through their resources fee. Before any SSDA course is approved by the University Curriculum Committee (UCC), it is reviewed by the Director of Kreitzberg Library, who makes a judgment that the resources of the library are sufficient, relevant and current. Likewise, the Director of Academic Computing makes a judgment that the technological and personnel resources needed to maintain the online classroom are sufficient. Letters to this effect from the two directors are included in all course proposals that go to the UCC.

Library resources provided by Norwich University's Kreitzberg Library are excellent. The library serves all Norwich University students and faculty, whether online or on-campus. The library currently provides access to 110 online databases, 50,000 full-text electronic journals, and 196,000 e-books. In addition, the library provides books in print from their collection of over 139,500 titles and journal articles not available online to students through interlibrary loan. This enables students to do professional and scholarly research without having to leave home. I was able to verify that librarians are available for research help via chat, phone, and e-mail. E-mail is monitored seven days a week, year round and the Distance Learning Librarian offers virtual research consultations by appointment for students needing more in-depth help. The library website is complete with asynchronous instructional materials on everything from the research process to the intricacies of specific library databases and live synchronous instruction is offered quarterly on a variety of topics.

In addition, based on the information reviewed, the courses in the program are accessible to everyone regardless of any disability. Norwich online courses are offered using the Blackboard ANGEL learning management system (LMS).

The ANGEL LMS meets the level one requirements of Section 508 of the US Rehabilitation Act interface throughout the core system, as well as most of the higher level requirements. Each course is designed to conform to the Federal Section 508 standards and web accessibility initiative guidelines (WAI). Courses are built based on universal design to address the needs of students with a variety of learning styles.

10. Are classrooms, laboratories, shops, intern or clinical sites appropriate?

Yes.

All classes are online and there are no clinical sites associated with the program.

11. Are equipment and tools provided for the program adequate and relevant to training needs?

Yes.

Based on review and interviews with program administrators, aside from some low-cost and easily accessible equipment for a few specific courses such as the SSES 301 Environmental Science and SSDA 306 Science & Technology of Visual Augmentation Defense Systems courses, no equipment or tools are needed for the SSDA program.

Recommendation

12. Would you recommend approval of the program as currently presented? If not, what changes must be made?

Yes I would recommend this program for approval as it is currently presented.

This program is targeted for Special Operations Forces and provides a unique opportunity for professional and career development for this target group. Based on the enrollment response, there is clearly a demand for this program. The enrollment data indicates that the program has met it fall 2011 target of 35 students and 25 of last year's 30 students are returning.

The current group of students, collectively, finished in "very good to excellent" academic standing at the close of the July/August section of the summer semester. Even the three or four who had slow starts due to deployment/relocation challenges finished up strong. The success of these students is due in large part to the excellent support provided by

faculty who clearly understand their student population and the demands they face day to day.

The recruitment and admissions staff has worked to streamline front-end practices, saving both time and energy with new forms, new protocols, and a revised review process. They continue to work to ensure that front-end practices are user friendly.

The program is well structured and meets the needs of the target audience providing them with work relevant skills to advance their careers both within the military and for civil defense.

I was particularly impressed with the curriculum structure, selection of courses and course content. The range of courses in each of the areas listed below provides students with an appropriate breadth and depth of content and knowledge. Also the program architecture balancing general education, program courses, field studies and the capstone seem well conceived and constructed.

General Education

- Science and Technology of Visual Augmentation Defense Systems
- Comparative Religion
- Military Literature
- Statistics
- Environmental Science
- Historical Studies

Program Courses

- Emergency and Disaster Relief Operations
- Insurgency and Conflict
- Information Operations
- Socio-economic Studies
- National Security Policy
- Comparative Politics
- International Terrorism
- Military Sociology
- Introduction to Culture provides students

Field Studies

- Economic Studies
- Cultural and Anthropological Studies
- Area Studies
- History of Diplomacy in the International System
- Foundations of Business Continuity Management

Capstone

- Capstone Project

- Selected Topics

As indicated in the narrative above all of the other criteria are met by the program including performance evaluation and resources. As noted the Angel platform is very well developed and there is consistency in both performance expectation and evaluation articulated in the syllabi.

The online resources and the resources provided by the Kreitzberg Library are more than adequate to support students in the program.

In conclusion I am delighted to have had the opportunity to review this program and to provide my recommendation for approval. Should you have additional questions please do not hesitate to contact me.

Sincerely

James P. Cross PhD

Curriculum Vitae and Academic Supplement

James P. Cross Ph.D.
June, 2011

I. Personal Data

Dr. James P. Cross
4 Lincoln Green.
South Burlington, VT
USA 05403
Tel. (864) 650-3600
Email: jcross@champlain.edu

II. Education

1988	Doctoral Degree in Political Science, Graduate Institute for International Studies, University of Geneva, Switzerland
1981	Certificate of Study in Private and Public International Law, The Hague Academy of International Law, The Netherlands
1980-1981	Graduate Certificate in European Community Law, Economics and History, European Graduate Institute for International Studies, University of Nice, France
1980	Certificate in French Language Studies, University of Western Ontario, Canada
1977-1981	Bachelor of Arts Degree in Political Science, University of Vermont

III. Academic History

2009 to present **Professor, Champlain College, Burlington, Vermont**

A. Courses (offered but not yet taught due to enrollments)

- Introduction to American Government
- International Relations.

B. Academic Service/Leadership

- Chair, International Education Faculty Advisory Group
- Member, College Curriculum Committee
- Member, Academic Affairs Council
- Member, Senior Management Team

- Member, Faculty Senate

2004 – 2009 **Professor of Political Science, Clemson University, South Carolina**

A. Courses Taught

- International Service Learning: India (Honors College)
- International Trade (Wuhan University of Technology)

B. Academic Service/Leadership

- Chair, International Programs Committee
- Chair, International Services Committee
- Chair, International Studies Curriculum Committee
- Member, Academic Council
- Member, Faculty Senate

C. Major Publications

- Co-authored Chapter 4 "The European Years: Thomas Green Clemson As Student, Activist and Diplomat"; in Thomas Green Clemson, Clemson University Digital Press, 2009 (Chapter enclosed)

D. Major Grants

1. FIPSE P116J060029: A Transatlantic Dual Degree in Economics
   US Lead: Clemson University (SC)
   Total Funding: $624,000 (four years)
2. FIPSE P116J080038: Mobility Project in Small and Medium Enterprises and Entrepreneurship Education
   US Lead: Clemson University (South Carolina)
   Total FIPSE Funding: $180,000 (4 years)

1998 - 2004 **Associate Professor of Social Sciences, Houghton, Michigan.**

A. Courses Taught

- International Trade (Wuhan University of Technology)
- International Marketing (Wuhan University of Technology)

B. Academic Service/Leadership

- Chair, International Education Advisory Board
- Chair, International Studies
- Member, Distance Education Committee
- Member, Academic Affairs Committee
- Member, Faculty Senate

C. Major Grants

1. FY 2003 P116N030005 Michigan Technological University (MI)
   Title:"ExCit: Expanding Cities- People, Water and Infrastructure"
   Award: $29,904 Total Funding Estimate: 4 Years, $205,114
2. FY 2000 P116N000021 Michigan Technological University (MI)
   Title: AQUA^3: North American Alliance for Sustainable Water Resources
   Award: 4 years: 212,840

1991-1998 **<u>1991-1995 Assistant Professor</u> of Political Science and <u>1995-1998 tenured Associate Professor</u> of Political Science, Heidelberg College. Tiffin, Ohio**

A. Courses Taught

- International Politics
- International Development
- International Organizations
- International Law
- Middle Eastern Politics
- American Government
- European Institutions
- European Politics
- Research Methods
- Introduction to Political Science

B. Academic Service/Leadership

- Chair of the Global Education Advisory Council.
- Chair, General Education Task Force.
- Chair, International Studies Committee.
- Member of the College Curriculum Committee
- Founder of the Center for Global Education.
- University representative to the Cincinnati Council on World Affairs
- Director, Model United Nations Program.

C. Grants/Awards

- USIA Bosnia Undergraduate Development Program.
- Faculty Development Program Grant, University of Michigan Center for Russian and East European Studies.
- National Council on US-Arab Relations, Joseph J. Malone Program for Arab and Islamic Studies. Grant to study democratization and free market reforms in Kuwait and Oman.

- FIPSE Grant to study Canadian economics, politics, and society.
- Aigler Foundation Grant to conduct research on the Lega Nord in Italy.
- SOROS Foundation grant for the Albanian Training Institute in Government and Business.
- FIPSE Grant to study Latin American economics, politics, and society.
- Selected as an academic participant in EUROGROUP meetings of NATO Defense Ministers.
- Lilly Foundation Grant for the study of Albanian economic and political reforms and the distribution of international development assistance.
- Atlantic Council of the United States Study Group to NATO and the European Community.
- European Community Studies Association Grant Recipient for curriculum development.

D. Research/Publications/Presentations

- "Education and Development: A Case Study of Albania", Presentation at the Global Awareness Society International, Annual Conference Global Awareness and Its Effects on Peace and Reconciliation. New York, New York (May, 2000).
- "Albania in Transition". Presentation and briefing for the US Foreign Service Institute, Arlington Virginia (February, 2000).
- "International Education and Technology", Presentation at the Global Awareness Society International, Annual Conference, Impacts of Globalization at the End of the Millennium. New Orleans, LA (May, 1999).
- Working for Global Justice, Careers and Activism in International Development. Conference and workshops at the University of Maryland College Park, Maryland (April, 1998).
- "Strategic Planning in Public and Non Profit Organizations". Presented at the Harry S. Truman Scholars Leadership Conference, Truman White House, Key West Florida (January, 1998).
- Pyramids and Pipe Dreams: Albanian Development in Perspective". Presented at the Annual Conference of the Ohio Association of Economists and Political Scientists, Cleveland, Ohio, (October, 1997).
- "Who are We? The Role of Ethnicity in World Affairs". College Consortium on International Education Conference organized by the Greater Cincinnati Council on World Affairs (October, 1997).

- "European Integration: What Future for Europe and the US?" Presentation to the Foreign Policy Association Great Decisions Forum, (February, 1997).
- "Education Based Community Economic Development: Policy Options for Albania". Paper presented at the Global Conference on Education for the 21st Century, Cancun, Mexico (November, 1996).
- Council for International Education Exchange Workshop on Internationalizing College Curricula, Monterey Institute, California (November, 1996).
- "Education and International Development: A Case Against Slash and Burn Institutional Reform". Paper presented at the Global Conference of the Association for the Advancement of Policy Research and Development in the Third World, Las Vegas, (November, 1995).
- "The Lega Nord and Umberto Bossi: The Evolution of an Externally Created Political Movement and the Variables of Ideology, Organization and Leadership". Paper presented at the Faculty Research Symposium, Heidelberg College (September, 1995).
- "Albania: The Challenge of Transition". Presentation at the Ohio Association of Economists and Political Scientists Annual conference. Findley, Ohio (1994).
- "Reforming an Autarky: A Critical Analysis of Development Policy in Albania". Paper presented at the 1994 Midwest Political Science Association Annual Meeting, Chicago Ill.
- "Italy and Humanitarian Aid to Albania", Italian Journal, Italian Academy Foundation, Columbia University, New York, 1993 – No 1 – Vol. II.
- "Albania: A Journey Through Europe's last Enigma", Paper presented at Heidelberg College. (July, 1993)
- "Albania: Education is the Key to Development", Illyria, Volume 3, No. 235
- "Albania: A European Enigma", Presentation at the Lemnitzer Center for NATO and European Community Studies, Kent State University. (October, 1992)
- "International Development Models: What Should Work in Albania". Presentation at Ohio Northern University. (September, 1992)
- "Mussolini Returns: The Aftermath of the Italian General Elections". Presentation to the Akron Council of World Affairs. (May 20, 1992)
- "Italy: Politics and Foreign Policy". Presentation to the Cleveland Council of World Affairs. (February, 1992)

- The Lega Lombarda: A Spring Protest Vote or the Seeds of Federalism", Congrips, (Conference Group on Italian Politics) No. 32, winter 1990-91.

1988-1991 **Visiting Professor of History, Economics, and Political Science at Loyola University Chicago's Rome Center for Liberal Arts. Rome, Italy**

A. Courses Taught

- International Relations
- International Economics
- Italian European, Economic and Social Development Since 1945
- History of Italy: Mussolini and Fascism

IV. Languages

Mother tongue:	English
Other Languages:	Italian - Fluent/full working knowledge
	French - Fluent/full working knowledge
	Spanish- Intermediate working knowledge

Selected Projects Supplement

James P. Cross Ph.D.

2010- Present **Champlain College: Founding President of Education Vermont USA**
http://www.educationvermontusa.com/connect
http://www.champlain.edu/News-and-Events/News/Chinese-Exchange.html

Education Vermont USA is a unique partnership that promotes both inbound and outbound student mobility, includes secondary and postsecondary students, private and public institutions and partners with government and business to support innovation and economic development. Current initiatives include:

1. The development of a summer and semester/year study abroad program for Vermont students in China;
2. A new on-line international student recruitment and admissions network.
3. A Vermont – China CEO business summit focusing on a) green energy production and distribution; b) media convergence technologies, production and distribution; c) value added and organic agriculture production and distribution; and d) health sciences and industries
4. A "Best Practices in International Education" Conference for Vermont institutions.
5. Education trade missions leveraging the US Department of Commerce network.

Education Vermont USA MOU signing ceremony in Shanghai with Vermont Governor and delegation.

Press conference following the signing ceremony with Vermont Governor Jim Douglas

2005-2009 **Clemson University: Founding President and Chair of the Council of the Thomas Green Clemson University Brussels Center**

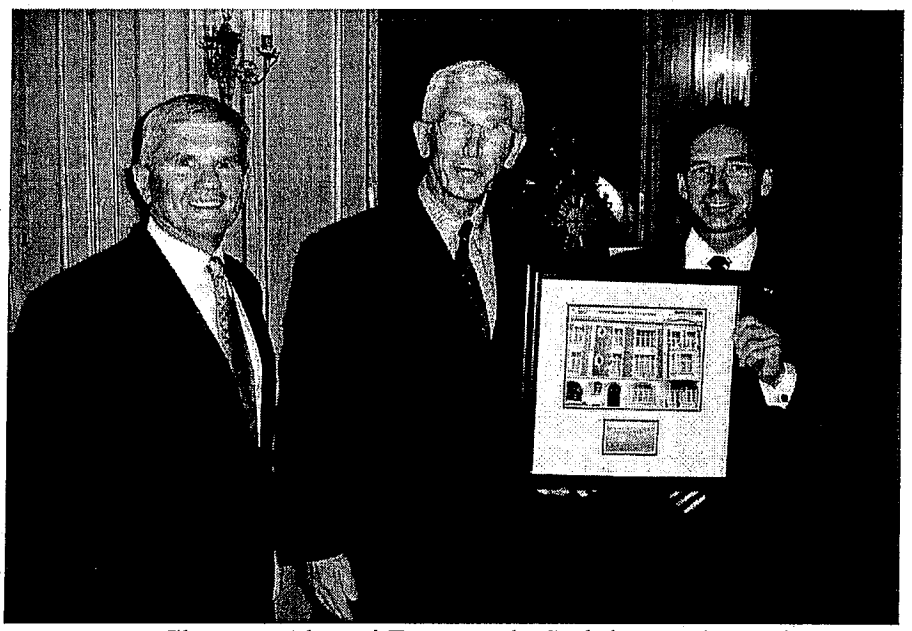
http://www.clemson.edu/centers-institutes/cubc/index.html

http://www.clemson.edu/newsroom/articles/2007/june/BrusselsInauguration.php5

http://www.clemson.edu/clemsonworld/archive/2005/fall05/feature2.htm

The Thomas Green Clemson University Brussels Center is a collaboration between Ichec Brussels Management School, The Catholic University of Louvain and Clemson University to promote student exchange, double degree programs and support economic development through partnerships with business and government. Clemson's connection with Brussels and Belgium began with its founder, Thomas Green Clemson, who was a senior U.S. diplomat in Brussels from 1844 to 1850. Those connections were revived with the founding of the Thomas Green Clemson University Brussels Center (CUBC) in 2005. Programs that I led through CUBC during my tenure at Clemson include:

1. A service learning course and collaborative with Ichec involving collaborative learning and field experience with Ichec and Clemson students in Brussels and India.
2. A summer business and culture program for Belgian students at Clemson.
3. Summer/semester/year programs for Clemson students in various disciplines in Brussels.
4. Internship and scholarship opportunities for both Clemson and Belgian students.
5. An academic/business summit in Brussels focusing on US-European Trade relations and promoting collaboration between South Carolina and Belgium
6. Organized a Clemson Alumni event at the Belgian Embassy



Clemson Alumni Event at the Belgian Embassy in Washington DC hosted by the Belgian Ambassador the Honorable Dominique Struye de Swielande (Center) and Clemson President, James Barker.

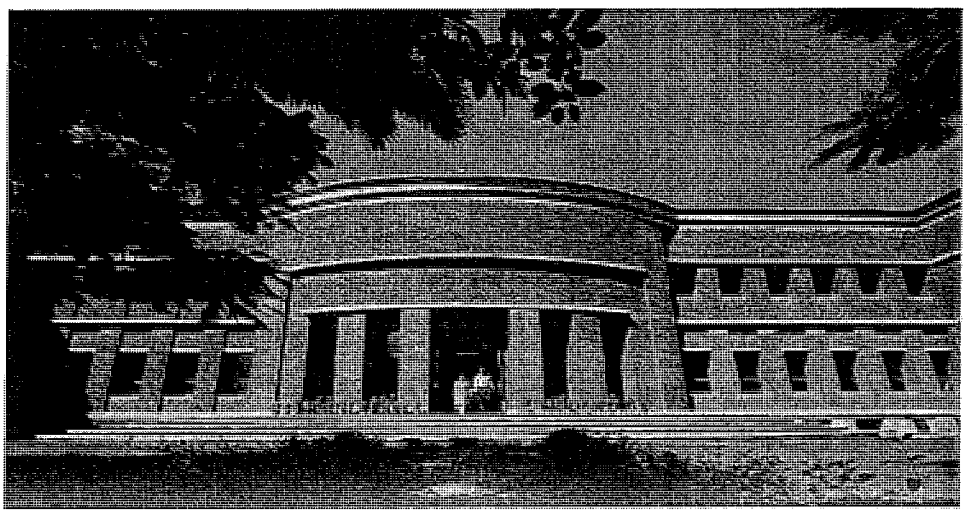
Clemson-Ichec Service Learning Project,
Tamil Nadu, India

2002-2004

Michigan Technological University: Double Degree Program with IILM, India

Initiated, negotiated and gained accreditation for a "Twinning" double degree program for ABET approved Engineering programs in Mechanical, Electrical, Computer and Material Science and Engineering between Michigan Technological University and IILM. The curriculum, building, approvals and first cohorts were in place when I left for Clemson in 2004. We also conducted Indian faculty training on campus in preparation of the program start. The project involved intense negotiations with both IILM and the Indian government authorities for all aspects of program development, approval, financial models, accreditation, quality control etc. I also led numerous site visits to India for the Dean of Engineering and respective Department Chairs as part of the confidence building and curriculum development process.

http://www.financialexpress.com/news/iilm-ties-up-with-german-us-universities/50826/0

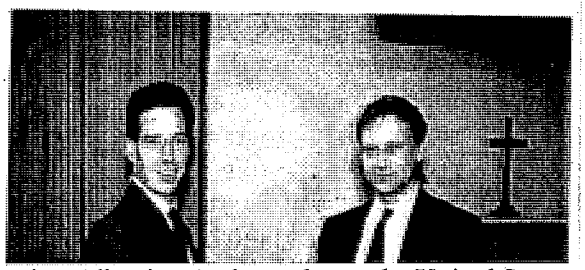


IILM Greater Noida Campus where the Michigan Tech double degree program was offered.

1993-1994

Heidelberg College: Founding Director of the Albanian Training Institute for Business and Government. Tirana, Albania

- Conducted a year-long feasibility study and procured external funding from the SOROS Foundation to create the first integrated training program in business and government in Albania.
- Led a team of six professors to Albania to train 130 Albanian middle and upper level government and business professionals in accounting, business management, international finance, democratic governance, public administration, and international relations. In addition to developing and administering the program I taught the international relations course.



Hosting Albanian Ambassador to the United States
the Honorable Roland Bimo at Heidelberg College

Norwich University
School of Graduate Studies
Teaching & Learning Certificate

The purpose of the T & L certificate is to provide knowledge and skills needed to begin or improve teaching and learning at the adult level in both face-to-face and online environments. The Certificate consists of two 11-week seminars, designed to provide an appealing and challenging blend of theory and active problem solving, delivered within a dynamic, highly interactive online community. Seminar 1, ED 570 Teaching & Learning I, introduces students to key topics related to teaching and learning. You will focus on developing a philosophy of teaching and learning and on designing and presenting a learning experience. Weekly topics are:

Week 1: What is a Good Teacher?
Week 2: The Face of the 21st Century Classroom
Week 3: How Do People Learn?
Week 4: Building a Positive Learning Environment
Week 5: Choosing Content
Week 6: Identifying Learning Outcomes and Assessing learning
Week 7: Learning about Learning Strategies—I
Week 8: Learning about Learning Strategies—II
Week 9: Choosing and Using Media to Enhance Learning
Week 10: Designing and Presenting a Learning Experience
Week 11: Your Philosophy of Teaching and Learning

Seminar 2, ED 571 Teaching & Learning II, will deepen your understanding of key issues involved in teaching and learning. You will develop a course syllabus and a portfolio of materials (a sample letter to a future employer, a philosophy statement, and a learning experience document), which will aid in your search for teaching employment. Weekly topics include:

Week 1: What Makes a Good Course—Design and Framing Factors to Consider
Week 2: Designing for Student Motivation
Week 3: The Components of an Effective Syllabus
Week 4: Developing a Course Description, Learning Outcomes and Assessments
Week 5: Choosing Effective Learning Strategies
Week 6: Selecting Readings, Tools and Websites
Week 7: The Importance of Policy (FERPA, grades, plagiarism, class participation, ADA)
Week 8: The Ever-Changing Technology Landscape
Week 9: Putting it Together—Your Course Syllabus
Week 10: The Importance of Reflective Practice
Week 11: Completing Your Portfolio

Some topics in Seminar 1 are also addressed in Seminar 2, at a different level and/or in a different context. For example, Seminar 1 addresses identifying learning outcomes for a specific learning experience, while Seminar 2 addresses identifying learning outcomes for an entire course.

Sample Lesson Plan for Certificate in Teaching and Learning Program
April 2011

Name of the Program: Certificate in Teaching and Learning

Course Syllabus or Outline: ED 570 Teaching & Learning I

Week Number of Course: 10

Topic: Designing and Presenting a Learning Plan

Introduction
This week you have the opportunity to read and comment on the learning plans created by the members of your small group. After completing your review of these plans, you may wish to review your own plan once more to see if there are improvements you would like to make.

Required Reading
Read the learning plans of the people in your discussion group.

Complete the Learning Plan Feedback Form for everyone in your discussion group. Email your feedback to each person individually, and email a copy of each feedback form to your instructor.

Recommended Reading
None

Discussion Questions
1. Overall, what were the strengths of the learning plans you reviewed?
2. What general suggestions or pointers would you give to your fellow students about improving their learning plans?

Writing Assignment (25 points)
Learning Plan Final Document. This week you submit your final learning plan. It should include a brief description of your topic, the learning environment for which you are planning (face-to-face, online, or hybrid), the learning outcomes you've identified, the methods you will use to assess learning, and a statement about the congruence between outcomes and methods. Identify resources chosen, and any technology tools you will use.

Provide a detailed outline of the learning activity. If you design an "active lecture," outline the lecture and specifically identify activities that will make it an active lecture. If you use a small group activity or case study or some other activity, provide all materials that you would give to students to explain and complete the activity. If you are doing a PowerPoint assisted lecture, provide the PowerPoint.

You should also estimate the amount of time you will spend on each aspect of your lesson, which should be designed to last approximately one hour.

Your completed learning plan should be a maximum of 12-15 pages. (Note: much of this work will have been accomplished in previous assignments. You can refine earlier work in your final document, if needed.)

Commentary: Design as a Highly Creative Process

Designing learning experiences—whether they are short or long—is a demanding and creative process that can be both frustrating and extremely enjoyable.

In *Magister Ludi,* Hemann Hesse describes a community of scholars who live in a place called Castalia, where they spend years playing the glass bead game. Each glass bead game has a theme that is determined by the Magister, and the scholars sort and sift through their vast store of knowledge to create a composition that will address the theme in the most nuanced and beautiful way possible. One could say that the scholars of Castalia are conductors of knowledge, directing an orchestra that is made up of the knowledge and wisdom of the centuries. Given the same theme, each scholar conducts in a different way and creates a different piece of music.

Designing curriculum is sort of like this! It is dynamic, creative and challenging. It involves synthesizing what you know about teaching and learning, your beliefs and values as an educator, knowledge of your topic, knowledge of your students, learning goals and priorities...and organizing all of these into a learning experience that is engaging and effective.

In thinking of curriculum design in terms of a glass bead game, what theme might you pick around which to organize your learning experience or your course?

Teaching & Learning Certificate
Rubric for Weekly Discussion
20 Points

	A 18-20 points total	B 16-17 points total	C 14-15 points	D/F 0 points	Points
Subject Knowledge and Integration of Research Materials (1/3 weight)	Excellent grasp of the material and integration of course material and information from outside sources.	Sound grasp of material from assigned readings in initial statement. Very good use of outside sources.	Familiarity with most material and principles in the discussion. Lacks substantive use of outside sources.	Poor grasp of material and principles in the discussion. Little to no use of outside sources.	
Critical Analysis of Topic (both in terms of quality and quantity)	High level of analysis; adds new ideas to discussion or asks highly relevant questions. At least four well-organized responses posted.	Sound analysis of the discussion issue and peripheral issues. At least three logically presented response statements or questions posed.	Missed some of the main issues. Two or fewer responses posted. Analysis was simplistic or sketchy.	Little to no real analysis; undue reliance on opinion and anecdotes.	

(1/3 weight)					
Effective Writing (1/3 weight)	Able to clearly articulate thoughts, ideas and opinions; few or no errors in spelling/grammar.	Writing is clear and easy to follow; some errors in spelling and grammar.	Overall writing in terms of structure, grammar and spelling barely acceptable.	Poor writing overall with awkward or confusing word usage. Many errors in grammar and spelling.	
Total Points Possible	6-6.66 each	5.33-5.66 each	4.66-5 each		

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Total Points _____

Norwich University
School of Graduate Studies

Teaching & Learning Certificate
ED 570 Teaching & Learning I

Learning Plan Feedback Form

During Week 10 of this seminar, read the learning plans submitted by people in your small discussion group. Provide a completed copy of this feedback form to two people and be sure copy your instructor on those forms. Work with your small group members to make sure that every person gets his/her work reviewed by at least one other person.

	5 out-standing	4 above average	3 meets requirem ent	2 below average	1 in-complete or NA	Comments
Choice of topic						
Clear identification of environment (online, F2F or hybrid)						
Clear learning outcomes identified						
Appropriate number and level of outcomes						
Appropriate & congruent assessment methods						
Quality of resources						
Rational for choice of resources						
Learning activity/technique chosen						
Rationale for choice of learning activity/technique						

Integration of tech tools						
Outline of learning activity						
Timeline of learning experience						
Quality of any ancillary materials (case study, written instructions to students, etc.)						
Overall professional appearance of submitted work						

Additional comments, suggestions or questions:

Title of Student Learning Plan:

Student's Name:

Your Name:

Date:

081909

PROGRAMS OF STUDY/CERTIFICATE DESCRIPTION

Certificate in Continuity of Governmental Operations **12 credits**

Students in the Certificate in Continuity of Governmental Operations learn how to implement a Continuity of Operations Program (COOP) at a governmental agency to ensure its continued functioning during a disaster. The concentration is appropriate for professionals with COOP 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.

GI511: Continuity of Governmental Operations	**6 credits**
GI521: Public Sector Incident Management and Emergency Response	**6 credits**

Certificate in Teaching and Learning **12 credits**

The Teaching & Learning Certificate will consist 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.

In order to be admitted to the certificate program, students will be required to have a minimum of a BS degree from a regionally accredited institution or an equivalent degree from a foreign institution, as evaluated by WES, IERF or AACRAO. A score of 600 or higher on the TOEFL is required for students whose primary language is not English. Applicants who have a GPA below 2.75 may be required to take the Graduate Record Exam (GRE) or to submit letters of recommendation. In order to assure a level of preparedness and quality in the classroom, all students are required to meet these admissions criteria regardless of whether they choose to take the credit or the non-credit option.

ED570: Teaching and Learning I	**6 credits**
ED571: Teaching and Learning II	**6 credits**

Norwich University

School of Graduate and Continuing Studies

Teaching & Learning Certificate

ED 570 Teaching & Learning I

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Instructional Strategies
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Norwich University Copyright Notice

Please see the course home page for information about your instructor, including contact information. Students are expected to review the course home page and announcements section regularly for information about the seminar. (Click the Seminar Home tab to go to the course home page.)

Norwich University School of Graduate Studies program staff may be reached at the following:

Dr. William Clements, Dean	802-485-2368	bclements@norwich.edu
Dr. Linda Lucas, Program Director	802-485-2872	llucas@norwich.edu
Fianna Verret, Associate Program Director	802-485-2783	fverret@norwich.edu
Ms. Jessie Drown, Receptionist	802-485-2730	ldrown@norwich.edu

ED 570 Teaching & Learning I (6 credits)

Through theory and hands-on practice and problem solving students learn classic and contemporary theories of teaching and learning, address key skills needed for effective teaching in both face-to-face (F2F) and online environments, and apply their learning to design, deliver, and assess effective learning

experiences and classroom materials. Key topics include: what is a good teacher, the face of the 21st century classroom, how people learn, building positive learning environments, choosing content, identifying learning outcomes and assessing learning, designing effective learning experiences, and using media to enhance learning. Students develop a working philosophy of teaching and learning and design and present a learning experience on a topic of their choice. Pre-requisites: none.

Learning Outcomes

On completion of the seminar, students will be able to:

- Identify the elements of excellence in teaching.
- Articulate a working philosophy of teaching and learning by creating a statement of teaching philosophy.
- Understand the face of the 21st century classroom and the need to plan for classrooms that are diverse in terms of race and ethnic background, motivation, learning styles, and ability levels.
- Understand the characteristics of adult and non-traditional 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 how people learn and be able to use key learning theories in designing learning experiences.
- Develop skill in identifying learning outcomes and developing appropriate assessments.
- Develop skill in identifying and choosing appropriate content.
- Develop a Learning Plan on a topic of their choice.
- Understand the role of technology in teaching and learning and be able to make informed choices about utilizing technology to enhance teaching and learning.
- Develop skills needed to manage time effectively.
- Develop skills needed to be a reflective practitioner.

Major Course Objectives

This two-seminar certificate program is targeted toward beginning teachers or others who wish to gain a foundation of key knowledge and skills needed for effective teaching and learning with adults both in face-to-face and online learning environments. Skills learned will be useful in a range of professional positions; in particular, certificate completers will gain transferable knowledge and skill in identifying learning outcomes, developing, delivering and assessing educational experience giving presentations all of which may be of benefit in a wide range of professional positions. Students will exit the program with a portfolio of documents that will assist them to obtain an initial teaching job. In Seminar I, students will articulate a working philosophy of teaching and learning. They will complete a detailed Learning Plan on a topic of their choice, directed toward the specific level and learner population that they wish to focus on.

Teaching Strategies and Methods of Evaluation

On a weekly basis, students will be provided a commentary or PowerPoint presentation as well as required and recommended readings. Readings have been chosen carefully to address key points for each week's topic. Numerous recommended readings are included to point students toward particular areas of interest. Curricular activities include required asynchronous discussions, readings, use of research skills to access online databases and resources, hands-on activities with tech tools, and writing projects. Written assignments must be submitted in APA format. (See the Student Resources page for writing style guides about APA format.) The seminar has a total eight written assignments, most of

which should be 1-2 pages in length. Four assignments are components of the teaching and learning philosophy statement, and four are components of the required Learning Plan. All work is completed in consultation with the instructor and with fellow students. Students should plan to spend approximately 20 hours per week on seminar work.

A total of 400 points are available in the course distributed across the following components:

Activity	Total Points	% of Total Grade
Assignments/papers:	8 at 25 points each 200 points	50%
Discussion participation:	10 at 20 points each 200 points	50%

Final grade points will be assigned on the following basis:

A	93-100%	4.0 GPA
A-	90-92.9%	3.7 GPA
B+	87-89.9%	3.3 GPA
B	80-86.9%	3.0 GPA
C+	77-79.9%	2.3 GPA
C	70-76.9%	2.0 GPA

Any grade below a C is failing work. Graduate students are expected to maintain a grade average of "B" or better to earn the Teaching & Learning Certificate. Note: students who are enrolled in this seminar on a non-credit basis are required to submit all assignments and to take part in all discussions to receive a certificate of completion.

Learning Plan
A key assignment for this seminar will be to complete a detailed Learning Plan on a topic of your choice. The goal for the Learning Plan (frequently called a lesson plan) is to have a complete and polished plan for a one-hour learning experience you would present to students either face-to-face or online. As you work through the seminar, you will address the different components needed for your Learning Plan as follows Component 1: Identifying topic, learning outcomes and assessments; Component 2: Identifying resources to use; Component 3: Identifying learning methods or strategies; and Component 4: the Final Plan, which will include the above components as well as a detailed outline of the learning experience as it will unfold in the face-to-face (F2F) or online classroom. The final Learning Plan must demonstrate analand synthesis of seminar materials.

Discussion/Participation Policy
Online discussions are an important forum in which students debate and clarify ideas. Some weeks of this seminar will have one discussion question and other weeks will have two questions. You must respond to the discussion question(s) each week. Please adhere to the ground rules for discussion and present your discussion points according to the Discussion Guidelines shown in the Student Resources page. You may also wish to review the Discussion Rubric in the Student Resources, which has information about how your discussion postings will be graded.

Read your classmates' comments and assignments and respond constructively. Offer personal/professional experiences/observations relevant to the items being discussed. As a general rule your initial discussion postings to the question should be 200-300 words. Quantity is important, but the

quality of the notes is more important. All postings for this class are to be considered CONFIDENTIAL and for consideration and discussion only by members of this class.

Discussion questions will open on Mondays and will close at 11:55 PM EST on Saturdays. Please note that your instructor has the option of modifying the discussion process slightly to enhance student participation or learning.

REMEMBER TO CITE YOUR SOURCES.

Late Work

Because of the sequential nature of the material covered in this couse, the eleven week seminar and its demanding study schedule, it is important that assignments be completed at the identified times. Extensions of deadlines are allowed for serious extenuating circumstances only. In the absence of such extensions, assignments may be downgraded for lateness at the discretion of the instructor.

Student Resouces

Before you begin your assignments, you should review all of the material located in the Student Resources. Here you will find guidelines for written assignments and discussions, samples of rubrics for grading discussions and written assignments, links to the Norwich Library, the School of Graduate Studies (SGS) Writing Center, and other important information. In short there is a wealth of information for you in the Student Resources. To access the Student Resources page, click the Resources tab.

Required and Recommended Readings
This seminar includes both required and recommended readings. Required textbooks are sent from the Norwich University Bookstore; you will be contacted in advance of the seminar to assure that you have the books before the course begins. A link is provided to required readings that are available through Norwich University's Kreitzberg Library. These links read as: "library link." Information about additional books, articles, and websites is provided for those who wish to explore selected aspects of teaching and learning in more depth.

See the Required Reading link for all seminar readings (available in every week from the Outlines Tab).

Required Books

- Angelo, T. & Cross, K. (1993). Classroom assessment techniques: A handbook for college teachers (2nd edition). San Francisco, CA: Jossey-Bass Publishers.

- McKeachie, W. & Svinicki, M. (2006). McKeachie 's teaching tips: Strategies, research, and theory for college and university teachers. Boston, MA: Houghton Mifflin Company.

Required Articles/Websites

- A discussion about discussions – Part I. PDF.

- A discussion about discussions – Part II. PDF.

- Active Learning Online at http://www.acu.edu/cte/activelearning/focus.htm

- Aurora Hills Technical College Case Study. PDF.
- Aviles, K. Phillips, B. & Vargas, J. (Sep/Oct 2005). If higher education listened to me... Educause Review.
- Review. Bain, K.(April 9, 2004). What makes great teachers great? The Chronicles of Higher Education, B7-B9.
- Baxter Magolda, M. et al. (2005). Learning and teaching in the 21st century: Trends and implications for practice. In consultation with Pat Hutchings, Director, American Association for Higher Education Teaching Institute. Used with permission. PDF.
- Bischoping, K. (2003). Selecting and using course readings: A study of instructors' and students' practices. Canadian Journal of Higher Education, 33, pp 25-58.
- Bozonie, M. (2007). Bloom and instructional strategies. Used with permission. PDF.
- Bozonie, M. (2007). Evaluation methods. Used with permission. PDF.
- Case study guidelines. PDF.
- CAST: What is universal design for learning? See http://cast.org/research/udl/index.html
- Differentiated instruction: The key to meeting the needs of all learners. PDF.
- Discussion tips 101. PDF.
- Forehand, M. Blooms' Taxonomy: From emerging perspectives on learning, teaching and technology. Retrieved January 16, 2008 from http://projects.coe.uga.edix/epltt/index.php?title=Bloom's . PDF.
- Gardner 's Multiple Intelligence Handout. PDF.
- Krathwohl, D. (Autumn 2002). A revision of Bloom's Taxonomy: An overview. Theory Into Practice, V41 (4), pp 212-218. (PDF).
- Learning Styles http://www.learning-styles-online.com
- Licklider, B. (Dec 2004). An eloquent, insightful teaching philosophy statement. The Teaching Professor, V18, N2, p 1.
- Lieb, S. Principles of adult learning. Retrieved January 11, 2008 from http://honolulu.hawaii.edu/intranet/committees/FacDevCom/Quidebk/teachtip/adults2.htm. PDF
- Millis, B. Managing--and motivating!--Distance learning group activities. Retrieved July 16, 2008 from http://www.tltgroup.org/gilbert/millis.htm
- Petress, K. C. (2003). The nexus between assigned class readings, analysis, discussion, and testing: A college case study. Reading Improvement, 40, pp 29-32.
- Philosophies of adult education. Retrieved January 8, 2008 from http://www.fsu.edu/adult-

ed/jenny/philosophy.html

- Quay, S. & Quaglia, R. (Feb 2004). Creating a classroom culture that inspires student learning. The Teaching Professor, V18, N2, p 1.
- Sections Model. PDF.
- Seven Intelligences Checklist-Adult Version, at http://www.mitst.cor/o7inte1 .htm
- Skelly, S. S. (2007). Beyond paper, ink & cardboard. Community College Journal, 77, pp 44-48.
- Technology and Teaching: Enhancing Instruction. PowerPoint.
- Van Note Chism, N. Developing a philosophy of teaching statement. (PDF).
- Working Together Towards Success: Learning Communities in the Classroom (Power Point Presentation).

A full and detailed, week-by-week listing of required and recommended readings "ED 570 - Required Readings" is provided under the listing of each week's Activities for this Week. Links to websites and documents are active links there. Please report any broken links to your instructor.

Academic Honesty

A student must submit work that represents the student's own original analysis and writing. Copying another's work is not appropriate. If the student relies on the research or writing of others, the student must cite those sources. Words or ideas that require citations include, but are not limited to all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. While students are encouraged to seek editing feedback, extensive revisions of one's work by another person is considered a lack of academic honesty, as it is representing another student's work as one's own.

Copyright Compliance Notice

The content of this seminar contains material used in compliance with the U.S. Copyright Law, including the TEACH Act and principles of "fair use." Materials may not be downloaded, saved, revised, copied, printed or distributed without permission other than as specified to complete seminar assignments. Use of these materials is limited to class members, for the duration of the seminar only.

Page Revised: 12-Aug-2011

BC511 - Continuity of Governmental Operations

Seminar Description:

Continuity of Governmental Operations prepares governmental officials at the local, state, and federal level to develop, implement, and maintain continuity of operations programs at their agencies. This course also prepares participants for the Professional Continuity Practitioner certification offered by FEMA.

Continuity of Governmental Operations is both intensive and practical, with participants developing continuity of operations programs at their own organizations during their studies. This approach melds theory and practice to provide the student's own organization with the outlines of a Continuity of Operations Plan.

The focus of the course is on the process of developing a Continuity of Operations Plan at a public agency. The topics include the following:

1. Historical Perspective on Emergency Management
2. Project Initiation & Program Development
3. The Risk Management Process
4. Developing Strategies to Mitigate Risks and Continue Operations
5. Plan Writing, Documentation, and Maintenance
6. Exercising & Testing the Plan(s)

Course Objectives:

Upon the completion of this seminar, students will be able to:

- Develop a Continuity of Operations Plan.
- Categorize the risks and threats to an organization.
- Develop a strategy for training employees and testing a Continuity of Operations Plan.

Required Texts and Readings:

Textbooks and some other readings will be ordered and sent to students before the course begins from the Norwich University bookstore system.

The readings outside of the textbooks are available to students as downloads or as web links. At a minimum, students must be familiar with all assigned readings. They must also conduct additional research as needed for their assignments and discussions by consulting the resources of the NU Kreitzberg online library or other scholarly sources found on the internet.

Textbooks for this seminar are:

George Haddow, Jane Bullock, Damon P. Coppola. (2008) *Introduction to Emergency Management*, Third Edition (Homeland Security Series). Butterworth-Heinemann.

Fagel, Michael J. (2008) *Emergency Operations: EOC Design*. Chicago Spectrum Press.

Holpp, Lawrence. (1998) *Managing Teams.* Blacklick, OH, USA: McGraw-Hill Professional Book Group.

FEMA, *Principles of Emergency Management,* September 11, 2007.

Federal Executive Branch National Continuity Program Requirements. *Federal Continuity Directive 1 (FCD 1).* February 2008.

Federal Executive Branch National Continuity Program Requirements. *Federal Continuity Directive 2 (FCD 2).* February 2008.

FEMA. *Continuity Guidance Circular 1 (CGC 1).* January 21, 2009.

FEMA, Continuity of Operations (COOP) Multi-Year Strategy and Program Management Plan Template Guide. (2008).

NFPA. *1600. Standard on Disaster/Emergency Management and Business Continuity Programs.* 2010 edition.

NIST, *800-34: Contingency Planning Guide for Information Technology Systems*, 2007.

FEMA, *Producing Emergency Plans: A Guide for All-Hazard Emergency Operations Planning for State, Territorial, Local, and Tribal Governments*, August 1, 2008.

FEMA, *IS-547: Continuity of Operations Planning Summary*, 2008.

FEMA, *COOP Plan Template and Template Instructions*, 2008.

All Required (and optional) **Readings are listed in each week's outline.**

Weekly Topics:

Week 1: Historical perspective on Emergency Management
Week 2: Introduction to & Requirements for Continuity of Operations Planning
Week 3: Continuity Roles & Responsibilities - Developing Effective Teams
Week 4: Elements of a Viable Continuity Program
Week 5: COOP Program Development: The Planning Process
Week 6: The Risk Management Process
Week 7: Identifying & Supporting Essential Functions
Week 8: Developing Continuity Plans and Procedures
Week 9: Operating in a Continuity Environment / Plan Activation, Relocation, Devolution, & Reconstitution
Week 10: Training, Testing & Exercising, Maintaining, & Developing a Corrective Action Program
Week 11: Preparation of Final Paper

Seminar Grading Criteria (6-credit program):

The SGS Seminar Grade is based on a 4.0 point scale that is formulated based on the point totals of all your seminar work.

Grade	Points	Scale
A	4.0	93% – 100%
A–	3.7	90% – 92.9%
B+	3.3	87% – 89.9%

B	3.0	80% – 86.9%
C+	2.3	77% - 79.9%
C	2.0	70% - 76.9%
Below C	0	

Source: - Academic Regulations - Incompletes

Seminar Grading Criteria (Certificate program):

The SGS Seminar Grade for non-credit students is Pass/Fail based on the point totals of all your seminar work.

Grade	Points
Pass	184 or more
Fail	Less than 184

Assignment Grading:

You will be graded on your essays, discussions, exams and seminar papers. All work will be graded on the following point scale.

Each type of graded exercise contributes points up to the maximum. If students submit extra work, the extra points are simply added to their total which then may exceed the maximum.

It is critically important that you understand that you should be submitting all assignments and participating in all discussions. You may pass by doing less but it is a risky choice; some students have discovered too late that their decision to skip essays and discussions has pushed them below the minimum B grade (below 320 points) on their seminar and they have been put on academic probation or have been dismissed from the program altogether.

Grading (6-credit program):

The following chart summarizes the contributions to your final grade for each seminar.

Requirement	#	Each	Total	%
Essays	9	10	90	22.5%
Discussions	10	10	100	25.0%
Exams	2	40	80	20.0%
Term paper	1	130	130	32.5%
Totals			**400**	**100%**

Grading (certificate program):

The following chart summarizes the contributions to your final grade for each seminar.

Requirement	#	Each	Total	%
Discussions	10	10	100	43.5%
Term paper	1	130	130	56.5%
Totals			**230**	**100%**

Each week the following activities will be part of the curriculum requirements:

- Assigned reading
- Presentation materials
- Minimum of 2 discussion questions
- 1000 word essay

There is a mid-term and a final exam as well as a final project.

Critical thinking and integration of the principles and concepts will be required in the asynchronous **discussions**, your **written assignments** and your **end-of-seminar paper**. Students are expected to integrate the principles referenced in that week's (or prior week's) readings, discussions and assignments. Students are also expected to conduct research and incorporate the relevant and applicable findings of research into their discussion postings and into their written assignments. Personal experiences are quite valuable in placing in context the theoretical concepts encountered in context, but personal opinions and anecdotes should not used in lieu of empirical data. Finally, leaders must be effective communicators; therefore, focused and clear writing are important.

Detailed **Grading Rubrics** for **Written Assignments** and **Final Paper** are in your **Student Resources** (under the Resources tab).

Discussion/Participation Policies

All discussion postings in this seminar are to be considered **CONFIDENTIAL** and for consideration and discussion only by members of this class.

Read your classmates postings and comments, and respond constructively.

Offer personal/professional experiences/observations relevant to the items being discussed.

Participation means responding to the Discussion Questions posted by the faculty in the Discussion area of each week. Simply logging–on does **not** constitute "participation".

For complete information on Discussion Questions see "Discussion 101" under your Resources tab.

Late Paper Policy:

Because of the sequential nature of seminar content, the eleven - week seminar length and the intense study schedule, it is particularly important that the writing assignments be completed at the prescribed times. Due dates for all assignments will be clearly stated in the Angel classroom: in the course outline for each week, in assignment dropboxes, and on the classroom calendar. Students are expected to meet these due dates. Deadline extensions will be granted only by the instructor and only for extenuating circumstances.
A student who is unable to meet a due date must **make arrangements in advance with the instructor** to submit work late, and agree upon a new submission date. A penalty for a permitted late submission may be applied at the discretion of the instructor.
If a student fails to turn an assignment in on time, and has not made advance arrangements for a late submission, the following penalties will be applied:

- Work submitted 1-2 calendar days AFTER its due date will be graded down 5%
- Work submitted 3-4 calendar days AFTER its due date will be graded down 10%
- Work submitted more than 4 days past its due date may or may not be accepted at the discretion

of the instructor, and if accepted will be graded down 20%.

- If a student arranges a new due date with the instructor and fails to submit the work by the new date, the student will receive no credit for the assignment.

Final course projects and end-of-seminar papers may not be submitted after the due date without explicit permission of the instructor. If a student is permitted to submit the final course projects or end-of-seminar papers after the grading deadline, the student will receive a grade of "I" until the submission is made and the paper is graded.

Incomplete Grades:

An incomplete grade can be extremely detrimental to a student's degree plan. See the and contact your program staff.

Norwich University Academic Honesty Policy:

Academic honesty is highly valued in the Norwich University School of Graduate Studies programs just as it is at the traditional campus. A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student's original words or ideas, the student must cite all relevant sources. The student should also make clear the extent to which such sources were used. Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source.

Academic dishonesty in an Online Learning Environment could involve:

1. Having a tutor or friend complete a portion of your assignments;
2. Having a reviewer make extensive revisions to an assignment;
3. Copying work submitted by another student to a public class meeting;
4. Using information from online information services without proper citation.

Please be aware that you may not post copies of full text articles or published works in discussions. Rather, refer to the source of the reference such as the library citation or web site.

Academic honesty is taken seriously by Norwich University, and students violating academic honesty rules are subject to sanctions, including removal from the program.

For more information on the Honesty Policy, please refer to the

and reference the section on "Academic Integrity."

Norwich University Copyright Notice:

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Will your school comply with *Iowa Code* section 261B.7 limiting the use of references to the Secretary of State, State of Iowa, or College Student Aid Commission in promotional material (See the *Iowa Code* for details)

[X] Yes [ ] No

Will your school comply with the requirements of *Iowa Code* section

261.9(1)"e" to "g"? [(See the *Iowa Code* for details.) [X] Yes [ ] No

Iowa Code § 261.9(1)(e)

See attached policy

Full Policy: http://www.norwich.edu/about/policy/drugpolicy.pdf

Iowa Code § 261.9(1)(f)

See attached policy

Full Policy:

http://www.norwich.edu/about/policy/sexualassault/index.html

Iowa Code § 261.9(1)(g)

See attached policy

Sexual Assault and Sexual Misconduct Policy

August 2012

The Policy

Statement of Institutional Philosophy

Norwich University is committed to creating and maintaining a community in which all persons who participate in University programs and activities can work together in an atmosphere free of all forms of harassment, assault, exploitation, or intimidation, including that which is sexual in nature. Every member of the University community should be aware that the University does not tolerate sexual assault or sexual misconduct. Sexual Assault is also prohibited both by State and Federal law. It is the intention of the University to take prompt and equitable action to prevent the reoccurrence of behaviors that violate this policy.

Scope of Policy

This policy applies to faculty, staff, other employees and agents, students, and organizations receiving Norwich University funding, or that use the Norwich University name or facilities.

An individual who believes that he/she has been sexually assaulted is encouraged to pursue criminal charges in addition to filing a complaint with the University. Both criminal charges and University complaints will proceed independently. University procedures and sanctions can be implemented

regardless of when or if criminal charges are initiated or substantiated. The University is committed to, and required by law to, take action if it learns of alleged sexual assault and/or sexual misconduct, even if the aggrieved employee or student does not wish to file a complaint.

Although sexual assault and sexual misconduct may be forms of sexual harassment, complaints of sexual assault and sexual misconduct are handled differently, and they are, thus, covered under this separate policy.

Statement of Prohibited Conduct

Norwich University Definition of Sexual Assault

Any sexual act forced on another person without his or her consent is considered sexual assault. Sexual assault may include a sexual act carried out under coercion, with the threat of force, or by using or employing a weapon, through a position of authority, or when the victim/survivor is mentally handicapped or physically helpless including by reason of drug or alcohol consumption, sleep, or unconsciousness.

Norwich University Definition of Sexual Misconduct

Sexual Misconduct includes ANY uninvited or unwelcome sexual touching or sexual contact that is not included in Norwich University's definition of sexual assault. This includes physical contact with a person's genital area, other bodily orifices or with a person's buttocks or breasts *if the sexual contact or sexual touching is done without the person's consent*. Sexual misconduct may include sexual contact carried out under coercion, with the threat of force, or by using or employing a weapon, through a position of authority, or when the victim/survivor is mentally handicapped or physically helpless including by reason of drug or alcohol consumption, sleep, or unconsciousness.

Norwich University Definition of a Sexual Act

A sexual act is conduct between persons consisting of contact between the penis and the vulva, the penis and the anus, the mouth and the penis, the mouth and the vulva, or any intrusion, however slight, by any part of a person's body or any object into the genital or anal opening of another.

Norwich University Definition of Consent

Consent for sexual activity is clear indication, either through verbal or physical actions, that parties are willing and active participants in the sexual activity. Such authorization must be free of force, threat, intimidation, or coercion, and must be given actively and knowingly in a state of mind that is conscious and rational and not compromised by alcohol or drug incapacitation.

Conduct may be considered sexual assault and/or sexual misconduct even if:

- the respondent is someone known by the complainant
- the assault and/or sexual misconduct happens on a date
- either or both individuals have engaged in sexual touching and kissing prior to the assault or misconduct
- either or both individuals have engaged in consensual sexual activity in the past
- either or both individuals are under the influence of alcohol or other drugs

- there was no weapon involved
- there was no evidence of a struggle or resistance
- there were no other witnesses.

Immediate Responses to Sexual Assault and/or Misconduct

The University recognizes that any decision to report a sexual assault and/or sexual misconduct to the police is the right of the victim/complainant. However, once an incident or complaint of sexual assault and/or sexual misconduct is reported to the Equal Opportunity Officer (the Officer) he or she will inform the victim/complainant of the options of criminal prosecution, medical assistance, and use of this policy to file a complaint or report a sexual assault and/or sexual misconduct. The Officer will assist the victim/complainant with these contacts if requested. In addition, confidential counseling, support services, academic assistance, future security and alternative housing (for students) can be coordinated as appropriate through the Officer.

Victims/complainants of a sexual assault should go immediately to a hospital emergency room for medical attention and a sexual assault exam. The victim/complainant:

- should not bathe or douche,
- should not urinate,
- should not drink any liquids,
- if oral contact has occurred, the victim/survivor should not smoke, eat or brush teeth, and
- if clothes are changed, soiled clothes should be placed in a paper bag (plastic destroys crucial evidence).

Campus Security will assist victims/complainants with transportation arrangements or assistance or with contacting local police upon request. Medical attention is crucial to assess possible internal injuries or sexually transmitted diseases, as well as to collect medical evidence should the victim/complainant choose to pursue prosecution. The sooner a sexual assault is reported, the easier it is to collect valuable evidence. The collection of evidence by hospital personnel and its storage by the police does not mean the victim/complainant has to pursue criminal charges.

Rights of the Complainant

Individuals pursuing a complaint of sexual assault and/or sexual misconduct who report their experience to University officials can anticipate that:

- All reports of sexual assault and/or sexual misconduct will be treated seriously.
- Complainants will be treated with confidentiality, sensitivity, dignity and respect and in a non-judgmental manner.
- Complainants may invite a member of the University community (e.g., student, faculty, or staff member) to accompany them through all parts of the University's complaint resolution procedures.
- Complainants will be afforded the opportunity to request immediate on-campus housing relocation (for students), transfer of classes, or other steps to prevent unnecessary or unwanted contact or proximity to a respondent when possible.

- The unrelated sexual history of the complainant is not considered relevant to the truth of the allegation; therefore, information regarding sexual history external to the relationship between the complainant and the respondent will not be considered in complaint resolution procedures.
- Complainants may make a "victim/survivor impact statement" and suggest appropriate sanctions if the respondent is found in violation of the policy.

Rights of the Respondent

An individual accused of sexual assault and/or sexual misconduct that is reported to University officials can anticipate that:

- All reports of sexual assault and/or sexual misconduct will be treated seriously.
- The respondent will be treated with confidentiality, sensitivity, dignity, respect, and in a non-judgmental manner.
- The respondent may invite a member of the University community (e.g., student, faculty, or staff member) to accompany him or her through all parts of University complaint resolution procedures.
- The unrelated sexual history of the respondent is not considered relevant to the truth of the allegation; therefore, information regarding sexual history external to the relationship between the complainant and the respondent will not be considered in complaint resolution procedures.

Education

Norwich University will work to educate employees and students relative to the prevention of sexual assault and sexual misconduct and the provisions of this policy. The intent of this training is to produce an institution that is free of sexual assault and sexual misconduct.

Information and Counseling

Anyone may seek advice, information, or counseling on sexual assault and sexual misconduct by contacting the Equal Opportunity Officer or an Equal Opportunity Contact Person (Contact Person). Persons who have experienced sexual assault or sexual misconduct, or are uncertain as to whether what they have experienced is considered sexual assault or sexual misconduct, are encouraged to talk with the Officer or a Contact Person. Contact Persons are Norwich University faculty and staff members who are trained in identifying sexual assault and sexual misconduct and handling complaints. The most up to date listing of the Contact Persons may be found at the Norwich University website or by calling the Officer at extension 2144 . Additional Contact Persons may volunteer or be recommended to the Officer.

Individuals who are called to participate in the complaint resolution process are encouraged to seek counseling and support. You can meet with a Norwich University Counselor on a confidential basis by contacting the Counseling Center at 802.485.2134.

Filing a Complaint with the University

The first step in filing a complaint of sexual assault or sexual misconduct, or getting more information, is to speak with the Officer or a Contact Person (Contact Person). The Officer or a Contact Person is available to answer questions about sexual assault and sexual misconduct, or to help

an individual decide if he or she is experiencing sexual assault or sexual misconduct, and to work to stop it if it is happening. The Officer can assist the individual in deciding which route to take with the complaint: informal resolution, or formal investigation and determination.

Third Party Complaint

A person who has not experienced sexual assault or sexual misconduct but has information regarding someone else who has experienced sexual assault or sexual misconduct is expected to report that information. To make a third-party complaint, the individual is encouraged to contact the Officer or a Contact Person as soon as possible. Upon receipt of such information the Officer will make preliminary inquiries, which may include contacting the alleged victim, to determine whether further action is warranted. If a concern about sexual assault or sexual misconduct is reported to the Officer or a Contact Person by someone other than the alleged victim of sexual assault or sexual misconduct, and the alleged victim is unwilling or unable to provide a written statement, the Officer will have the incident investigated if sufficient information is furnished to enable the University to conduct a meaningful and fair investigation. If the alleged victim of sexual assault or sexual misconduct provides an oral statement, the Officer or Contact Person will reduce the oral statement to writing and such statement will serve as the complaint.

Failure of the complainant, or the alleged victim of a sexual assault or sexual misconduct report, to assist the Equal Opportunity Office in the investigation process may limit the University's ability to respond effectively to the conduct that prompted the complaint or report.

Reports by University Officials

University officials who become aware of conduct that could be a violation of the Policy on Sexual Assault and Sexual Misconduct have an obligation to report that information to the Officer. "University officials" include campus Security Officers, those with Equal Opportunity or Human Resources administrative authority, and Student Affairs personnel with oversight responsibilities for students or employees. This reporting obligation does not override applicable laws and policies on confidentiality of communication with mental health professionals, physicians, clergy, attorneys, and the like. If a University employee fails to cooperate, or interferes with, a University investigation, that employee will be subject to disciplinary action up to and including dismissal.

Confidentiality, Retaliation, Providing False Information

Confidentiality

The confidentiality of the complainant, the respondent, and all other parties involved in the complaint resolution process will be observed provided it does not interfere with the institution's ability to investigate or take corrective action. Complainants, respondents, and any witnesses are instructed not to talk about the complaint except to receive guidance and counseling from family, appropriate administrators, and other formal advisors.

Retaliation

Retaliation or reprisals against an individual who in good faith reports or provides information about behavior that may violate this policy will not be tolerated.

Providing False Information

Intentionally making a false report or providing false information to the Investigator or Officer will not be tolerated. A complainant whose factual allegations are truthful, but are not found by the Officer to constitute a violation of the policy, has not provided false information within the meaning of these guidelines.

An individual found in violation of the Confidentiality, Retaliation, or Providing False Information clause advances to step eleven (11) of the Formal Investigation and Determination Process. Students may also be subject to an Honor Violation Investigation for providing false information during the complaint resolution process.

Sanctions

In the event of determination of sexual assault or sexual misconduct, sanctions will be reasonably calculated to attempt to prevent reoccurrence and allow the victim/complainant to reach full potential in the performance of his or her assigned job or educational pursuits. Prior violations of University policy and sanctions will be taken into consideration. Sanctions may include, but are not limited to, any of the following:

- oral or written reprimand
- writing a letter of apology to the offended party
- change of job or class assignment (removing a person from being in a position to retaliate or further affect the victim/complainant)
- advice and counseling
- mandatory attendance at an appropriate educational class (at the expense of the respondent)
- relevant community service
- prohibiting a student from holding office or participating in student activities, including sports, for a specified time
- transferring the students to different housing or banning them from University housing facilities
- suspension (with or without pay)
- termination or dismissal

In addition to the above-listed potential sanctions, a respondent, or any other party, may at any time be referred to other University disciplinary processes because of information obtained from the complaint resolution process.

Complaint Resolution Process Options

When information about an incident of sexual assault or sexual misconduct is brought to the attention of the Officer, he or she will contact the complainant to explain the policy and complaint resolution process options. The Officer may be excused from carrying out his/her duties under the policy in the event of a conflict of interest or the like. In the absence of the Officer, the Director of Human Resources will assume the role of, or appoint an Acting Officer.

Informal Resolution

The aim of informal complaint resolution is not to determine whether there was intent to engage in sexual assault or sexual misconduct but to ensure that the alleged offending behavior ceases and that

the matter is resolved promptly at the appropriate level. The assumptions underlying this form of resolution are that both parties perceive a problem (although they may define the problem differently), that both share a common interest in solving that problem, and that together they can negotiate an agreement that will be satisfactory to everyone involved. The focus is on what will happen in the future between the parties, rather than on what has happened in the past. No sanctions are imposed in resolving informal complaints.

If at any point during an informal resolution of a complaint, either the complainant or the respondent communicates dissatisfaction with the process or resolution and the Officer deems it appropriate, the Officer can terminate the informal resolution and begin the formal investigation and determination process.

Mediation

If agreed to by both the complainant and the respondent, mediation by an internal or external third party may be used as a form of informal resolution. It can be helpful in setting boundaries for future contact, for instance, including whether the parties may contact each other at all, specifics on who uses what lab at what time, etc. The most important outcome of mediation is that both parties agree to the resolution.

Many people think that in order to mediate, they need to sit face to face and talk. Mediated resolutions can be worked out without the parties ever meeting together, by the mediator talking with each party in turn and relaying what they are willing to agree to each other.

Mediation may also be used following the outcome of a formal investigation and determination to work out the details of future contact.

Formal Investigation and Determination

A request for a formal investigation of an allegation of sexual assault or sexual misconduct should be addressed to the Officer or to any one of the University Contact Persons.

If the complaint allegations, assuming factual support, could constitute sexual assault or sexual misconduct, the Officer may nonetheless elect not to investigate for reasons which could include, but are not limited to, that (1) the alleged sexual assault or sexual misconduct occurred more than 365 calendar days before the complaint was filed; or (2) the person against whom the complaint is made is no longer associated with Norwich University at the time the complaint is filed. This decision will be made by the Officer in the exercise of his/her sole and reasonable discretion. If the decision is made not to investigate a complaint, the complainant has the right to appeal as described in the Appeal section.

The complainant has the right to withdraw the complaint in writing at any time, although if the University believes a violation of this policy has occurred, it may be required by law to continue the investigation on its own.

Once a complaint has been filed and a formal investigation deemed appropriate, the following procedure will ordinarily be used:

1. The Officer will assign or retain an investigator. If appropriate, the Officer may elect to have a complaint investigated by an external third party. If the Officer is unable to serve, or serves as the Investigator, the Director of Human Resources will assume the role of Acting Officer and

will carry out the responsibilities of the complaint resolution process as outlined in the policy. The Complainant will be notified in person or in writing the identity of the Investigator.

2. The Officer will attempt to meet with the respondent to inform him or her that a complaint of sexual assault or sexual misconduct has been filed and that a formal resolution is desired. Should the respondent admit to the charges as described by the complainant, the process will then continue at step eleven (11) of the complaint resolution process and the investigation will be terminated.

3. The Officer will advise the respondent by letter that a formal charge of sexual assault or sexual misconduct has been brought against him or her and that he or she is not to contact the complainant regarding the complaint or to otherwise engage in any retaliatory conduct. With the letter, the Officer will send a copy of this policy to the respondent. This package will be marked "confidential" and either be discreetly hand-delivered or sent to the mailing address of the respondent. The name of the Investigator will be included in this letter. The Officer will notify appropriate faculty or administrators that the University is conducting an investigation into an allegation of sexual assault or sexual misconduct.

4. The complainant or the respondent must notify the Officer in writing within two (2) business days of the Investigator being identified if he or she believes that the Investigator cannot be objective and fair, and must also state at that time the reasons for that belief. The Officer will review the objection and within two (2) business days, in his/her sole discretion, determine whether a different Investigator will be assigned. If a new investigator is to be assigned to the complaint, both parties will be notified in writing.

5. The respondent may, but is not required to, respond in writing after receiving notification of the complaint. Any such written responses will be addressed to the Investigator. The respondent will have an opportunity to meet directly with the Investigator and to offer whatever he or she would like in explanation.

6. The investigation will be conducted as promptly as possible without compromising thoroughness. The Investigator is expected to (1) Perform the investigation and make his or her findings in an objective and fair manner, (2) Investigate the complaint thoroughly and expeditiously, and 3. Submit a written investigation report to the Officer in a timely manner. It is expected that the Investigator will complete his or her report on the case within thirty (30) days of receipt of the formal complaint. If, for any reason, the investigation is not completed within thirty days, a written explanation will be provided to both the complainant and the respondent. The Officer will update both parties every thirty (30) days in writing. The Investigator is authorized to contact any and all individuals, without limitation. The Investigator is authorized to access relevant records, including personnel, grievance and student records, except those deemed confidential or privileged by law.

7. The complainant and respondent will be asked to identify all witnesses with whom they wish the Investigator to speak. The Investigator will interview those witnesses who are believed by the Investigator to have first-hand knowledge of the incident or otherwise relevant information. The Investigator is not otherwise required to interview any particular witness, even if identified by one of the parties. All witnesses, including but not limited to the parties, are strongly encouraged to cooperate with the Investigator's request for an interview.

8. The respondent and the complainant may each elect to have a neutral third party/advisor of their choice present with them at the investigatory meetings to provide moral support. (A neutral third party may be a roommate, a friend, a faculty advisor, the Chaplain, or someone not

connected in any way with the complaint. A boyfriend/girlfriend, partner/spouse, parent, sibling, advocate, or attorney are not neutral and may not serve in this role). The advisor may not play any other role in the investigative process (e.g., an advisor cannot also be a witness), and cannot speak or otherwise represent their advisees during the interview. Individuals who wish to bring an advisor to an interview must notify the Officer at least 24 hours in advance of their intent to bring an advisor. A Contact Person (including the one who initially received the complaint) may act as an advisor.

9. At the conclusion of the investigation, the Investigator will send a copy of the findings and report to the Officer. If the report is accepted (that is, not returned for further fact finding or clarification within 7 days), a copy will also be sent to the respondent and the complainant. The report will detail findings of the facts regarding the complaint and make recommendations about whether or not the University's Policy on Sexual Assault and Sexual Misconduct has been violated. The Investigation file will be secured in the Equal Opportunity Office. This file containing relevant documentation obtained during the investigation and complaint resolution process will not be released from the Equal Opportunity Office unless required by law. Documentation in the file regarding students is protected under the Family Education Rights and Privacy Act (FERPA) and is not any one single participant's educational record.

10. Both the respondent and the complainant will have an opportunity to respond to the report, in writing, within seven (7) days of receipt. Copies of responses should go to the Officer and to the Investigator. The Officer will consider the responses to the Investigator's report. The Officer may, in his or her sole discretion request that the Investigator clarify the Investigator's report or perform additional investigation upon receipt of the responses from both parties. The Officer may also call in any of the parties to confirm or clarify points covered in the Investigator's report, or in the responses to the Investigator's report, after the Investigator's report has been accepted. The Officer is not bound by the investigation report; rather, the report is advisory to the Officer, and in determining whether a violation of the policy occurred, the Officer must conclude that sexual assault or sexual misconduct has been proven by a preponderance of evidence; i.e., that it was more likely than not that sexual assault or sexual misconduct occurred.

11. The Officer will determine whether or not a violation of the policy has occurred and decide what sanctions shall be imposed. Substantiated prior complaints may not be used to substantiate the current complaint; however, substantiated prior complaints may be considered by the Investigator and/or the Officer to the extent relevant in assessing the credibility of the person accused, ascertaining if a pattern of conduct exists, and/or determining whether and what level of disciplinary action is appropriate. Information regarding substantiated past complaints will not be made available to the complainant and third parties other than the Investigator and persons having administrative responsibility under these procedures, except as permitted or required by law.

12. The Officer will send the complainant and the respondent a letter stating whether or not it has been determined that there was a violation of the policy, and if so, what sanctions are to be imposed.

The time periods prescribed in this document for actions by the Officer or the Investigator are intended not as rigid rules, but rather as guidelines to which all are expected to adhere in good faith. The Officer may exercise reasonable discretion to extend deadlines when he or she considers that action necessary or appropriate.

Appeal Process

The appellate authority for the Policy on Sexual Assault and Sexual Misconduct is the Chief Financial Officer (CFO). Both parties shall have the right to appeal as follows:

All appeals should be typed and should contain justification to support one or more of the following reasons for the appeal:

1. The introduction of new evidence
2. That the evidence was/was not sufficient to support a policy violation
3. That due process was not provided
4. The sanctions were not appropriate to the violation

Appeals must be submitted in writing within five (5) business days of receipt of the decision letter. An appeal will not be considered when submitted after the allotted five (5) business days have elapsed. The appellate authority will hold a hearing with the grieving party after reviewing the complaint, the investigation report, and the written appeal. The hearing will take place within ten (10) business days of receipt of the appeal. The appellate authority can either uphold the decision of the Officer or overrule that decision in whole or in part. The appellate authority will consult with all necessary parties in order to reach his/her decision. The appellate authority will communicate his/her decision to the complainant and respondent in writing within ten (10) business days of the date of the hearing with a copy to the Officer.

The CFO may make a request to the President to be excused from the role of appellate authority. In the event that the President excuses the CFO, or in the absence of the CFO, the President shall appoint an alternative appellate authority. The complainant or the respondent must notify the President in writing immediately if he or she believes that the appellate authority cannot be objective and fair, and must also state at that time the reasons for that belief. The President will review the objection and, in his/her sole discretion, determine whether a different appellate authority will be assigned.

Questions

Questions or concerns about this policy should be directed to the Equal Opportunity Officer. This policy is subject to change to comply with changes in relevant laws or University operating procedures.

This policy supersedes all previous Norwich University Sexual Assault and Sexual Misconduct Policies.

Norwich University Equal Opportunity Contact Persons

For information, counseling, or to file a complaint of sexual assault or sexual misconduct, contact one of the following individuals:

- Vivian Luna, Equal Opportunity Office, x2144, vluna@norwich.edu
- Robin Adler, Criminal Justice, x2828, radler@norwich.edu
- Rowly Brucken, History, x2362, rbrucken@norwich.edu
- Kristine Seipel, Commandant's Office, x2138, seipelk@norwich.edu
- Nicole DiDomenico, Civic Engagement, x2670, ndidomen@norwich.edu

- Tracy Poirier, International Students, x2582, tpoirer@norwich.edu
- Russ Holden, Commandant's Office, x2114, rholden@norwich.edu
- Steve Looke, Retention, x2241, slooke@norwich.edu
- Martha Mathis, Dean of Students, x2640, martham@norwich.edu
- Penny Shtull, Criminal Justice, x2373, pshtull@norwich.edu
- Iphy Tanguay, Student Life, x2660, itanguay@norwich.edu
- Jay Wisner, Human Resources, x2075, jwisner@norwich.edu

Emergency Phone Numbers

- Norwich Security, x2525
- Norwich Counseling Services, x2134
- Northfield Police Department, (802) 485.9181
- Montpelier Police Department, 911
- Central Vermont Hospital Emergency, (802) 371.4263
- Sexual Assault Crisis Team of Washington County (24 hour), 802.479.5577
- Statewide Sexual Assault (24 hour) 1.800.489.7273
- Vermont Human Rights Commission, (802) 828.2480
- US Dept. of Education Office for Civil Rights, Boston, MA, 617.223.9662 or TTY 617.223.9695

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Norwich University
Policy, Procedures and Regulations Implementing
Reasonable Suspicion Drug Testing for All Students

OVERVIEW

Norwich University is concerned with the health, safety, and welfare of all of our students. Substance abuse is one of the most important issues facing our society today. Substance use and abuse can pose risks to the student's health, negatively affect the student's academic and co-curricular performance, and also can compromise the integrity of our institution and the ideals we hold so dear.

Our Norwich Guiding Values state: "We stress being physically fit and drug-free." Norwich University prides itself in promoting a healthy lifestyle. We have a *zero tolerance* for illegal substances. This summer, President Schneider, in his 15 July 03 letter to all returning students and parents, stated that the University would adopt reasonable suspicion drug testing for students. We have already established a drug testing policy for student athletes, dated 6 Nov 03. This document codifies that reasonable suspicion policy for all students (i.e., cadets, civilian residential, and civilian commuter), which will aid all of us in maintaining our high standards of self-discipline, personal integrity and social responsibility.

In addition, Norwich University is an educational institution. Therefore, we encourage our students to seek out the advice of our Substance Abuse Counselor, our Strength Coach / Wellness Director, or our training staff. We want our students to grow in this very important arena.

POLICY

Norwich University condemns the use of illegal drugs, the misuse of legal drugs and dietary supplements, and the use of performance-enhancing substances. Our Norwich University Student Rules and Regulations (NURR) clearly indicate that unauthorized drugs have no place in our learning community. See Chapter 3 of the current NURR. This policy does not change any of the existing policies. We are now supplementing our drug policy to allow for reasonable suspicion testing. This separate policy will be incorporated into our next edition of the NURR.

Amendments to these policies and procedures may be issued with or without notice, as the University deems appropriate. Nothing in these procedures shall be construed to create a contract between a student and Norwich University.

PROCEDURES AND SANCTIONS – SUPPLEMENTAL TO OTHER REQUIREMENTS

These procedures supplement the NURR, and the laws of the State of Vermont.

The procedures and sanctions set forth herein address and apply only in regard to this policy. Acts, conduct, violations, and/or failure to comply with other requirements subject the student to additional procedures and sanctions in accordance with the laws of the State of Vermont and the NURR.

CONSENT AND RELEASE AS CONDITIONS OF CONTINUED ENROLLMENT

Enrollment in Norwich University is a privilege, not a right. As a condition of being permitted to enroll or continue enrollment at Norwich, all students must comply with this policy and all other applicable requirements and procedures including: complying with and consenting to the drug education and drug testing procedures; signing any forms developed to document the understanding and voluntary consent to these requirements; releasing of results and other information to those who have a specific need to know; and waiving liability as deemed appropriate by the University.

Failure to consent to and/or to comply with the requirements of this policy and its procedures shall result in the immediate and involuntary resignation of the student.

Each student will have the opportunity to appraised of this policy, and any changes, by review of appropriate CLiC announcements, student open forum meetings, and when included in the NURR. After having read the policy, students can always direct their questions on this policy to the Dean of Students (DOS) or Deputy Commandant (DC), and their staffs, as appropriate.

DIETARY SUPPLEMENTS

Norwich University will not distribute or encourage the use of any dietary supplements or ergogenic aids. A dietary supplement is a product, intended to supplement the diet, which contains one or more of the following dietary ingredients: vitamins, minerals, amino acids, herbs or other botanicals, and metabolites. Many dietary supplements or ergogenic aids contain banned substances. Often the labeling of dietary supplements is not accurate and is misleading. Terms such as "healthy" or "all natural" do not mean dietary supplements do not contain a banned substance or are safe to take. Using dietary supplements may cause positive drug tests. ***Students who are currently taking dietary supplements or intend to take any dietary supplements are strongly advised to review the product with the Strength Coach / Wellness Director, Athletic Training Staff, or University Physician before commencing use or upon notification of this policy.***

PROHIBITED DRUGS / SUBSTANCES

The list of unauthorized substances continues to grow. Norwich University has established the comprehensive NCAA list as the authoritative source to define prohibited drugs / substances. The NU drug screening process may include analysis of, but is not limited to, the NCAA list of banned-drug classes.

For an ongoing updated listing of the banned-drug list view the NCAA's web site at http://www.ncaa.org.
At the NCAA web site - clic on *Education Programs, Grants & Research*, then clic on *Drug Testing*.
The specific list, attached as of the preparation of this document, can be located at:
http://www1.ncaa.org/membership/ed_outreach/health-safety/drug_testing/banned_drug_classes.pdf

Prohibited substances that may be screened for includes but is not limited to marijuana, PCP, opiates, MDMA (Ecstasy), amphetamines, cocaine, flunitrazepam (Rohypnol) and anabolic steroids.

Norwich University requires that all students keep the University Physician informed of any prescribed medications and prescribed dietary supplements that the student may be taking.

REASONABLE SUSPICION SCREENING

Any student, [regardless of lifestyle (cadet or civilian) or status (resident or commuter)] may be subject to testing at any time when the Vice President of Student Affairs/Commandant (VPSS/C) determines there is individualized reasonable suspicion to believe the participant is using or has used a prohibited drug. Such reasonable suspicion shall be based on objective information as determined by a Student Affairs / Commandant Staff member (e.g., Assistant Commandant, Head Coach, Assistant Director of Residence Life, Strength Coach / Wellness Director) or another university official and deemed reliable by a another counselor who did not originate the action (e.g., University Physician, Counseling Center Director, Substance Abuse Counselor, Fitness / Wellness Director, or Head Athletic Trainer) and upheld by the DC or DOS. The DC or DOS presents the reasonable suspicion analysis to the Vice President of Student Affairs/Commandant for approval. Upon certification by the VPSS/C that reasonable suspicion exists the DC or DOS will order the reasonable suspicion screening.

Reasonable suspicion may be found, but not limited to 1) observed possession or use of substances appearing to be prohibited drugs, 2) arrest or conviction for a criminal offense related to the possession or transfer of prohibited drugs or substances, or 3) observed abnormal appearance, conduct or behavior reasonably interpretable as being caused by the use of prohibited drugs or substances. Among the indicators which may be used in evaluating a student's abnormal appearance, conduct or performance are: decrease in class attendance, significant GPA changes, decrease in co-curricular event attendance, increased injury rate or illness rate, physical appearance changes,

academic/athletic/co-curricular motivational level, emotional condition, mood changes, and legal involvement. See attached form.

The DC or DOS will make a recommendation to the VPSS/C within 48 hours of receiving the objective information from the individual(s) mentioned above. The VPSS/C will render a decision within 48 hours certifying or decertifying the reasonable suspicion.

Note: The possession and/or use of illegal substances may be determined by means other than urinalysis. When an individual is found to be in possession and/or using such substances, he/she will be subject to the same procedures that would be followed in the case of a positive drug test result.

NOTIFICATION AND REPORTING FOR COLLECTION OF SAMPLE

The DC or DOS will notify the student to report to their office immediately. Once the student has reported, the student will be informed of the reasonable suspicion testing and certification. The student will then report to the infirmary, escorted by an appropriate (by sex) Student Affairs / Commandant's staff professional, who must then stay with the student until the sample is obtained.

COLLECTION OF SAMPLE

Urine samples will be collected at the infirmary using all required laboratory directed procedures. Chain of custody, and sample holding and shipping procedures will be scrupulously followed.

REPORTING RESULTS

Urine samples will be sent to a certified lab for analysis. Each sample will be tested to determine if banned substances are present. A test result confirmed as positive by the laboratory does not automatically identify the student as having engaged in prohibited drug use. Results will confidentially be made available to the DC / DOS, as appropriate. The DC / DOS will then consult with the University Physician, the Fitness / Wellness Director and the Head Athletic Trainer. All four will review the results. If there is a positive drug test, the DC or DOS will set up a confidential meeting with the student. The student may present evidence of any mitigating circumstances that he/she feels may be important to the outcome of the drug test. The four parties above will then make the determination of the outcome of the drug test. If the outcome is determined as negative the process stops and all student affairs records regarding this process are sealed in an envelope, maintained in student records, and may be opened only upon order of the VPSS/C. If the outcome is determined as positive the student will be immediately so notified in person and in writing and the process continues.

If the laboratory reports a specimen as diluted, substituted, manipulated, or adulterated, the student will be deemed to have refused to submit to testing and treated as if the test were positive for a banned substance.

SANCTIONS

Any student who tests positive for a banned substance or who refuses to submit a urine sample or fails to take a required drug test as described in this policy shall be subject to the sanctions outlined in the NURR for possession of a banned substance on campus.

The DC / DOS or his/her designee will notify the student's parent(s) or legal guardian(s) by telephone and in writing of the positive drug test result. The Director of Athletics will be consulted by the DC / DOS at this time to determine if the student is an athlete. If the student in question is an athlete then the Director of Athletics will immediately suspend the athlete from competition in any intercollegiate or club sports under at Norwich University. The DC / DOS will caution the student that he /she is also subject to Vermont state laws pertaining to possession, sale and consumption of controlled substances and related paraphernalia. Violators of this policy are subject to

suspension or dismissal from the University. The DC / DOS will then initiate the appropriate disciplinary process as defined by the NURR and so notify the student. In addition, any student who tests positive will be interim suspended from all co-curricular activities and positions of student leadership at Norwich.

If a student is ever suspended for illegal drugs and allowed readmission, that student is subject to periodic drug testing, at student expense, at a frequency determined by the DC / DOS, for the remainder of that student's time at NU.

APPEAL PROCESS

A student who tests positive for a banned substance may, within 48 hours following receipt of the written notice of a positive test result, contest the finding of the positive results in writing to the DC / DOS. Upon the student's request for further testing of the sample, the DC / DOS will formally request the laboratory retained by the University to perform testing on specimen B. Specimen B findings will be final, subject to the results of any appeal. If specimen B results are negative, the drug test will be considered negative and will be at the expense of the University. Records will be treated as previously discussed. A positive test result of specimen B will be at the expense of the student.

A student who tests positive, or who disputes that they have refused or failed to take a required test, under the terms of this policy, and who receives a sanction of suspension or dismissal via due process as applied by the NURR, can appeal the sanction to the VPSS/C as specified in the NURR. The VPSS/C has the authority to delegate the appeal process to the President of Norwich University. The VPSS/C, the DOS, and the DC have the authority to uphold, rescind or amend any decision to include increasing or decreasing a punishment. A student may not appeal a sanction more than once.

Decisions regarding suspension and dismissal, like all other actions taken at the university, are administrative rather than judicial in nature. As the VPSS/C makes these decisions for the President and the Board of Trustees, his/her decisions are considered final.

NCAA Banned-Drug Classes

The NCAA list of banned-drug classes is subject to change by the NCAA Executive Committee. Contact NCAA education services or www.ncaa.org/sports_sciences/drugtesting for the current list. The term "related compounds" comprises substances that are included in the class by their pharmacological action and/or chemical structure. No substance belonging to the prohibited class may be used, regardless of whether it is specifically listed as an example.

Many nutritional/dietary supplements contain NCAA banned substances. In addition, the U.S. Food and Drug Administration (FDA) does not strictly regulate the supplement industry; therefore purity and safety of nutritional/dietary supplements cannot be guaranteed. Impure supplements may lead to a positive NCAA drug test. The use of supplements is at the student-athlete's own risk. Student-athletes should contact their institution's team physician or athletic trainer for further information.

Bylaw 31.2.3.1 Banned Drugs

The following is a list of banned-drug classes, with examples of substances under each class:

a) Stimulants:

amiphenazole
amphetamine
bemigride
benzphetamine
bromantan
Caffeine 1 (guarana)
chlorphentermine
cocaine
cropropamide
crothetamide
diethylpropion
dimethylamphetamine
doxapram
ephedrine (ephedra, ma huang)
ethamivan
ethylamphetamine
fencamfamine
meclofenoxate
methamphetamine
methylene-dioxymethamphetamine (MDMA (ecstasy)
methylphenidate
nikethamide
pemoline
pentetrazol
phendimetrazine
phenmetrazine
phentermine
phenylephrine
phenylpropanolamine (ppa)
effective August 2003
picrotoxine
pipradol
prolintane
strychnine
synephrine (citrus aurantium, zhi shi, bitter orange)
and related compounds

(b) Anabolic Agents:

anabolic steroids
androstenediol
androstenedione
clostebol
Dehydrochlormethyl-testosterone
dehydroepiandrosterone (DHEA)
boldenone
methenolone
dihydrotestosterone
nandrolone
stanozolol
norandrostenediol
Testosterone 2 and related compounds
dromostanolone
fluoxymesterone
mesterolone
norandrostenedione
norethandrolone
oxandrolone
oxymesterone
oxymetholone
methandienone
methyltestosteron
other anabolic agents

(c) Substances Banned for Specific Sports

Rifle:
Alcohol
atenolol
metoprolol
nadolol
pindolol
propranolol
timolol and related compounds

(d) Diuretics:

acetazolamide
bendroflumethiazide
benzthiazide
bumetanide
chlorothiazide
chlorthalidone
ethacrynic acid
flumethiazide
furosemide
hydroflumethiazide
hydroflumethiazide
methyclothiazide
metolazone
polythiazide
quinethazone
spironolactone
triamterene
trichlormethiazide
and related compounds

e) Street Drugs:

heroin
marijuana3
THC (tetrahydrocannabinol)3

f. Peptide Hormones and Analogues

chorionic gonadotrophin (HCG-human chorionic gonadotrophin)
corticotrophin (ACTH)
growth hormone (HGH, somatotrophin)
All the respective releasing factors of the above-mentioned substances also are banned.
erythropoietin (EPO)
sermorelin

(g) Definitions of positive depends on the following:

1 for caffeine—if the concentration in unrine exceeds 15 micrograms/ml.
2 for testosterone—if the administration of testosterone or (DHT) use of any other manipulation has the result of increasing the ratio of the total concentration of testosterone to that of
epitestosterone in the urine to greater than 6:1, unless there is evidence that this ratio is due to a physiological or pathological condition.
3 for marijuana and THC—if the concentration in the urine of THC metabolite exceeds 15 nanograms/ml.

NORWICH UNIVERSITY
DRUG TESTING REASONABLE SUSPICION DOCUMENTATION

I, (Name of Norwich University Staff Member) _____,
under the reasonable suspicion clause that is outlined in the Norwich University Drug Testing Policy, report the following objective sign(s), symptom(s) or behavior(s) that I reasonably

believe warrant (Name of Student) _____ to be referred to the Dean of Students / Deputy Commandant or his/her designee for possible drug testing. I observed the following sign(s), symptom(s) or behavior(s) were observed by me over the past

_____ hours and/or _____ days.

Please check below all that apply:
The Student has shown:

_____ irritability
_____ loss of temper
_____ poor motivation
_____ failure to follow directions
_____ verbal outburst (e.g. to faculty, staff, teammates)
_____ physical outburst (e.g. throwing room furnishings or equipment)
_____ emotional outburst (e.g. crying)
_____ weight gain
_____ weight loss
_____ sloppy hygiene and/or appearance

The Student has been:

_____ late for practice
_____ late for class
_____ not attending class
_____ receiving poor grades
_____ staying up too late
_____ missing appointments
_____ missing/skipping meals

The Student has demonstrated the following:

_____ dilated pupils
_____ constricted pupils
_____ red eyes
_____ smell of alcohol on the breath
_____ smell of marijuana
_____ staggering or difficulty walking
_____ constantly running and/or red nose
_____ recurrent bouts with a cold or the flu (give dates _____)
_____ over stimulated or "hyper"
_____ excessive talking
_____ withdrawn and/or less communicative
_____ periods of memory loss
_____ slurred speech
_____ recurrent motor vehicle accidents and/or violations (give dates _____)
_____ recurrent violations of Norwich University Student Code of Conduct

Other specific objective findings include:

_____
_____
_____
_____
_____

Signatures

_____ _____
Print Name of NU Staff Member Signature of NU Staff Member Date / Time

Counselor * Consulted: _____
Name / Signature of Counselor Consulted Concur / Non Concur Date / Time

Reviewed by: _____
Dean of Students (DOS) / Deputy Commandant (DC) Date / Time

Reasonable suspicion finding upheld /denied (circle one) by DOS / DC _____

Reasonable suspicion finding certified _____
Vice President/Commandant Date / Time

* Counselor = University Physician, Counseling Center Director, Substance Abuse Counselor, Strength Coach / Wellness Director, or Head Athletic Trainer.

Processing

Student notified by: _____ Date / Time: _____

Student escorted to infirmary by: _____

Student provided sample to infirmary at date / time: _____

and continuously observed by: _____

Test result received by: _____ on Date / Time: _____

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

1. Students serving in the military who are notified after the start of enrollment that they are being activated or deployed to a combat zone or in direct support of or proximity to a combat zone, or;
2. Any student, or the spouse of a student if the student has a dependent child, who is a member of the National Guard or reserve forces of the United States and who is ordered to state military service or federal service or duty may:

- Withdraw from the entire registration and receive a full refund of tuition and mandatory fees;
- Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full;
- Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded, or;
- If having successfully completed at least 60% of a seminar or course and whose cumulative grade represents sufficient knowledge of the seminar or course, request to have a grade assigned at the time of withdrawal. In lieu of requesting a grade, bachelor's students may submit to their Department Chair a study plan outlining how the final weeks of academic work will be completed. Upon approval of the study plan, a grade of Incomplete will be assigned. Incomplete grades assigned as a result of approved study plans for activated or deployed students must be resolved within 180 days of the issuance of the original incomplete grade.

Students will be required to provide a copy of orders confirming that the date of activation/deployment was during the currently enrolled academic semester. Upon any future re-matriculation at Norwich University, the student will be charged tuition and fees at the rate in force at the time of re-matriculation.

NORWICH UNIVERSITY

Consolidated Financial Statements

May 31, 2012
(with comparative information as of May 31, 2011)

(With Independent Auditors' Report Thereon)

KPMG LLP
Suite 400
356 Mountain View Drive
Colchester, VT 05446

Independent Auditors' Report

The Board of Trustees
Norwich University:

We have audited the accompanying consolidated statement of financial position of Norwich University (the University) as of May 31, 2012, and the related consolidated statements of activities and cash flows for the year then ended. These consolidated financial statements are the responsibility of the University's management. Our responsibility is to express an opinion on these consolidated financial statements based on our audit. The prior year summarized comparative information has been derived from the University's 2011 consolidated financial statements and, in our report dated September 19, 2011, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Norwich University as of May 31, 2012, and the changes in its net assets and its cash flows for the year then ended in conformity with U.S. generally accepted accounting principles.

KPMG LLP

September 19, 2012

Vt. Reg. No. 92-0000241

KPMG LLP is a Delaware limited liability partnership, the U.S. member firm of KPMG International Cooperative ("KPMG International"), a Swiss entity.

NORWICH UNIVERSITY

Consolidated Statements of Financial Position

May 31, 2012
(with comparative information as of May 31, 2011)

(In thousands)

Assets		2012	2011
Cash and cash equivalents	$	8,700	18,892
Cash held as collateral by swap counterparty (note 6)		13,540	3,920
Accounts and notes receivable, net (note 2)		2,477	2,576
Contributions receivable, net (note 3)		8,581	10,140
Inventory, prepaid expenses, and other assets		6,817	7,488
Loans receivable, net (note 2)		8,798	8,907
Investments (note 4)		160,089	174,258
Beneficial interest in perpetual trust		5,407	5,570
Deposits held by Trustees (notes 5)		1,351	1,222
Land, buildings, and equipment, net (notes 5 and 7)		106,161	106,089
Total assets	$	321,921	339,062
Liabilities and Net Assets			
Liabilities:			
Accounts payable and accrued liabilities	$	8,076	8,061
Interest rate swap liability (note 6)		20,579	10,661
Deferred revenue, advance payments, and annuity and life income obligations		6,365	6,516
Bonds payable (note 5)		72,800	74,400
Refundable U.S. government grants (note 8)		6,438	6,243
Total liabilities		114,258	105,881
Commitments and contingencies (note 9)			
Net assets:			
Unrestricted		68,796	76,914
Temporarily restricted (note 11)		98,029	116,165
Permanently restricted (note 11)		40,838	40,102
Total net assets		207,663	233,181
Total liabilities and net assets	$	321,921	339,062

See accompanying notes to consolidated financial statements.

NORWICH UNIVERSITY

Consolidated Statements of Activities

Year ended May 31, 2012
(with comparative summarized information for the year ended May 31, 2011)

(In thousands)

	Unrestricted	Temporarily restricted	Permanently restricted	Total 2012	Total 2011
Operating revenues and other support:					
Tuition and fees	$ 87,611	—	—	87,611	85,191
Residence and dining	18,824	—	—	18,824	17,887
Uniform sales	2,317	—	—	2,317	2,352
Less scholarship, grants, and other aid	(32,819)	—	—	(32,819)	(30,596)
Net tuition and fees	75,933	—	—	75,933	74,834
Federal appropriations, grants, and contracts	1,895	—	—	1,895	2,161
Private contributions	705	516	—	1,221	1,133
Investment income used in operations (note 4)	6,713	769	—	7,482	7,765
Campaign net assets appropriated to operations	2,600	—	—	2,600	2,600
Other auxiliary services	1,615	—	—	1,615	1,600
Other income	2,347	—	—	2,347	2,329
Total revenues and other support	91,808	1,285	—	93,093	92,422
Net assets released from restrictions (note 12)	1,255	(1,255)	—	—	—
Total revenues and other support and net assets released from restrictions	93,063	30	—	93,093	92,422
Operating expenses:					
Instruction	25,888	—	—	25,888	24,820
Academic support	9,050	—	—	9,050	8,297
Research	978	—	—	978	900
Student services	21,423	—	—	21,423	22,104
Institutional support	16,713	—	—	16,713	15,136
Auxiliary enterprises	16,373	—	—	16,373	16,500
Total expenditures	90,425	—	—	90,425	87,757
Change in net assets from operating activities	2,638	30	—	2,668	4,665
Nonoperating activities:					
Investment return in excess of spending plan (note 4)	(4,135)	(11,005)	—	(15,140)	24,980
Campaign gifts and pledges	94	3,640	714	4,448	5,331
Campaign net assets appropriated to operations	—	(2,600)	—	(2,600)	(2,600)
Change in split interest agreements	(92)	229	2	139	817
Change in perpetual trust	—	—	(163)	(163)	473
Related entity revenue (note 13)	4,192	—	—	4,192	6,671
Related entity expense (note 13)	(4,108)	—	—	(4,108)	(6,626)
Other expenses and reclassifications	(7,909)	(7,228)	183	(14,954)	(3,796)
Net assets released from restrictions (note 12)	1,202	(1,202)	—	—	—
Change in net assets from nonoperating activities	(10,756)	(18,166)	736	(28,186)	25,250
Change in net assets	(8,118)	(18,136)	736	(25,518)	29,915
Net assets at beginning of year	76,914	116,165	40,102	233,181	203,266
Net assets at end of year	$ 68,796	98,029	40,838	207,663	233,181

See accompanying notes to consolidated financial statements.

NORWICH UNIVERSITY

Consolidated Statements of Cash Flows

Year ended May 31, 2012
(with comparative information for the year ended May 31, 2011)

(In thousands)

		2012	2011
Cash flows from operating activities:			
(Decrease) increase in net assets	$	(25,518)	29,915
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:			
Depreciation and amortization		6,490	6,423
Change in estimated value of interest rate swap agreements		9,918	493
Net realized and unrealized (gains) losses on investments		9,634	(30,950)
Contributions restricted for plant		(2,600)	(1,835)
Contributions restricted for endowment		(808)	(764)
Change in accounts receivable		95	208
Change in contributions receivable		1,559	(88)
Change in inventory, prepaid expenses, and other assets		779	(181)
Change in beneficial interest in perpetual trust		163	(473)
Change in accounts payable and accrued liabilities		(59)	60
Change in deferred revenue, advanced payments, and annuity life income obligations		(151)	(87)
Net cash (used in) provided by operating activities		(498)	2,721
Cash flows from investing activities:			
Purchase of investments		(9,052)	(6,724)
Proceeds from sale and maturity of investments		13,456	11,033
Change in student loans receivable, net		109	99
Decrease in other loans/receivables		4	7
Acquisition of land, buildings and equipment		(6,465)	(10,057)
Net cash used in investing activities		(1,948)	(5,642)
Cash flows from financing activities:			
Change in refundable U.S. government advances		195	(43)
Contributions restricted for endowment		808	764
Contributions restricted for plant		2,600	1,835
Deposits held by bond trustee		(129)	1,637
Cash held as collateral by swap counterparty		(9,620)	7,581
Debt repayment		(1,600)	(2,800)
Net cash (used in) provided by financing activities		(7,746)	8,974
Net (decrease) increase in cash and cash equivalents		(10,192)	6,053
Cash and cash equivalents at beginning of year		18,892	12,839
Cash and cash equivalents at end of year	$	8,700	18,892
Supplemental cash flow information:			
Cash paid during the year for:			
Interest	$	2,637	2,779

See accompanying notes to consolidated financial statements.

(1) Nature of Operations and Significant Accounting Policies

(a) Nature of Operations

Norwich University (the University) is a private co-educational institute of post-secondary education. In addition to offering 30 undergraduate degree programs, the University offers an on-line masters degree in nine programs, an on-line bachelors degree completion program and a residential masters in architecture.

(b) Basis of Presentation

External financial reporting for not-for-profit organizations includes three basic financial statements and the classification of resources into net assets based on the existence or absence of donor-imposed restrictions. The University records unconditional promises to give (pledges) as receivables and revenue and distinguishes between contributions received for each net asset category in accordance with donor-imposed restrictions. In the accompanying financial statements, net asset categories are as follows:

Unrestricted – Net assets that are not subject to donor-imposed stipulations but may be designated for specific purposes by action of the board of trustees or management.

Temporarily Restricted – Net assets whose use by the University is limited by donor-imposed stipulations that either expire by passage of time or that can be fulfilled or removed by actions of the University pursuant to those stipulations. This category includes realized and unrealized gains on donor restricted endowment funds that have not been appropriated for expenditure by the Board of Trustees in accordance with the Uniform Prudent Management of Institutional Funds Act (UPMIFA).

Permanently Restricted – Net assets whose corpus is restricted by the donor to be invested in perpetuity whose income may be made available for stipulated purposes.

Expenses are reported as decreases in unrestricted net assets. Donor restricted gifts that are received and spent within the same operating cycle are reported as unrestricted revenues. When a donor restriction expires because the time or purpose stipulation has been met, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. Gifts of long-lived assets are reported as unrestricted revenue, only if there is no purpose or use restriction. Gifts specified for the acquisition or construction of long-lived assets are reported as unrestricted net assets when the assets are placed in service.

(c) Principles of Consolidation

The financial statements of Norwich University include the net assets and operations of Norwich University Applied Research Institutes (NUARI), a nonprofit, tax-exempt corporation whose purpose is to provide research and development of technologies targeting national defense preparedness and response. Certain members of NUARI's board of directors are employed by or affiliated with the University, which provides NUARI with telecommunication services and

equipment rentals. All transactions with the University are within the ordinary course of business and are considered by management to have been conducted on an arms-length basis. The net amount due from (to) NUARI as of May 31, 2012 and 2011 is $35 and $27, respectively. For additional information about NUARI refer to footnote 13.

(d) ***Use of Estimates***

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates. The current economic environment increases the inherent uncertainty of those estimates. Estimates recorded at May 31, 2012 and 2011 include nonreadily marketable investments, asset retirement obligations, the collectibility of accounts, loans and contributions receivable, and the valuation of split interest agreements.

(e) ***Nonoperating Activities***

Nonoperating activities reflect transactions of a long-term investment or capital nature, including contributions to be invested by the University to generate a return that will support future operations, contributions to be received in the future, contributions to be used for facilities and equipment and investment return net of the amount the University has appropriated for current operational support in accordance with the University's endowment spending guidelines.

Nonoperating activities also include the revenues and expenses of NUARI.

(f) ***Cash and Cash Equivalents***

Cash and cash equivalents are recorded at fair value. These funds are available for current operating needs and include interest-bearing cash accounts, money market accounts, mutual funds, and certificates of deposit with original maturities of three months or less. As of May 31, 2012 and 2011, cash and cash equivalents include $3,332 and $1,933, respectively, earmarked for the capital campaign through either donor or internal designation.

(g) ***Deposits Held by Trustee***

Deposits held by Trustee consist of amounts deposited to satisfy debt service requirements and undisbursed construction bond proceeds.

(h) ***Investments***

Investments are reported at their respective fair values. The values of publicly traded fixed income and equity securities are based upon quoted market prices. Investments in units of nonpublicly traded pooled funds are valued at the unit value determined by the fund's administrator based on quoted market prices of the underlying investments. Private equities and certain nonmarketable securities

are valued using current estimates of fair value by management based on information provided by the general partner or investment manager for the respective funds.

University management is responsible for the fair value measurement of investments reported in the financial statements. The University has implemented policies and procedures to assess the reasonableness of the fair values provided. Because of the inherent uncertainty of valuation for these investments, the estimate of the investment manager or general partner may differ from the values that would have been used had a ready market existed, and the differences could be significant. The agreements underlying participation in nonmarketable investment funds may limit the University's ability to liquidate its interest in such investments for a period of time. The University believes that the reported values of its nonmarketable securities at the balance sheet date are reasonable.

See footnote 4 for a summary of the inputs used as of May 31, 2012 in determining the fair value of the University's investments.

At May 31, 2012 and 2011, the carrying values of the University's cash and cash equivalents, receivables, accounts payable and debt approximated their fair values. An approximate estimate of the fair values of student loan receivables administered by the University under federal government loan programs is not practical because the receivables can only be assigned to the U.S. government or its designees.

(i) Endowment

Endowment funds are subject to the restrictions of gift instruments requiring that the principal be invested in perpetuity and only the income be utilized. While board-designated funds have been established by the governing board for the same purposes as endowment funds, any portion of board-designated funds may be expended.

The Board of Trustees has adopted a spending policy whereby the University utilizes 5.0% for each of the years ended May 31, 2012 and 2011, of the product of the average pooled unit value for the 12 prior quarters ending December 31 and the number of pooled units on hand at December 31. During the years ended May 31, 2012 and 2011, $7,482 and $7,765, respectively, was distributed for use in operations.

Temporarily restricted term endowment funds consist of a single gift which, based on the donor's stated intent, becomes unrestricted in fiscal year 2014. Until such time, the principal may not be spent, and the income earned is restricted to fund scholarships.

(j) Split-Interest Agreements

The University's split-interest agreements with donors consist of irrevocable charitable gift annuities, pooled income funds, and charitable remainder trusts held and administered by others. For annuity contracts, the contributed assets are included as part of prepaid and other assets at fair value. Charitable gift annuity assets as of May 31, 2012 and 2011 were $3,305 and $3,155, respectively. Contribution revenues are recognized as of the date the donated assets are transferred to the

University and liabilities are recorded for the present value of the estimated future payments to the donors and/or other beneficiaries. The liabilities are adjusted during the term of the annuities consistent with changes in assumptions.

Pooled income funds are contributions of many donors' life income gifts and are pooled and invested as a group. The value of pooled income funds was $329 and $351 at May 31, 2012 and 2011, respectively. Donors receive periodic income distributions based on their proportion of the total pooled fund as determined by units assigned at the date of the donor's entry into the pooled fund. Upon the beneficiary's death, the title of their beneficial interest in the investment pool is transferred in its entirety to the University.

For charitable remainder trusts held and administered by others, the present values of the estimated future cash receipts from the trusts are recognized as contributions receivable and contribution revenues as of the dates the trusts are established. Distributions from these trusts are recorded as contributions and the carrying value of the assets is adjusted for changes in the estimates of future receipts. The University uses discount rates ranging from 4.125% to 7.0% as established upon receipt of the trust to determine the present value of the estimated future cash receipts. The trusts were valued at $2,124 and $1,991 at May 31, 2012 and 2011, respectively.

(k) Beneficial Interest in Perpetual Trust

At May 31, 2012 and 2011, funds held in trust of $5,407 and $5,570, respectively, consist of resources neither in the possession nor under the control of the University and administered by outside trustees, with the University deriving income from the assets of such trust. This amount is recognized at the fair value of the University's portion of the underlying investments.

(l) Property and Equipment

Land, land improvements, buildings, computers, instructional equipment, and certain transportation vehicles are stated at cost at date of acquisition or fair value at date of donation in the case of gifts, less accumulated depreciation. Personal equipment, including instructional equipment, furniture, and transportation vehicles are being depreciated on the straight-line method over a five-year useful life. Buildings and improvements are being depreciated on the straight-line method over the remaining estimated useful lives of the buildings which range from twenty to fifty years. The cost and related accumulated depreciation of all plant and equipment retired or otherwise disposed of are removed from the accounts. Any gain or loss is included in income. Maintenance and repair costs are charged to expense as incurred, and significant leasehold improvements are capitalized.

(m) Inventory

Inventories are valued on the first-in, first-out (lower of cost or market) basis but not in excess of net realizable value.

(n) Other Assets

Other assets consist of debt issuance costs that are being amortized using the effective interest rate method over the life of the bonds, which is 30 years. Unamortized debt issuance costs were $438 and $462 at May 31, 2012 and 2011, respectively.

(o) Contributions

Contributions received, including unconditional promises, are recognized as revenues when the donor's commitment is received. Unconditional promises are recognized at the estimated present value of the future cash flows, net of allowances. The discount rate utilized is the U.S. Treasury note rate commensurate with the life and date of the pledge. Conditional promises are recorded when donor stipulations are met.

(p) Fundraising Expense

Fundraising expense was $2,589 and $2,291 for the years ended May 31, 2012 and 2011, respectively, and is classified as nonoperating and other expenses in the accompanying statement of activities.

(q) Income Taxes

The University is a not-for-profit corporation as described in Section 501(c)(3) of the U.S. Internal Revenue Code (the Code) and is generally exempt from federal income tax under Section 501(a) of the Code. The University believes it has taken no significant uncertain tax positions.

(r) Museum Collections

The University's collections are made up of artifacts of historical significance, scientific specimens and art objects that are held for educational, research, scientific, and curatorial purposes. Each of the items is cataloged, preserved, and cared for, and activities verifying their existence and assessing their condition are performed continuously.

The University's collections, which were acquired through purchases and contributions since the University's inception, are not recognized as assets on the statement of financial position. Purchases of collection items are recorded as decreases in unrestricted net assets in the year in which the items are acquired or as temporarily or permanently restricted net assets, if the assets used to purchase the items are restricted by donors. Contributed collection items are not reflected on the financial statements.

The University records items of collections, which are received for educational purposes and generally displayed throughout the University, as a gift at nominal value. These gifts are not disposed of for financial gain or otherwise encumbered in any manner.

(s) Reclassifications

Amounts in the prior year presentation of the financial statements have been reclassified to conform to the presentation in the current year's financial statements.

(2) Allowances for Uncollectible Accounts and Loans Receivable

Accounts receivable are net of an allowance for uncollectible accounts of $450 and $590 at May 31, 2012 and 2011, respectively.

Loans receivable are net of an allowance for uncollectible loans of $431 and $408 at May 31, 2012 and 2011, respectively.

(3) Contributions Receivable

The following represents contributions receivable at May 31:

		2012	2011
In one year or less	$	3,365	4,019
Between one year and five years		4,348	5,817
More than five years		2,799	2,666
Contributions receivable, gross		10,512	12,502
Less discount for present value		518	731
Less allowance for uncollectible contributions		1,413	1,631
Contributions receivable, net	$	8,581	10,140

The University uses discount rates ranging from 1.56% to 7.01% as established upon receipt of the contributions to determine the present value of contributions receivable.

The University has six charitable remainder trust agreements with donors (the University is not the trustee). The donors are beneficiaries of the trust and will receive annual payments until their deaths. At such time the University will receive the trust corpus. The donors have not placed any restrictions on the use of the corpus. The University has recorded these trusts, included in the table above, at the net present value of the estimated future payments due to the University, which is $2,124 and $1,991 at May 31, 2012 and 2011, respectively.

(4) Investments and Fair Value Measurements

(a) Overall Investment Objective

The overall investment objective of the University is to invest its assets in a prudent manner that will achieve a long-term rate of return sufficient to fund a portion of its annual operating activities and increase investment value after inflation. The University diversifies its investments among various asset classes incorporating multiple strategies and managers. Major investment decisions are

authorized by the Board's Investment Committee, which oversees the University's investment program in accordance with established guidelines.

(b) Allocation of Investment Strategies

In addition to traditional stocks and fixed-income securities, the University may also hold shares or units in institutional funds as well as in alternative investment funds involving hedged strategies, private equity and real asset strategies. Hedged strategies involve funds whose managers have the authority to invest in various asset classes at their discretion, including the ability to invest long and short. Funds with hedged strategies generally hold securities or other financial instruments for which a ready market exists and may include stocks, bonds, put or call options, swaps, currency hedges and other instruments, and are valued accordingly. Private equity funds employ buyout and venture capital strategies or focus on investments in turn-around situations. Real asset funds generally hold interests in real estate, energy, and/or agriculture (through publicly traded securities or private partnership), and/or commodities (through publicly traded future contracts). Private equity and real asset strategies therefore often require the estimation of fair values by the fund managers in the absence of readily determinable market values. Because of the inherent uncertainties of valuation, these estimated fair values may differ significantly from values that would have been used had a ready market existed, and the differences could be material. Such valuations are determined by fund managers and generally consider variables such as operating results, comparable earnings multiples, projected cash flows, recent sales prices, and other pertinent information, and may reflect discounts for the illiquid nature of certain investments held. Moreover, the fair values of the University's interests in shares or units of these funds, because of liquidity and capital commitment terms that vary depending on the specific fund or partnership agreement, may differ from the fair value of the funds' underlying net assets.

(c) Basis of Reporting

Investments are reported at estimated fair value. If an investment is held directly by the University and an active market with quoted prices exists, the market price of an identical security is used as reported fair value. Reported fair values for shares in mutual funds are based on share prices reported by the funds as of the last business day of the fiscal year. The University's interests in alternative investment funds are generally reported at the net asset value (NAV) reported by the fund managers, which is used as a practical expedient to estimate the fair value of the University's interest therein, unless it is probable that all or a portion of the investment will be sold for an amount different from NAV. As of May 31, 2012 and 2011, the University had no specific plans or intentions to sell investments at amounts different than NAV.

The three levels of the fair value hierarchy are:

- Level 1 – quoted prices (unadjusted) in active markets that are accessible at the measurement date for assets or liabilities;
- Level 2 – observable prices that are based on inputs not quoted in active markets, but corroborated by market data; and

- Level 3 – inputs are derived from valuation methodologies, including pricing models, discounted cash flow models and similar techniques, and are not based on market, exchange, dealer, or broker-traded transactions. In addition, Level 3 valuations incorporate assumptions and projections that are not observable in the market, and significant professional judgment in determining the fair value assigned to such assets or liabilities. The University's ability to redeem its interest in the investment is also a factor in determining the classification of those investments.

The fair value hierarchy gives the highest priority to Level 1 inputs and the lowest priority to Level 3 inputs. In determining fair value, the University utilizes valuation techniques that maximize the use of observable inputs and minimize the use of unobservable inputs to the extent possible.

The following tables summarize the University's investments and other assets by major category in the fair value hierarchy as of May 31, 2012 and 2011, as well as related strategy, liquidity and funding commitments:

	May 31, 2012					
Description	Level 1	Level 2	Level 3	Total	Redemption or liquidation	Days' notice
Investments by strategy:						
U.S. Equities:						
Large cap	$ 15,106	—	9,847	24,953	Daily/Quarterly	1 – 60
Small cap	8,141	—	—	8,141	Daily	1
Total	23,247	—	9,847	33,094		
Global equities ex U.S.:						
Developed markets	2,193	18,028	—	20,221	Daily/Monthly	1 – 15
Emerging markets	4,621	3,843	—	8,464	Daily/Monthly	1 – 30
Total	6,814	21,871	—	28,685		
Fixed income:						
U.S. gov't fixed income	5,585	—	—	5,585	Daily	1
Int'l gov't fixed income	2,399	—	—	2,399	Daily	1
Multi-sector fixed income	13,709	—	—	13,709	Daily	1
Total	21,693	—	—	21,693		
Hedge funds:						
Long/short	—	4,396	11,873	16,269	Quarterly/Annually	30 – 90
Absolute return [1]	—	—	18,757	18,757	Quarterly/Illiquid	45 – 90
Total	—	4,396	30,630	35,026		
Private equity investments [2]	—	—	660	660	Illiquid	N/A
Venture capital investments	—	—	17,928	17,928	Illiquid	N/A
Real assets:						
Real estate	3,607	—	1,022	4,629	Daily/Illiquid	1 – N/A
Oil and gas	1,562	—	507	2,069	Daily/Illiquid	1 – N/A
Natural resources	1,352	—	4,681	6,033	Annual	30
Commodities	2,610	—		2,610	Daily	1
Total	9,131	—	6,210	15,341		

Description		May 31, 2012 Level 1	Level 2	Level 3	Total	Redemption or liquidation	Days' notice
Other equity	$	329	—	533	862	Illiquid	N/A
Cash and equivalents		6,800	—	—	6,800	Daily	1
Total investments	$	68,014	26,267	65,808	160,089		
Funds held by bond trustee[3]	$	1,351	—	—	1,351	N/A	N/A
Funds held by swap counterparty[3]		—	13,540	—	13,540	N/A	N/A
Funds held in trust by others		—	—	5,407	5,407	N/A	N/A
Total other assets	$	1,351	13,540	5,407	20,298		
Liabilities							
Interest rate swap agreement	$	—	(20,579)	—	(20,579)	N/A	N/A
Total liabilities	$	—	(20,579)	—	(20,579)		

[1] $5.7 million is subject to a 2 year rolling lockup

[2] Private equity and venture capital funds have average initial terms of 11 years with extensions of 2 to 3 years, and have an average remaining life of 4 years

[3] The underlying investments of all funds held by others are cash and cash equivalents.

Description		May 31, 2011 Level 1	Level 2	Level 3	Total	Redemption or liquidation	Days' notice
Investments by strategy:							
U.S. Equities:							
Large cap	$	21,207	4,846	9,481	35,534	Daily/Quarterly	1 – 60
Small cap		9,203	—	—	9,203	Daily	1
Total		30,410	4,846	9,481	44,737		
Global equities ex U.S.:							
Developed markets		4,997	23,272	—	28,269	Daily/Monthly	1 – 15
Emerging markets		6,927	5,107	—	12,034	Daily/Monthly	1 – 30
Total		11,924	28,379	—	40,303		
Fixed income:							
U.S. gov't fixed income		5,461	—	—	5,461	Daily	1
Int'l gov't fixed income		2,150	—	—	2,150	Daily	1
Multi-sector fixed income		13,811	—	—	13,811	Daily	1
Total		21,422	—	—	21,422		

(Continued)

Description		May 31, 2011 Level 1	Level 2	Level 3	Total	Redemption or liquidation	Days' notice
Hedge funds:							
Long/short	$	—	4,036	12,088	16,124	Quarterly/Annually	30 – 90
Absolute return [1]		—	—	18,667	18,667	Quarterly/Illiquid	45 – 90
Total		—	4,036	30,755	34,791		
Private equity investments [2]		—	—	622	622	Illiquid	N/A
Venture capital investments		—	—	16,552	16,552	Illiquid	N/A
Real assets:							
Real estate		4,041	—	1,058	5,099	Daily/Illiquid	1 – N/A
Oil and gas		1,472	—	560	2,032	Daily/Illiquid	1 – N/A
Natural resources		—	—	2,870	2,870	Annual	30
Commodities		4,051	—	—	4,051	Daily	1
Total		9,564	—	4,488	14,052		
Other equity		351	—	570	921	Illiquid	N/A
Cash and equivalents		858	—	—	858	Daily	1
Total investments	$	74,529	37,261	62,468	174,258		
Funds held by bond trustee[3]	$	1,222	—	—	1,222	N/A	N/A
Funds held by swap counterparty[3]		—	3,920	—	3,920	N/A	N/A
Funds held in trust by others		—	—	5,570	5,570	N/A	N/A
Total other assets	$	1,222	3,920	5,570	10,712		
Liabilities							
Interest rate swap agreement	$	—	(10,661)	—	(10,661)	N/A	N/A
Total liabilities	$	—	(10,661)	—	(10,661)		

[1] $5.6 million is subject to a 2 year rolling lockup

[2] Private equity and venture capital funds have average initial terms of 11 years with extensions of 2 to 3 years, and have an average remaining life of 4 years

[3] The underlying investments of all funds held by others are cash and cash equivalents.

U.S. Treasuries and registered mutual funds are classified in Level 1 of the fair value hierarchy as defined in note 1(h) because their fair values are based on quoted prices for identical securities. Most investments classified in Levels 2 and 3 consist of shares or units in nonregistered investment funds as opposed to direct interests in the funds' underlying securities, some of which are marketable or not difficult to value. Because each fund's reported NAV is used as a practical expedient to estimate the fair value of the University's interest therein, the level in which a fund's fair value measurement is classified is based on the University's ability to redeem its interest at or near the date of the statement of financial position. Accordingly, the inputs or methodology used for valuing or classifying investments for financial reporting purposes are not necessarily an indication of the risks

associated with those investments or a reflection of the liquidity of or degree of difficulty in estimating the fair value of each fund's underlying assets and liabilities.

The following tables are a reconciliation of Level 3 investments for the years ending May 31, 2012 and 2011:

	Equities	Hedge funds	Private equities/ venture capital	Real assets and other assets	Total
May 31, 2011	$ 9,481	30,755	17,174	10,628	68,038
Cap calls/purchases	—	—	2,602	3,020	5,622
Liquidations/distributions	—	(16)	(5,350)	(155)	(5,521)
Expenses	(150)	(83)	—	—	(233)
Income	173	250	(260)	58	221
Realized gain (loss)	—	—	2,125	11	2,136
Unrealized gain (loss)	343	(276)	2,297	(1,412)	952
May 31, 2012	$ 9,847	30,630	18,588	12,150	71,215

	Equities	Hedge funds	Private equities/ venture capital	Real assets and other assets	Total
May 31, 2010	$ 7,458	26,899	13,529	7,531	55,417
Cap calls/purchases	—	1,000	2,176	3,090	6,266
Liquidations/distributions	—	(22)	(2,621)	(298)	(2,941)
Expenses	(66)	(74)	(16)	—	(156)
Income	47	748	(241)	30	584
Realized gain (loss)	—	—	1,604	15	1,619
Unrealized gain (loss)	2,042	2,204	2,743	260	7,249
May 31, 2011	$ 9,481	30,755	17,174	10,628	68,038

There were no transfers of investments between Levels 1 and 2 for the years ending May 31, 2012 and 2011.

The return on investments for the years ended May 31, 2012 and 2011 was as follows:

		2012	2011
Dividends and interest	$	2,955	3,290
Net realized and unrealized gains		(9,629)	30,424
Less management investment fees		(984)	(969)
Total return on endowment investments		(7,658)	32,745
Less investment return designated for current operations		(7,482)	(7,765)
Excess of investment return less than amounts distributed for current operations	$	(15,140)	24,980

Investment returns are included in the statements of activities as follows for the years ended May 31:

		2012	2011
Investment return:			
Operating:			
Investment income used in operations	$	7,482	7,765
Nonoperating activities:			
Investment return in excess of investment income used in operations		(4,135)	7,008
Changes in temporarily restricted net assets:			
Investment return in excess of investment income used in operations		(11,005)	17,972
Investment return	$	(7,658)	32,745

Private equity and venture capital investments are generally made through limited partnerships. Under the terms of such agreements, the University may be required to provide additional funding when capital or liquidity calls are made by fund managers. These partnerships have a limited existence, and they may provide for annual extensions for the purpose of disposing portfolio positions and returning capital to investors. However, depending on market conditions, the inability to execute the fund's strategy, or other factors, a manager may extend the terms of a fund beyond its originally anticipated existence or may wind the fund down prematurely. The University cannot anticipate such changes because they generally arise from unforeseeable events, but should they occur they could reduce liquidity or originally anticipated investment returns. Accordingly, the timing and amount of future capital or liquidity calls in any particular future year are uncertain.

At May 31, 2012, the University's outstanding commitments to certain limited partnerships totaled $4,153. The capital is called on an as-needed basis by the limited partnerships. University

management estimates that $1,900 will be called annually. The following is a summary of capital commitments by class:

Class		Outstanding commitment
Real estate	$	4
Oil and gas		138
Private equity		181
Venture capital		3,830
Total	$	4,153

Certain hedge funds of funds contain "rolling" lock-up provisions. Under such provisions, tranches of the investment are available for redemption at calendar year-end once every two or three years, if the University makes a redemption request prior to the next available withdrawal date in accordance with the notification terms of the agreement.

Investment liquidity as of May 31, 2012 is aggregated below based on redemption or sale period:

		Investment fair values
Investment redemption or sale period:		
Daily	$	67,685
Monthly		21,871
Quarterly		31,164
Annually		12,661
Subject to rolling lockups		5,682
Illiquid		21,026
Total as of May 31, 2012	$	160,089

The University uses the unit share method of accounting for income distribution for pooled investments. The individual pooled unit value as of May 31, 2012 and 2011 is $4.012 and $4.394, respectively. Gains or losses on investments are recognized as increases or decreases in temporarily restricted net assets unless their use is permanently restricted by explicit donor stipulations or by law.

(Continued)

(5) Bonds Payable

At May 31, 2012 and 2011, bonds payable consisted of:

		2012	2011
Bonds payable to Vermont Educational and Health Building Financing agency 2008 – variable rate bonds 0.22% average rate 2012 (0.16% and 0.15% at May 31, 2012 and 2011, respectively), due in installments to 2038	$	72,800	74,400
Total bonds payable	$	72,800	74,400

The aggregate amounts of bonds payable are due annually as follows:

		Bonds payable
2013	$	1,800
2014		1,800
2015		1,900
2016		1,900
2017		2,100
Thereafter		63,300
	$	72,800

The bonds bear interest at the weekly interest rate, as determined by the remarketing agent (based on the examination of comparable tax-exempt obligations). Interest on the bonds is payable monthly in arrears on the first Wednesday of each month.

The University has entered into a letter of credit agreement with TD Bank, N.A. to guarantee full and complete principal and interest payments to the trustee. The letter of credit is secured by the pledge and assignment of a security interest in the University's gross receipts.

Under the letter of credit agreement the University is required to maintain compliance with certain financial covenants including:

1. The University covenants to maintain a ratio of Income Available for Debt Service to Annual Debt Service of at least 1.15 to 1.0, calculated annually.

2. The University covenants to maintain a ratio of Adjusted Expendable Net Assets to Long Term Indebtedness of at least 1.0 to 1.0, calculated semi-annually.

3. The University agrees not to create nor permit to create any lien on the Property other than the Permitted Liens. Further, the University agrees not to create further long-term indebtedness, unless certain ratios are met.

(Continued)

The University was in compliance with these covenants through May 31, 2012.

Under the trust agreement the University is required to make equal monthly payments into the "Principal Account" totaling the principal due on September 1 of each year. The balance in the "Principal Account" at May 31, 2012 and 2011 was $1,351 and $1,222, held by Peoples United Bank as trustee.

The University has the following lines of credit that provide for unsecured short-term borrowing:

1. Peoples United Bank – up to $5,000 at the 30-day LIBOR rate plus 275bp and expires January 31, 2013. As of May 31, 2012 and 2011, the line of credit had no outstanding balance.

2. TD Bank – up to $2,000 at the One Month LIBOR plus 200bp and expires October 1, 2012. As of May 31, 2012 and 2011, the line of credit had no outstanding balance.

Interest incurred on bonds payable and swap agreements for the years ended May 31, 2012 and 2011 was $2,657 and $2,781, respectively.

(6) Interest Rate Swap Agreement

On June 11, 2008 the University entered into an amended swap agreement, to reflect a change in notional value of from $50,750 to $78,200, and a change in termination date from August 2037 to August 2038. The rate paid by the University decreased from 3.6795% to 3.6220%. The rate paid by the counterparty remains at 67% of the one-month United States Dollar-LIBOR rate.

The purpose of the amended swap agreement is to manage the interest rate risk associated with the VEHBFA Series 2008 variable rate debt.

The fair value of the interest rate swap agreement at May 31, 2012 and 2011 was $(20,579) and $(10,661), respectively. The fair value of the swap, as determined by a third party, is recorded as either an asset or liability at the end of each fiscal year. The change in value of the swap is reflected in other expenses on the statement of activities. In 2012 and 2011, the changes in value were losses of $9,918 and $493, respectively. If held to maturity, the change in the value of the swap will net to zero.

Under the terms of the amended swap agreement, the University is required to post collateral up to the amount of the fair value of the swap agreement liability. The University is obligated to post the collateral one business day after the counter-party calls for it. As of May 31, 2012 and 2011, the University had a collateral balance held by the counter-party in the amount of $13,540 and $3,920, respectively, which is included in cash held as collateral by swap counterparty.

On June 4, 2012, the University novated the swap agreement with Bank of America/Merrill Lynch and entered into a swap agreement with TD Bank, N.A. The terms and conditions are generally the same except the University is not required to post collateral. The rate paid by the University is 4.022%. The rate paid by the counterparty remains at 67% of the one-month United States Dollar – LIBOR rate. The agreement will terminate on June 4, 2022 unless both parties agree to renew for another ten years. The swap will also terminate if TD Bank is no longer providing a Letter of Credit on the outstanding bonds. On

the day of the transition, Bank of America/Merrill Lynch returned $14,300 of collateral cash to the University and the swap liability increased by $2,975.

(7) Land, Buildings, and Equipment

Land, buildings, and equipment balances of the University consisted of the following at May 31:

		2012	2011
Land and land improvements	$	9,502	9,350
Buildings		140,832	138,189
Personal property		16,103	15,007
		166,437	162,546
Less accumulated depreciation		64,091	57,563
		102,346	104,983
Construction in progress		3,815	1,106
	$	106,161	106,089

Depreciation expense charged to operations was $6,544 and $6,358 in 2012 and 2011, respectively.

(8) Refundable U.S. Government Grants

Government advances and related interest earned on Perkins Loans and Faculty Nursing Loans are ultimately refundable to the United States Government and thus are reported as a liability.

(9) Contingencies

From time to time Norwich University is a defendant in various legal actions arising out of the normal course of its operations. Although the final outcome of such actions cannot presently be determined, the University's management is of the opinion that the eventual liability, if any, will not have a material effect on the University's financial position.

(10) U.S. Department of Education Program Review

In March 2007, the U.S. Department of Education commenced a program review of the University's administration of the Title IV programs. The Department of Education issued a Program Review Report dated January 17, 2008. The report contains a finding that the University improperly considered students who did not qualify as an independent student under one of the six categories under Section 480(d)(7) of the Higher Education Act of 1965, as amended, (HEA) and Dear Colleague Letter GEN-03-07.

The Department of Education requested that the University review the student files of students considered to have had their dependency status improperly classified. In addition, the University revised its procedures to ensure compliance with Section 480(d)(7) of the HEA and Dear Colleague Letter GEN-03-07.

The University has provided the information requested by the Department of Education. A Final Program Review Determination letter has not been issued. An accrual has been made as of May 31, 2012 in the amount of $2,000 to estimate the potential liability.

(11) Restricted Net Assets

Restricted net assets consisted of the following at May 31:

	2012		2011	
	Temporarily restricted	Permanently restricted	Temporarily restricted	Permanently restricted
Scholarship	$ 320	21,562	228	20,837
Instruction, academic and institutional support	6,494	13,725	5,284	13,562
Split-interest agreements and perpetual trusts	2,398	5,551	2,177	5,703
Term endowment	7,177	—	7,166	—
Unappropriated endowment gains	75,183	—	93,162	—
	91,572	40,838	108,017	40,102
Contributions receivable – net	6,457	—	8,148	—
	$ 98,029	40,838	116,165	40,102

(12) Net Assets Released from Restrictions

Net assets released from temporary donor restrictions by incurring expenses satisfying the restricted purpose or by occurrence of events specified by the donor were as follows at May 31:

	2012	2011
Purpose restrictions:		
Scholarship	$ 109	146
Instruction, academic and institutional support	3,772	3,334
Research	4	16
Buildings	1,172	4,278
	$ 5,057	7,774

(Continued)

(13) Related Entity

The operating revenues and expenses of the related entity for the years ended May 31 were as follows:

		2012	2011
Revenues:			
Contract revenue	$	172	241
Grant revenue		4,014	6,425
Other income		6	5
Total revenues	$	4,192	6,671
Expenses:			
Program services	$	3,255	5,705
Management and general		853	921
Total expenses	$	4,108	6,626

(14) Retirement Plans

The University participates in contributory retirement plans administered by the Teachers Insurance Annuity Association of America (TIAA) and College Retirement Equities Fund (CREF) for full-time employees. The University's policy is to accrue and pay the costs of these defined contribution plans currently. The total amount charged to operations was $2,061 and $1,890 in fiscal 2012 and 2011, respectively.

(15) Endowment

The University's endowment consists of approximately 315 individual funds established for a variety of purposes including both donor-restricted endowment funds and funds designated by the Board of Trustees to function as endowments. Net assets associated with endowment funds, including funds designated by the Board of Trustees to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

(a) Relevant Law

The Uniform Prudent Management of Institutional Funds Act (UPMIFA) was signed into law in Vermont on May 5, 2009. This replaces a previous law, UMIFA, the Uniform Management of Institutional Funds Act. Under UMIFA, spending below the historic dollar value of an endowment was not permitted; the accounting definition of permanently restricted funds was the historic-dollar-value of a donor-restricted gift to endowment.

Under UPMIFA, the historic-dollar-value threshold is eliminated, and the governing board has discretion to determine appropriate expenditures of a donor-restricted endowment fund in accordance with a robust set of guidelines about what constitutes prudent spending. UPMIFA permits the University to appropriate for expenditure or accumulate so much of an endowment fund as the

University determines to be prudent for the uses, benefits, purposes and duration for which the endowment fund is established. Seven criteria are to be used to guide the University in its yearly expenditure decisions: 1) duration and preservation of the endowment fund; 2) the purposes of the University and the endowment fund; 3) general economic conditions; 4) effect of inflation or deflation; 5) the expected total return from income and the appreciation of investments; 6) resources of the University; and, 7) the investment policy of the University.

Although UPMIFA offers short-term spending flexibility, the explicit consideration of the preservation of funds among factors for prudent spending suggests that a donor-restricted endowment fund is still perpetual in nature. Under UPMIFA, the Board is permitted to determine and continue a prudent payout amount, even if the market value of the fund is below historic dollar value. There is an expectation that, over time, the permanently restricted amount will remain intact. This perspective is aligned with the accounting standards definition that permanently restricted funds are those that must be held in perpetuity even though the historic-dollar-value may be dipped into on a temporary basis.

The University classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund that is not classified as permanently restricted net assets, is classified as temporarily restricted net assets, until appropriated for spending by the Board of Trustees.

Endowment net asset composition, not including pledges, by type of fund consists of the following at May 31, 2012:

		Unrestricted	Temporarily restricted	Permanently restricted	Total
Donor-restricted endowment funds	$	(94)	82,360	40,838	123,104
Board-designated endowment funds		42,653	—	—	42,653
Total endowed net assets	$	42,559	82,360	40,838	165,757

(Continued)

Changes in endowment net assets for the year ended May 31, 2012 are as follows:

		Unrestricted	Temporarily restricted	Permanently restricted	Total
Endowment net assets, June 1, 2011	$	46,588	93,382	40,102	180,072
Investment return:					
Investment income		664	1,307		1,971
Net depreciation (realized and unrealized)		(3,249)	(6,400)	(161)	(9,810)
Total investment return		(2,585)	(5,093)	(161)	(7,839)
Contributions		94	—	714	808
Endowment assets for expenditure		(1,549)	(5,933)		(7,482)
Other transfers		11	4	183	198
Endowment net assets, May 31, 2012	$	42,559	82,360	40,838	165,757

Endowment net asset composition, not including pledges, by type of fund consists of the following at May 31, 2011:

		Unrestricted	Temporarily restricted	Permanently restricted	Total
Donor-restricted endowment funds	$	(11)	93,382	40,102	133,473
Board-designated endowment funds		46,599	—	—	46,599
Total endowed net assets	$	46,588	93,382	40,102	180,072

(Continued)

Changes in endowment net assets for the year ended May 31, 2011 are as follows:

	Unrestricted	Temporarily restricted	Permanently restricted	Total
Endowment net assets, June 1, 2010	$ 39,558	75,173	38,786	153,517
Investment return:				
Investment income	607	1,714	—	2,321
Net appreciation (realized and unrealized)	8,017	22,621	475	31,113
Total investment return	8,624	24,335	475	33,434
Contributions	19	—	789	808
Endowment assets for expenditure	(1,615)	(6,150)	—	(7,765)
Other transfers	2	24	52	78
Endowment net assets, May 31, 2011	$ 46,588	93,382	40,102	180,072

(b) *Funds with Deficiencies*

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level that the donor requires the University to retain as a fund of perpetual duration. Deficiencies of this nature that are reported in unrestricted net assets were $94 and $11 as of May 31, 2012 and 2011, respectively. These deficiencies resulted from unfavorable market fluctuations that occurred shortly after the investment of new permanently restricted contributions and continued appropriation for certain programs that was deemed prudent by the Board of Trustees. Subsequent gains that restore the fair value of the assets of the endowment fund to the required level will be classified as an increase in unrestricted net assets.

(16) Subsequent Events

We consider events or transactions that occur after the balance sheet date, but before the financial statements are issued, to provide additional evidence relative to certain estimates or to identify matters that require additional disclosure. These financial statements were issued on September 19, 2012 and subsequent events have been evaluated through that date. Refer to note 6, *Interest Rate Swaps*, for discussion on changes to the University's interest rate swap agreement that occurred subsequent to year end.

NORWICH UNIVERSITY
COLLEGE OF GRADUATE AND CONTINUING STUDIES

NORWICH UNIVERSITY-BACHELOR OF SCIENCE DEGREE IN STRATEGIC STUDIES AND DEFENSE ANALYSIS

Name	FT/PT	Course(s)	Degree 1 (Name & Institution)	Degree 2(Name & Institution)	Degree 3 (Name & Institution)
Alan King	PT	International Terrorism (SSPO 318)	BS, Criminal Justice, East Tennessee State University	MA, International Relations, Webster University	MA, Management, Webster University
Jack Covarrubius	PT	Insurgency and Conflict (SSDA 315)	BS, Psychology, University of Southern Mississippi	MA, Political Science, University of Southern Mississippi	
Cynthia Levy	PT	National Security Policy (SSPO 302)	BA, East European Studies. Syracuse University	MA, Political Science, Syracuse University	PhD, International Relations, Syracuse University
Victoria Greene	PT	Elementary Statistics (SSMA 232)	BS, Mathematics, Rochester School of Arts and Sciences	MS, Discrete Mathematics, University of Vermont	
Martin McMahon	PT	Military Literature (SSEN270)	BA, English and History, University of Nebraska	AM, Bread Loaf School of English, Middlebury College	M. Litt, American Literature, Middlebury College
Randall Miller	PT	Comparative Politics (SSPO 306)	BA, Criminal Justice, Norwich University	MA, Diplomacy, Norwich University	
Robert Pauly	PT	Historical Studies (SSHI 310)	BA, History, University of Virginia	MA, International Studies, Old Dominion University	PhD, International Studies, Old Dominion University
Leigh Armistead	PT	Information Operations (SSDA 320)	BS, Physical Science, US Naval Academy	MA, History, Old Dominion University	PhD, Edith Cowan University
Shawn White	PT	Environmental Science (SSES 301)	BS, Biology. University of Texas	PhD, Plant Biology, University of Georgia	

Robert Sands	PT	Introduction to Cultural Competence (SSSO 335)	BS, Anthropology, Illinois State University	MA, Anthropology, Iowa State University	PhD, Anthropology, University of Illinois
Charles Lynch	PT	Science and Defense Technology (SSDA 306)	BS, English, US Naval Academy	MS, Systems Engineering, Navy Post-Graduate School	

NORWICH UNIVERSITY-MASTER OF BUSINESS ADMINISTRATION

Name	***FT/PT***	***Course(s)***	***Degree 1 (Name & Institution)***	**Degree 2(Name & Institution)**	**Degree 3 (Name & Institution)**
Juan Pablo Stegmann	PT	GB507, *Business Analysis Tools;* GB508*, Business Management Fundamentals;* GB552 *International Business*	MS Business Administration, Warsaw University, Poland	PhD Business Strategy, Pacific Western University (2002)	PhD Economics, Warsaw University, Poland (2005)
Gail Ribalta	PT	GB507, *Business Analysis Tools;* GB508*, Business Management Fundamentals*	BA Economics & Political Science, Rutgers University	MS International Marketing & International Finance, Thunderbird School of Global Management (1980)	
William Saunders	PT	GB544, *Project Management Techniques;* GB554 *Project Management Leadership;* GB564 *Project Management Strategic Management*	MA Public Administration, Troy State University	MA Business Administration, Webster University	MS Electronic Commerce, University of Maryland University College (2007)
Laurette Brady	PT	GB532, *Strategic Marketing & Operations Management*	BA Economics, Marymount Manhattan College	MA Business Administration, St. Joseph's University (1996)	
Magdalena Riofrio	PT	GB545, *Multinational Business Finance*	BA Business Management, Escuela Politecnica del Ejercito (Ecuador)	MA Management, Massachusetts Institute of Technology	PhD Management Science, University of Chicago (2002)
John Van Vliet	PT	GB532, *Strategic Marketing & Operations Management*	BS Engineering, United States Military Academy	MA Business Administration, Georgia State University	PhD Organization and Management, Capella University (2005)
Robert Deemer	PT	GB544, *Project Management Techniques;* GB554 *Project Management Leadership;* GB564 *Project Management Strategic Management*	BA Business Management and Marketing, University of Redlands	MS Management Science, University of Redlands	MA Business Administration, Pepperdine University (1989)
George Nixon	PT	GB511, *Strategic Resources Management*	BA Psychology, San Francisco State University	MS National Resource Strategy, National Defense University	DPA Public Administration, University of Alabama (1994)
Charles McQuillen	PT	GB522, *Managerial Finance*; GB565 *Strategic Mangagement in Finance*		MA Business Administration, Cornell University	PhD Finance, University of Florida (1969)
Najiba Benabess	PT	GB552, *International Business*		MA Economics, Western Illinois University	PhD Economics, University of Wisconsin (2007)
Keith Wade	PT	GB522, *Managerial Finance*	BA Management, Oakland University	MA Business Administration, University of Detroit-Mercy (2001)	
Mike Thirtle	PT	GB511, *Strategic Resources Management*	MA Business Administration, Wright State University	MS Economics, Wright State University	PhD Policy Analysis, RAND Graduate School (1999)

Mehdi E. Mohaghegh	PT	GB522, *Managerial Finance*; GB555 *Investments & Portfolio Management*; GB565 *Strategic Mangagement in Finance*	MA Financial Economics, University of Teheran	MA Economics, Clark University	PhD Economics, Clark University (1986)
Nida Backaitis	PT	GB560, *Strategic Management*		MA Economics, Columbia University	PhD Management and Organization, Columbia University (1992)
Sanford Miller	PT	GB532, *Strategic Marketing & Operations Management*	BA Business Administration, Norwich University	MA Communications, Fairfield University (1977)	
James Schaap	PT	GB553, *Organizational Leadership*; GB556 *Strategic Organizational Behavior*	MA Business Administration, Pepperdine University	MA Organizational Leadership, Fielding Graduate University	PhD Human Development, Fielding Graduate University (2006)
Tom Luckett	PT	GB546, *Leading Change in Business Organizations*	BS Business Administration, Indiana Institute Of Technology	MA Business Administration, Indiana Wesleyan University	PhD Leadership and Organizational Change, Walden University (2005)
Caryn Crump	PT	GB532, *Strategic Marketing & Operations Management*	BS Marketing, Indiana University	MA Business Administration, University of Chicago (1977)	
Stacie Morgan	PT	GB566, Strategic Management in Organizational Leadership	BA Music Communication, Hampshire College	MA Organizational Development & Training, St Michaels College	PhD Strategic Management, Union Institute and University (1998)
Harrison Sterne	PT	GB522, *Managerial Finance*	BS Finance & Personnel Management, California State University, Northridge	MA Business Administration, California State University Northridge (1989)	

NORWICH UNIVERSITY-MASTER OF CIVIL ENGINEERING

Name	*FT/PT*	*Course(s)*	*Degree 1 (Name & Institution)*	**Degree 2(Name & Institution)**	**Degree 3 (Name & Institution)**
Jared M. Reigstad	PT	CE538- Advanced Steel Design	BSCE Rensselaer Polytechnic Institute, Troy NY 2000	MCE Norwich University, Northfield VT 2006	
Bryan Pascarella	PT	CE561- Civil Engineering Entrepreneurship & Design	BSCE - Univ. of Michigan	MBA - Univ. of Pittsburgh	
Joe Miller	PT	CE528- Classical, Matrix, and Dynamic Analysis of Structures	BSCE Rose Hulman Institute of Tech.	MSCE Univ. of Wyoming	Ph.D. Michigan Technological Univ.
David K. Muckerman, P.E., BCEE	PT	CE561- Capstone Design Project & Utility System Fundamentals CE558- Design or Reinforced & Prestressed/Precast Concrete (capstone project selection portion) CE555- Geoenvironmental Engineering: Groundwater Flow & Waste Containment (capstone project selection portion)	BS Civil Engineering, Univeristy of Missouri - Rolla (now Missouri University of Science and Technology)	MS Civil Engineering University of Missouri - Rolla (now Missouri University of Science and Technology)	
Linda A. Ratsep, P.E.	PT	CE541- GIS Applications for Water Resources GB544- Project Management Techniques, Tools, and Practices	BSCE; University of New Hampshire	MCE; Villanova University	MBA; Drexel University
Jordan Furnans	PT	CE555 - Groundwater Hydraulics & Geoenvironmental Engineering	BSE - Civil Engineering - Princeton University	MSE - Environmental & Water Resources Engineering - The University of Texas at Austin	PhD - Civil Engineering - The University of Texas at Austin
Duncan McElroy	PT	CE538- Design of Steel & Timber Structures	BA in Engineering Sciences, Dartmouth College	MSME, Stanford University, CA	
Michael Blount	PT	CE 525A- Physiochemical and Biological Processes in Water and Wastewater Treatment	BSE Environmental Engineering, University of Florida	MSE Environmental Engineering, Georgia Institute of Technology	Professional Degree, Water Resources, George Washington University
Gabryszewski, Thaddeus	PT	CE 507 - Fundementals of Structural Engineering	BS Civil Eng. Univ. of Conn.	M. Civil Eng., Norwich Univ.	
William Barry	PT	CE505- Engineering Analysis Techniques	BSCE, Carnegie Mellon Univ, PA	MSCE, Stanford University, CA	PhD, Carnegie Mellon Univ, PA
Robert Brungraber	PT	CE538- Design of Steel and Timber Structures	BSCE, Cornell University, NY	MSCE, Colorado State University, CO	PhD, Stanford University, CA
Roger Lautzenheiser	PT	EG501- Engineering Mathematics	BA, Indiana University, IN	N.A.	PhD, Indiana University, IN

Nick Marianos	PT	CE509- Fundamentals of Environmental / Water Resources Engineering CE561- Capstone Design Project & Utility System Fundamentals	BSCE, Tulane University, LA	MSCE, The Univesity of California - Berkeley	PhD, Tulane University
Ruth Wertz	PT	CE503- Fundamentals of Soil Mechanics and Foundation Engineering	BSCE, Trine University, IN	MS, Purdue University, IN	Ph.D. candidate, Purdue University, IN
Brent White	PT	CE506- Engineering Mechanics I	BSCE, Norwich University	MCE, Norwich University	
Loren Wehmeyer	PT	CE535- Stormwater Management and GIS Applicatons for Water Resources	BSCE, Gonzaga University, WA	MSCE, The University of Iowa, IA MBA, Upper Iowa University, IA	PhD, The University of Iowa
Tony Young	PT	CE501- Hydraulics for Environmental Engineers	BSCET, Western Kentucky University, KY	MCE, Norwich University	

NORWICH UNIVERSITY-MASTER OF ARTS IN DIPLOMACY PROGRAM

NAME	***FT/PT***	***Course(s)***	***Degree 1 (Name & Institution)***	**Degree 2(Name & Institution)**	**Degree 3(Name & Institution)**
Alvi-Aziz, Hayat	PT	Seminar 1: Theory and the International System; Seminar 5: Terrorism Concentration (International Terrorism: Non-State Actors)	BA, Intl Studies, U. of S. Florida	M.A. ; Near Eastern Studies, University of Michigan, Ann Arbor, M	PhD,Howard University
Bates, Clifford	PT	Seminar 2: Law and the International System; Comprehensive Exam Reader	BA, Poli. Sci.,Providence College	May 1989 University of Dallas. Braniff Graduate School, Irving, Texas. Department of Politics	PhD,Northern Illinois University
Batra, Narain D.	PT	Seminar 6: Commerce: Global Corporate Diplomacy	BA, English, Math, Punjab University	N/A	PhD,Gujarat University India
Becker, John	PT	Seminar 2: Law and the International System; Seminar 6 :Human Rights and Conflict in the International System; Comprehensive Exam Reader	BA,Poli.Sci.,California State	M.A., Philosophy, Graduate School of Arts and Sciences;Emory University, Atlanta, Georgia no date available	PhD,University of Denver
Benabess, Najiba	PT	Seminar 3: Economics and the International System	BS, Economics, U of Mohamed V	MA in Economics May 2000 Western Illonois University Macombe Illonois	PhD,University of Wisconsin
Benton, Bond	PT	Seminar 1: history of Diplomacy	BA, Speech/Philosophy, U of Kansas	MA in Speech Retoric 1998 -Kansas State University Manhattan Kansas	PhD, University of Vienna
Binney, James W.	PT	Seminar 3: Economics and the International System; Comprehensive Exam Reader	BA, Poli. Sci.,U of N. Carolina Wilmington	Duke University/North Carolina State University. International Relations. Joint Master's Degree Program: Transferred to University of Kentucky. Attended fall & spring semesters 1990 academic year.	PhD, University of Kentucky
Brooks, Stefan	PT	Seminar 1 Theory: Theory and the International System	BA, History, Loyola Marymount	.1998: Mary's University, M.A., International Relations	PhD,Univ of Houston
Brucken, Rowland	PT	Seminar 6: Human Rights and Conflict in the International System	BA, History, College of Wooster	M.A., History, 1993.The Ohio State University, Columbus, Ohio.	
Bush, Eric	PT	Seminar 2: Law and the International System	BA, Poli. Sci., Penn. State University	Masters in Public Administration;Shippensburg University of Pennsylvania, Shippensburg, PA:1998	
Cain, Anthony C.(Chris)	PT	Seminar 3: Economics and the International System	BS, Secondary Ed. , Georgia State	MA, History (1998)Embry-Riddle Aeronautical University	PhD,The Ohio State Univ.

Carpenter, Stan	PT	Seminar 6 Conflict: Intervention and Conflict Management; Comprehensive Exam Reader	BA, History, U of N. Carolina Chapel Hill	M.Litt. in British Military History, University of St Andrews, St Andrews, Scotland, October 1978	PhD, Florida State University
Clarke, John	PT	Seminar 1 Theory: Theory and the International System; Seminar 4 Conflict: Conflict Avoidance, Prevention, Containment	BA, Government, Norwich University	1979 M.A. (Distinction), International Relations, University of Southern California	PhD, University of Salzburg
Copeland, Emily	PT	Seminar 3: Economics and the International System; Seminar 5 Conflict: Conflict Resolution and Reconstruction	BA, Lawrence University	The Fletcher School of Law and Diplomacy, Medford, MA.Master of Arts in Law and Diplomacy (1991).	PhD, Fletcher School of Law and Diplomacy
Doherty, Paula	PT	Seminar 1 Theory: Theory and the International System; Seminar 1 Diplomatic History: History of Diplomacy in the International System	BA, Poli. Sci., Gonzaga University	MA in Library and Information Science 1969 School of Library and Information Sciences1969	PhD, Nova Southeastern University
Farkasch, Robert	PT	Seminar 1: Theory and the International System; Seminar 3: Economics and the International System; Comprehensive Exam Reader	BA, Econ. And Psychology, U. of Winnipeg	Carleton University, M.A. International Affairs :1993	PhD,York University
Gray, David H.	PT	Seminar 4 Terrorism: Terrorism Introduction and State Sponsored Terrorism; Seminar 5 Terrorism: International Terrorism Non-State Actors	BA, Poli.Sci., Brigham Young University	Golden Gate University;Francisco, CA, 1983, Public Administration.	PhD,University of Southern California
Harrington, Donald	PT	Seminar 1 Theory: Theory and the International System; Seminar 1 Diplomatic History: History of Diplomacy in the International System	BS, Education, Westfield State College	M.A. in History, University of Connecticut (1966)	PhD,Univ of Connecticut
Jackson, Michael	PT	Seminar 2: Law and the International System	BS, Psychology, California State	1978 University of Southern California, Los Angeles, CA.M.L.S. Library Science	PhD,Brandeis University
Jones, David	PT	Seminar 5 Commerce: Cross-Cultural Management in the International System; Seminar 6 Commerce: Global Corporate Diplomacy; Comprehensive Exam Reader	A.B., Clark University	N/A	PhD,Rockefeller College, SUNY

Jong-Ebot, Bill	PT	Seminar 4 Commerce: Global Commerce in the International System; Seminar 5 Commerce: Cross-Cultural Management in the International System	BA, English, Viterbo University	M.A. Mass Communications, Dec. 1985, University of Minnesota-Twin Cities	
Joo, Seung-Ho	PT	Seminar 1: Theory and the International System; Seminar 2: Law and the International System; Seminar 4 Conflict: Avoidance, Prevention, Containment	BA,Poli.Sci and Diplomacy, Yonsei University	M.A. Eastern Kentucky University 1985Richmond, Kentucky Political Science	
Kachuyevski, Angela	PT	Seminar 6 Conflict: Intervention and Conflict Management	BA, Russian, Ohio State University	N/A	PhD,Fletcher School of Law and Diplomacy
Kraska, James	PT	Seminar 2: Law and the International System; Comprehensive Exam Reader	BA, Poli Sci and Russian,Mississippi State U.	M.A.I.S. (Master of Arts in International Studies) 1989 School of Politics and Economics, Claremont Graduate University	
Kupfer, Brian	PT	Seminar 1: Theory and the International System	BS, Poli Sci, Florida State University	M.A., in Political Anthropology, July 2001	
Lerche, Charles	PT	Seminar 1: Theory and the International System; Seminar 4 Conflict: Avoidance, Prevention, Containment; Seminar 5 Conflict: Conflict Resolution and Reconstruction;	BA, History, Haverford College	M.A. International Studies -- American University, Washington D.C., 1973	PhD,University of Ibadan
Levy, Jonathan	PT	Seminar 6 Terrorism: International Responses to Transnational Terrorism; Comprehensive Exam Reader	BA, History, San Francisco State	MA Political Science/International Law 2003	PhD,William Howard Taft Law School
Liotta, Peter H.	PT	Seminar 3: Economics and the International System; Seminar 4 Conflict: Avoidance, Prevention, Containment	BA, Humanities, USAF Academy	MA (with “Highest Distinction”), National Security and Strategic StudiesNaval War College, Newport, Rhode Island 1997	PhD,Salve Regina University
Miskel, James	PT	Seminar 4 Conflict: Avoidance, Prevention, Containment; Seminar 5 Conflict: Conflict Resolution and Reconstruction; Comprehensive Exam Reader	BA, History, Economics, Boston College	M.A. State University of New York, 1971	PhD,State University of New York
Mitry, Darryl	PT	Seminar 4 Commerce: Global Commerce in the International System; Seminar 5 Commerce: Cross-Cultural Management in the International System	BA, Economics, California State	MA Economics USC	PhD,University of Southern California

Mukherjee, Amit	PT	Seminar 2: Law and the International System; Seminar 3: Economics and the International System; Comprehensive Exam Reader	BA, University of Calcutta	MBA in Finance/Marketing Carson School of Management Minnesota 2002	PhD,Maxwell School - Syracuse University
Nelson, Eric M.	PT	Seminar 4 Commerce: Global Commerce in the International System; Comprehensive Exam	BA, Economics,German, Northwestern University	Arizona State University MBA 1991	PhD, University of Illiois
Nelson, Scott	PT	Seminar 1: Theory and the International System; Seminar 3: Economics and the International System; Seminar 4 Commerce: Global Commerce in the International System	BA, Poli.Sci.,College of Wooster	Masters in Political Science:Virginia Polytechnic Institute and State University 1993	PhD,Arizona State University
Nixon, George J.	PT	Seminar 3: Economics and the International System	BA, Psychology, San Francisco State	National Defense University National Resources Strategy 1995 MS	PhD,University of Alabama
Norsworthy, Leonid	PT	Seminar 2: Law and the International System	BA, International Studies, American University	Georgetown University, McDonough School Of Business Administration.1999	PhD,American University
Pasley, James	PT	Seminar 1 Theory: Theory and the International System; Seminar 1 Diplomatic History: History of Diplomacy in the International System; Comprehensive Exam Reader	BA, Poli. Sci., Southwestern University	M.S. Defense and Strategic Studies Missouri State University 1994	PhD,Louisiana State University
Pauly, Robert	PT	Seminar 1: Theory and the International System; Seminar 5 Conflict: Conflict Resolution and Reconstruction; Comprehensive Exam Reader	BA, History, University of Virginia	§ M.A., International Studies (August 1998, Magna cum Laude).	PhD,Old Dominion
Ramsey, Russell	PT	Seminar 4: Conflict: Avoidance, Prevention, Containment; Seminar 6 Conflict: Intervention and Conflict Management; Comprehensive Exam Reader	BS,Engineering,West Point	M.A. in History, U. of So. Mississippi, 1963	PhD,University of Florida
Riesen, Timothy	PT	Seminar 4 Terrorism: Terrorism Introduction and State Sponsored Terrorism; Seminar 5 Terrorism: International Terrorism Non-State Actors: Seminar 5 Commerce: Cross-Cultural Management in the International System; Comprehensive Exam Reader	BA, International Economics,Spanish,Valparaiso University	Master of International Studies – International Relations Claremont University 2004	PhD,Claremont Graduate University

Sabet, Ariane	PT	Seminar 6: Commerce: Global Corporate Diplomacy; Comprehensive Exam Reader	A.B, German Lit/French, Merzgymanisium, Stuttgart	MA in International Relations - Economic - 1993	PhD,St. Gallen University HSG
Scully, Eileen	PT	Seminar 2: Law and the International System; Comprehensive Exam Reader	BA, History and Politics, Sweet Briar College	M.A. Degree (1983), Russian Area Studies Georgetown University	JD,Georgetown University
Shirley, Steven	PT	Seminar 1 Theory: Theory and the International System	BA, Poli. Sci., Clemson University	Georgetown University, MA: Washington, D.C.1983	PhD,Old Dominion
Snow, Fredrick	PT	Seminar 3: Economics and the International System	BA, Accounting and Spanish, Grove City College	MBA - Master of Business Administration - Penn State University - 1992	PhD,Kent State University
Suchan, Vladimir	PT	Seminar 3: Economics and the International System; Seminar 5 Conflict: Conflict Resolution and Reconstruction	AB, International Relations, Moscow State Institute of IR	Master of Arts - Political Science 1996;CARLETON UNIVERSITY, OTTAWA, CANADA	PhD,Carleton University
Tadie, Eugene	PT	Seminar 4 Terrorism: Terrorism Introduction and State Sponsored Terrorism	BA, Poli.Sci.,Knox College	MA Political Science Northern Illonois University	PhD,Northern Illinois University
Tchantouridze, Lasha	PT	Seminar 1 Theory: Theory and the International System; Seminar 5 Conflict: Conflict Resolution and Reconstruction	AB, Philosophy, Tbilisi State University	Master of Arts, Politics, Queen's University, Fall 1996	PhD,Queens University
Twing, Stephen	PT	Seminar 1: Theory and the International System; Seminar 3: Economics and the International System; Seminar 5 Terrorism: International Terrorism Non-State Actors; Seminar 6 Terrorism: International Responses to Transnational Terrorism, Comprehensive Exam Reader	BA, Government and Philosophy, Wofford College	Masters in International Studies (December 1990) University of South Carolina	PhD,University of South Carolina
Williams, Shelton	PT	Seminar 1: Theory and the International System; Seminar 1 Diplomatic History: History of Diplomacy in the International System; Seminar 6 Terrorism: International Responses to Transnational Terrorism	BA, Government, University of Texas	SAIS, 1968: MA	PhD,The Johns Hopkins School of Advanced International Studies (SAIS)
Wylie, Paula	PT	Seminar 1 Theory: Theory and the International System; Seminar 1 Diplomatic History: History of Diplomacy in the International System; Comprehensive Exam Reader	BA, English, Texas Tech and BA,Business Mgmt and Economics, U of Maryland-Germany	MA Boston University International Relations	PhD,National University of Ireland, Univesity College

NORWICH UNIVERSITY-MASTER OF ARTS IN MILITARY HISTORY

Name	**FT/PT**	**Course(s)**	**Degree 1 (Name & Institution)**	**Degree 2(Name & Institution)**	**Degree 3 (Name & Institution)**
Cessford, Michael	PT	Seminar 3: Military Thought and Theory' Seminar 6 Capstone	B.A, University of Western Ontario	M.A., University of New Brunswick	Ph.D., Carleton University
Cummings, William Patrick	PT	Seminar 1: Introduction to Military History; Seminar 2: The Western Way of War	B.A., Trinity University	M.A., University of Hawaii-Manoa; M.A. Ohio University	Ph.D., University of Hawaii
Danley, Mark	PT	Seminar 1: Introduction to Military History; Seminar 2: The Western Way of War; Seminar 6 Capstone (Independent Study)	B.A., University of Richmond	M.A., Virginia-Tech University; M.L.I.S., Louisiana State University	Ph.D., Kansas State Univ
Decker, Michael	PT	Seminar 2: The Western Way of War; Seminar 6: Capstone	Master of Studies. Oxford University	Ph.D., Oxford University	
Devries, Kelly	PT	Seminar 2: The Western Way of War; Seminar 6: Capstone	B.A. Brigham Young University	M.A. University of Toronto	Ph.D. University of Toronto
Dmitriev, Sviatoslav	PT	Seminar 2: The Western Way of War	A.M. Moscow Lomonosov University	A.M., Harvard University	Ph.D., Harvard University
Echevarria, Antulio	PT	Seminar 3: Military Thought and Theory; Seminar 6: Capstone	B.S. United States Military Academy	M.A. Princeton University; M.S.S.S. U.S. Army War College	Ph.D., Princeton University
Fischer, Joseph	PT	Seminar 6: Capstone	B.A. Pennsylavania State University; B.S. Pennsylvania State Univ.	M.A. Pennsylvania State University	Ph.D., Pennsylvania State University
Fissel, Mark	PT	Seminar 1: Introduction to Military History; Seminar 2: The Western Way of War;	B.A. University of California-Santa Cruz	M.A. University of California-Berkley	Ph.D., University of California-Berkley
Grenier, John	PT	Seminar 1: Introduction to Military History; Seminar 5: US Military History; Seminar 5: Total War; Seminar 6: Capstone	B.A. Colorado State University	M.A. University of North Dakota	Ph.D, University of Colorado
Herrera, Ricardo	PT	Capstone only	B.A. University of California - L.A.	M.A. Marquette University	Ph.D.,Marquette University
Hillman, Beth	PT	Capstone only	B.S.S.E., Duke University	M.A. University of Pennyslvania;	Ph.D, Yale University; J.D. Yale University
Hogan, Dave	PT	Seminar 1: Introduction to Military History; Seminar 5: US Military History; Seminar 6: Capstone	B.A. Dartmouth University	M.A. Duke University	Ph.D, Duke University

Horn, Bernd	PT	Seminar 3: Military Thought and Theory; Seminar 6: Capstone	B.A. University of Waterloo	M.A. Royal Military College of Canada	Ph.D., Royal Military College of Canada
House, Jonathan	PT	Seminar 3: Military Thought and Theory; Seminar 6: Capstone	A.B. Hamilton College	M.M.A.S. U.S. Command and General Staff College; M.A. University of Michigan	Ph.D,University of Michigan
Jennings, John	PT	Seminar 4: Non-Western Way of War; Seminar 6: Capstone	B.A. Pennsylavania State University	M.A. University of Hawaii	Ph.D, University of Hawaii
Kalic, Sean	PT	Seminar 3: Military Thought and Theory; Seminar 6: Capstone	B.A. University of Denver	M.A. Youngstown State University; M.S. Southwest Missouri State University	Ph.D.,Kansas State Univ
Kautt, William	PT	Seminar 2: Western Way of War	A.B. University of Illinois	M.A. Ohio State University	Ph.D, University of Ulster
Kindsvatter, Peter	PT	Capstone only	B.A. Pennsylvania State University	M.A. University of Missouri; M.A.M.S., U.S. Army Command and General Staff College	Ph.D, Temple University
Kidwell, Deborah	PT	Seminar 1: Introduction to Military History; Seminar 6: Capstone	B.S. Oklahoma State University	M.S. Oklahoma State University; M.A. Oklahoma State University	Ph.D., Kansas University
Kuehn, John	PT	Seminar 3 (Military Thought & Theory) Seminar 4: Non-Western Way of War; Seminar 6: Capstone	B.A. Miami University-Ohio	M.M.A.S. U.S. Command and General Staff College	Ph.D., Kansas State Univ
Li, Xiaobin	PT	Seminar 4: Non-Western Way of War; Seminar 6: Capstone	B.A. Nankai University-China	M.A. Carnegie Mellon University	Ph.D., Carnegie Mellon Unversity
Mackey, Robert	PT	Seminar 6: Capstone	B.A. Arkansas State University	M.A. Texas A&M; M.M.A.S. U.S. Army Command and General Staff College	Ph.D, Texas A & M
Maass, John	PT	Capstone only	B.A. Washington and Lee University	M.A. University of North Carolina -Greensboro	Ph.D, The Ohio University
Mahaffey, Corrine	PT	Seminar 2 and Capstone	B.A. University of Calgary	M.A. Universityof Calgary	Ph.D., University of Glasgow
Marble, Sanders	PT	Seminar 1: Introduction to Military History; Seminar 6: Capstone	B.A. College of William and Mary	M.A. Kings College	Ph.D., Kings College
McCranie, Kevin	PT	Seminar 1: Introduction to Military History; Seminar 2: Western Way of War; Seminar 6: Capstone	B.A. Florida Southern University	M.A. Florida State University	Ph.D, Florida State University
Morillo, Steve	PT	Seminar 2: Western Way of War	A.B. Harvard College	Ph.D, Jesus College, Oxford University	
Mundey, Lisa	PT	Seminar 5: US Military History; Seminar 5: Total War; Seminar 6: Capstone	B.A. Notre Dame College	M.A. Kansas State University	Ph.D, Kansas State Univ

Neiberg, Michael	PT	Seminar 5: Total War; Seminar 6: Capstone	B.A. University of Michigan	M.A. Carnegie Mellon University	Ph.D, Carnegie Mellon Unversity
Oliviero, Charles	PT	Seminar 1: Introduction to Military History; Seminar 3: Military Thought and Theory; Seminar 6: Capstone	B.A. Royal Military College of Canada	M.A. in War Studies, Royal Military College of Canada	Ph.D, Royal Military College of Canada
Pearlman, Michael	PT	Seminar 5: US Military History; Seminar 6: Capstone	B.A. Wichita State University	M.A. University of Chicago	Ph.D, University of Illinois
Peifer, Douglas	PT	Seminar 1: Introduction to Military History; Seminar 6: Capstone	B.A. Miami University-Ohio	M.A. University of North Carolina-Chapel Hill	Ph.D., University of North Carolina
Rein, Chris	PT	Seminar 6: Capstone	B.S. Massachusetts Instiute of Technology	M.A. Louisiana State University	Ph.D., Univeristy of Kansas
Sampson, Joyce	PT	Seminar 3: Military Thought and Theory	B.A. Kent State University	M.A. Kent State University	Ph.D, Florida State University
Sanders, Charles	PT	Capstone only	B.A. Louisiana State University	M.A. North Georgia College: M.A. U.S. Naval War College	Ph.D., Kansas State Univ
Showalter, Dennis	PT	Seminar 1: Introduction to Military History; Seminar 6: Capstone	B.A. St. John's University	M.A. University of Minnesota	Ph.D, University of Minnesota
Snell, Mark	PT	Capstone only	B.A. York College	M.A. Rutgers University	Ph.D, University of Missouri
Speelman, Patrick	PT	Seminar 2: Western Way of War; Seminar 6: Capstone	B.A. Ohio State University	M.A. Temple University	Ph.D, Temple University
Stephenson, Donald	PT	Seminar 6: Capstone	B.S. U.S. Military Academy	M.A. Syracuse University	Ph.D, University of Kansas
Swope, Ken	PT	Seminar 4: Non-Western Way of War; Seminar 6: Capstone	B.A. College of Wooster	M.A. University of Michigan	Ph.D, University of MIchigan
Tanner, Harold	PT	Seminar 6: Capstone	B.A. New England College	M.A. University of London; B.A. Beijing Language Institute; M.A. Columbia	Ph.D, Columbia University
Tucci, James	PT	Capstone only	A.B. Augustana College	M.A. University of Missouri	Ph.D, University of Wisconsin
Ulbrich, David	PT	Seminar 1: Introduction to Military History; Seminar 5: Race and Gender in Military History; Seminar 6: Capstone	B.A. University of Dayton	M.A. Ball State University	Ph.D. Temple University
Underwood, Kenneth	PT	Seminar 6: Capstone	B.A. University of Southern California	M.S. Texas A&M University-Kingsville	Ph.D, University of Las Vegas
Votaw, John	PT	Seminar 1: Introduction to Military History; Seminar 6: Capstone	B.S. U.S. Military Academy	M.A. University of California-Davis	Ph.D, Temple University

Wadyko, Mike	PT	MH510: Introduction to Military History; Seminar 2: Western Way of War; Seminar 6: Capstone	B.S. University of Pittsburgh	M.A. University of Pittsburgh	Ph.D, West Virginia University
Westheider , James	PT	Seminar 2: Western Way of War; Seminar 5: Race and Gender in Military History	B.A. University of Cincinnati	M.A. University of Cincinnati	Ph.D., University of Cincinnati
Wineman, Bradford	PT	Seminar 5: US Military History; Seminar 6: Capstone	B.A. Virginia Military Institute	M.A. Texas A&M	Ph.D, Texas A & M
Wintermute, Bobby	PT	Seminar 2: Western Way of War; Seminar 5: Race and Gender in Military History; Seminar 6: Capstone	B.A. Montclair State College	M.A. East Stroudsburg University	Ph.D., Temple University
Witkowski, Greg	PT	Seminar 1: Introduction to Military History; Seminar 3: Military Thought and Theory;	B.A. Holy Cross University	M.A. SUNY - Buffalo	Ph.D, SUNY
Yockelson, Mitch	PT	Seminar 1: Introduction to Military History; Seminar 6: Capstone	B.S. Frostburg State University	M.A. George Mason University	Ph.D,Royal Military College of Science, Cranford University
Yu, Miles	PT	Seminar 4: Non-Western Way of War; Seminar 6: Capstone	B.A. Nankai University-China	M.A. Swarthmore College	Ph.D, University of California
Zhang, Xiaming	PT	Seminar 4: Non-Western Way of War; Seminar 6: Capstone	B.A. Nanking Teachers University-China	M.A. University of Iowa	Ph.D, University of Iowa
Zhu, Pingchao	PT	Seminar 4: Non-Western Way of War; Seminar 6: Capstone	B.A. Guangxu University-China	M.A. Miami University-Ohio	Ph.D,, Miami University- Ohio

NORWICH UNIVERSITY - MASTER OF PUBIC ADMINISTRATION PROGRAM

Name	***FT/PT***	***Course(s)***	***Degree 1 (Name & Institution)***	**Degree 2(Name & Institution)**	**Degree 3 (Name & Institution)**
Paul Katsampes	PT	AD531, *Public Organization Resources & Processes*	BS Sociology, Metropolitan State College of Denver	MA Criminal Justice, State University of New York at Albany	DPA Organizational Behavior, University of Colorado at Denver (1979)
Tanya Settles	PT	AD511, *Foundations of Public Administration & Policy;* AD521, *Research Methods in Public Administration*	BS Criminology, Metropolitan State College of Denver	MA Public Administration, University of Colorado at Denver	PhD Public Affairs, University of Colorado at Denver (2001)
Kenneth Mentor	PT	AD511, *Foundations of Public Administration & Policy*	BA Psychology, Central Michigan University	MA Psychology, Central Michigan University	PhD Social Science, Syracuse University (1991)
Jason Jagemann	PT	AD521, *Research Methods in Public Administration*	BA Political Science, Potsdam College of SUNY	MA Political Science, Western Michigan University	PhD Political Science, Western Michigan University (2000)
Olivia Yu	PT	AD521, *Research Methods in Public Administration*	BA English, Beijing Foreign Languages Institute, Branch College	MA Sociology, State University of New York at Buffalo	PhD Sociology, State University of New York at Buffalo (1993)
Anne Marie Hayes	PT	AD531, *Public Organization Resources & Processes*	BA Justice & Policy Studies, Guilford College	JD, Case Western Reserve University School of Law (1991)	
Susan Craig	PT	AD521, *Research Methods in Public Administration*	BS Individual & Family Studies, The Pennsylvania State University	MA Education, The Pennsylvania State University	PhD Administration of Justice, The Pennsylvania State University (2002)
George Nixon	PT	AD531, *Public Organization Resources & Processes;* AD559*, Public Organization Fiscal Management*	BA Psychology, San Francisco State University	MS National Resource Strategy, National Defense University	DPA Public Administration, University of Alabama (1994)
Daniel O'Shea	PT	AD531, *Public Organization Resources*	BS Business Administration, Norwich University	JD, New England School of Law (1990)	
Harol Nees	PT	AD561, *Capstone Studies*	BS Criminal Justice, Metropolitan State College of Denver	MA Criminal Justice, University of Colorado at Denver	DPA Public Administration, University of Colorado at Denver (1986)
George Crombie	PT	AD557, *Public Works Administration I*; AD567 *Public Works Administration II*	BS Occupational Education, University of New Hampshire	MA Public Administration, Northeastern University (1989)	
Lori Demeter	PT	AD511, *Foundations of Public Administration & Policy*	BS Psychology, Carnegie Mellon University	MA Public Administration, Valdosta State University	PhD Public Policy, University of Maryland (1991)

Frank Colaprete	PT	GJ551, *Law Enforcement Administration*; GJ555, *Public Safety Administration;* AD561*, Capstone Studies*	BS Organizational Management, Roberts Wesleyan College	MS Organizational Management and Strategic Leadership, Roberts Wesleyan College	EdD Higher Education Leadership, Nova Southeastern University (2004)
Thomas Bazley	PT	AD521, *Research Methods in Public Administration*	BA History, Rutgers University	MA Criminology, University of South Florida	PhD Criminology, University of South Florida (2004)
George Haines	PT	AD557, *Public Works Administration I*; AD567, *Public Works Administration II*	BS Civil Engineering, Georgia Institute of Technology	MS Civil Engineering, Georgia Institute of Technology	MA Public Administration, Notre Dame de Namur University (1999)
Lynn MacKenzie	PT	AD521, *Research Methods in Public Administration*	BS Sociology, Brigham Young University	MS Youth Care Administration, Nova Southeastern University	PhD Human Services Administration, Cornell University (1994)

NORWICH UNIVERSITY-MASTER OF SCIENCE IN INFORMATION ASSURANCE PROGRAM & MASTERS OF SCIENCE IN BUSINESS CONTINUITY MANAGEMENT

Name	***FT/PT***	***Course(s)***	***Degree 1 (Name & Institution)***	**Degree 2(Name & Institution)**	**Degree 3 (Name & Institution)**
Clarke Cummings	PT	GI532 Human Factors & Managing Risk GI554 CSIRT management	BS Bowling Green State Univ (OH)	MSIA, Norwich University	
Jenelle Davis	PT	GI532 Human Factors & Managing Risk GI522 Information Assurance Technology	B.B.A., Georgia State Univ.	MSCS George Washington University	
Robert Guess	PT	GI522 Information Assurance Technology GI551 Computer Forensic Investigations GI512 Foundations & Historical Underpinnings of Information Assurance	Bachelor of General Studies, Virginia Commonwealth Univ.	MSIA, Norwich University	
Dawn Hendricks	PT	GI551 Computer Forensic Investigations GI554 CSIRT management	BSCS Towson University	MS Systems Engg Johns Hopkins	
Thomas Hendricks, Sr.	PT	GI551 Computer Forensic Investigations GI554 CSIRT management	BSBA Washingtono & Lee Univ.	MES Computee Science Loyola College (MD)	
Rebecca Herold	PT	GI561 Management Tools GI531 Human Factors GI512 Foundations & Historical Underpinnings of Information Assurance GI555 Security Audit	BS Mathematics & Computer Science, Univ of Central Missouri	MA Univ. Northern Iowa	
Don Holden	PT	GI512 Foundations & Historical Underpinnings of Information Assurance GI532 Human Factors & Managing Risk GI542 Information Assurance Management & Analytics GI561 Management Tools	BS Business Adminitstration, Georgetown Univ.	MBA Wharton School, Univ of Pennsylvania	
Gary Kessler	PT	GI551 Computer Forensic Investigations GI552 Legal and Ethical factors in Forensic investigations	BA Mathematics, Humboldt State Univ. (CA)	MSCS Univ of Vermont	PhD Nova Southeastern Univ

John Macmichael	PT	GI522 Information Assurance Technology	BA Virginia Military Institute	MS IT Mgmt, Naval PostGraduate School	
John Mason	PT	GI512 Foundations & Historical Underpinnings of Information Assurance GI532 Human Factors & Managing Risk GI542 Information Assurance Management & Analytics GI561 Management Tools	BA Economics, UC San Deigo	MBA Univ. of Phoenix	
Michael Miora	PT	BC510 Foundations of Bus Continuity Mgmt BC550 Information Systems Continuity GI512 Foundations & Historical Underpinnings of Information Assurance GI554 CSIRT management GI542 Information Assurance Management & Analytics	BA, UC Berkeley	MA, UC Berkeley	
Dennis Opacki	PT	GI522 Information Assurance Technology GI532 Human Factors & Managing Risk GI542 Information Assurance Management & Analytics	BSc Information Security, Western Governor's Univ.	MSIA, Norwich University	
Thomas Peltier	PT	GI512 Foundations & Historical Underpinnings of Information Assurance GI532 Human Factors & Managing Risk GI542 Information Assurance Management & Analytics GI561 Management Tools	BA, Univ. of Detroit		
Eric Salveggio	PT	GI555 Security Audit GI542 Information Assurance Management & Analytics GI532 Human Factors & Managing Risk	BS, Virginia College (AL)	MSIA, Norwich University	

Sanford Sherizen	PT	GI512 Foundations & Historical Underpinnings of Information AssuranceGI532 Human Factors & Managing RiskGI561 Management Tools	BA, Syracuse Univ. (NY)		PhD Northwestern Univ.
George Silowash	PT	GI551 Computer Forensic Investigations	BSBA.Computer-Based Information Mgmgt Systems, California Univ. of Pennsylvania	MSIA, Norwich University	
Ric Steinberger	PT	GI522 Information Assurance Technology GI532 Human Factors & Managing Risk GI512 Foundations & Historical Underpinnings of Information Assurance	BS, Renssalaer Polytechnic Institute	MSME Catholic Univ	
Nicholas Takacs	PT	GI541 GI522 Information Assurance Technology GI542 Information Assurance Management & Analytics	BS Computer Science/TV & Film, Desales Univ. (PA)	MSIA, Norwich University	
Danielle Zeedick	PT	GI554 CSIRT management	BA, Univ. of Pittsburgh	MA George Washington University	Ed.D George Washington University

NORWICH UNIVERSITY-MASTER OF ARTS IN HISTORY

Name	FT/PT	Course(s)	Degree 1 (Name & Institution)	Degree 2(Name & Institution)	Degree 3 (Name & Institution)
Danley, Mark	PT	Seminar 1: Introduction to Military History; Seminar 2: The Western Way of War; Seminar 6 Capstone (Independent Study)	B.A., University of Richmond; history, classical civilization, third world studies	M.A., Virginia-Tech University, History; M.L.I.S., Louisiana State University	Ph.D., Kansas State Univ; History
Fischer, Joseph	PT	Seminar 6: Capstone	B.A. Pennsylavania State University, History; B.S. Pennsylvania State Univ., Secondary Ed	M.A. Pennsylvania State University, History	Ph.D., Pennsylvania State University, History
Grenier, John	PT	Seminar 1: Introduction to Military History; Seminar 5: US Military History; Seminar 5: Total War; Seminar 6: Capstone	B.A. Colorado State University, History	M.A. University of North Dakota, History	Ph.D, University of Colorado, History
Herrera, Ricardo	PT	Capstone only	B.A. University of California - L.A, History	M.A. Marquette University, History	Ph.D.,Marquette University, History
Hillman, Beth	PT	Capstone only	B.S.S.E., Duke University, Electrical Engineer	M.A. University of Pennyslvania, History	Ph.D, Yale University, History; J.D. Yale University
Hogan, Dave	PT	Seminar 1: Introduction to Military History; Seminar 5: US Military History; Seminar 6: Capstone	B.A. Dartmouth University, History	M.A. Duke University, History	Ph.D, Duke University, History
Kalic, Sean	PT	Seminar 3: Military Thought and Theory; Seminar 6: Capstone	B.A. University of Denver, Political Science	M.A. Youngstown State University, History; M.S. Southwest Missouri State University, Defense and Strategic Studies	Ph.D.,Kansas State Univ, History
Kindsvatter, Peter	PT	Capstone only	B.A. Pennsylvania State University, Journalism	M.A. University of Missouri, Journalism; M.A.M.S., U.S. Army Command and General Staff College, Military Science	Ph.D, Temple University, History
Kidwell, Deborah	PT	Seminar 1: Introduction to Military History; Seminar 6: Capstone	B.S. Oklahoma State University, Agriculture	M.S. Oklahoma State University, Educatoin; M.A. Oklahoma State University, History	Ph.D., Kansas University, History
Kuehn, John	PT	Seminar 3 (Military Thought & Theory) Seminar 4: Non-Western Way of War; Seminar 6: Capstone	B.A. Miami University-Ohio, Zoology	M.M.A.S. U.S. Command and General Staff College, Military Arts and Science	Ph.D., Kansas State Univ, History

Mackey, Robert	PT	Seminar 6: Capstone	B.A. Arkansas State University, Political Science	M.A. Texas A&M, History; M.M.A.S. U.S. Army Command and General Staff College, Military Arts and Science	Ph.D, Texas A & M, History
Maass, John	PT	Capstone only	B.A. Washington and Lee University, History	M.A. University of North Carolina -Greensboro, History	Ph.D, The Ohio State University, History
Mundey, Lisa	PT	Seminar 5: US Military History; Seminar 5: Total War; Seminar 6: Capstone	B.A. Notre Dame College, History and Political Science	M.A. Kansas State University, History	Ph.D, Kansas State Univ, History
Pearlman, Michael	PT	Seminar 5: US Military History; Seminar 6: Capstone	B.A. Wichita State University, History	M.A. University of Chicago, History	Ph.D, University of Illinois, History
Rein, Chris	PT	Seminar 6: Capstone	B.S. Massachusetts Instiute of Technology, Naval Architechture and Marine Engineering	M.A. Louisiana State University, History	Ph.D., Univeristy of Kansas, History
Sanders, Charles	PT	Capstone only	B.A. Louisiana State University, History	M.A. North Georgia College, Education and Political Science: M.A. U.S. Naval War College, National Security and Strategic Studies	Ph.D., Kansas State Univ, History
Snell, Mark	PT	Capstone only	B.A. York College, History	M.A. Rutgers University, History	Ph.D, University of Missouri-Kansas City, History
Speelman, Patrick	PT	Seminar 2: Western Way of War; Seminar 6: Capstone	B.A. Ohio State University, History	M.A. Temple University, Military History	Ph.D, Temple University, History
Tucci, James	PT	Capstone only	A.B. Augustana College, History, Classics	M.A. University of Missouri, History	Ph.D, University of Wisconsin, Comparative History
Ulbrich, David	PT	Seminar 1: Introduction to Military History; Seminar 5: Race and Gender in Military History; Seminar 6: Capstone	B.A. University of Dayton, History	M.A. Ball State University, History	Ph.D. Temple University, History
Underwood, Kenneth	PT	Seminar 6: Capstone	B.A. University of Southern California, International Relations and Political Science	M.S. Texas A&M University-Kingsville, History and Political Science	Ph.D, University of Las Vegas, History
Votaw, John	PT	Seminar 1: Introduction to Military History; Seminar 6: Capstone	B.S. U.S. Military Academy	M.A. University of California-Davis, History	Ph.D, Temple University, History
Westheider , James	PT	Seminar 2: Western Way of War; Seminar 5: Race and Gender in Military History	B.A. University of Cincinnati, History	M.A. University of Cincinnati, History	Ph.D., University of Cincinnati, History
Wineman, Bradford	PT	Seminar 5: US Military History; Seminar 6: Capstone	B.A. Virginia Military Institute, History	M.A. Texas A&M , History	Ph.D, Texas A & M, History

Wintermute, Bobby	PT	Seminar 2: Western Way of War; Seminar 5: Race and Gender in Military History; Seminar 6: Capstone	B.A. Montclair State College, History	M.A. East Stroudsburg University, History	Ph.D., Temple University, History
Witkowski, Greg	PT	Seminar 1: Introduction to Military History; Seminar 3: Military Thought and Theory;	B.A. Holy Cross University, History	M.A. SUNY - Buffalo, History	Ph.D, SUNY, History
Yockelson, Mitch	PT	Seminar 1: Introduction to Military History; Seminar 6: Capstone	B.S. Frostburg State University, History	M.A. George Mason University, History	Ph.D,Royal Military College of Science, Cranford University, History

NORWICH UNIVERSITY-MASTER OF SCIENCE IN NURSING

Name	***FT/PT***	***Course(s)***	***Degree 1 (Name & Institution)***	**Degree 2(Name & Institution)**	**Degree 3 (Name & Institution)**
Linda Tjiong	PT	NR540- The Health Care Organization	MBA, Florida Southern College, Lakeland, FL	DBA, Univ. of Sarasota (Argosy Univ), Sarasota, FL	
			MSN, Univ. of South Florida, Tampa, FL		
Richard Watters	PT	NR560- Business Planning and Strategic Management in Nursing Administrationt	PhD, Nursing Education, University of Western Australia, Perth, Australia	MEd, University of Toronto, Toronto, Canada	BEd, University of Ottawa, Ottawa, Canada
Victoria George	PT	NR550- Nursing Resource Management	Bridgewater State college BSN	Boston University MSN	Marquette University PhD; Organizational Leadership
Linda Susan McCord	PT	NR510- Health Systems Analysis: Policy Environment & Structure	BSN, Old Dominion University	MA Health Services Management, Webster University MPA, Troy University	DHA, Health Administration, University of Phoenix
Mario Ortiz	PT	NR520- Theoretical Constructs for Leadership Roles in Nursing	BSN, Valpariso University	MSN, Valpariso University	Phd, Nursing Theory and Research, Loyola University
Nancy Kupka	PT	NR530- Evidence-Based Practice	BA Biology, Millikin University	MSN, Rush Univesity	PhD, Nursing Science, Rush University
Roger Green	PT	NR541- Clinical Concepts: Advanced Pharmacology NR542- Clinical Concepts: Advanced Health Assessment	BSN, Curry College	MSN, The University Tampa	PhD, Nursing, Rush University
Jo Anne Grunow	PT	NR551- Curriculum and Instructions: Theory and Methods	BSN, University of South Carolina	MSN NP, University of South Carolina	PhD, Nursing, Rush University
Betty Fair	PT	NR561- Measurement, Assessment and Evaluation of Learners and Programs	BSN University of FL	MSN, Florida State University	PhD., Nursing Adult Health, University of Texas, Austin

NORWICH UNIVERSITY-MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP

Name	***FT/PT***	***Course(s)***	***Degree 1 (Name & Institution)***	**Degree 2(Name & Institution)**	**Degree 3 (Name & Institution)**
Alan Heffner	PT	OL550 - Organizational Behavior	BA, Sociology, Sonoma State University	MA, Sociology, California State University	PhD, Sociology, Purdue University
Erich Randall	PT	OL560 - Developing a Learning Organization	BA, Communication-Central Michigan	MSA, Management - Central Michigan	PhD, Organization and Management - Capella University
Phyllis Rhodes	PT	OL540 - Strategic Communication	BS, Bus. Administration, Alcorn State University	MBA, Belhaven College	PhD, Applied Management, Walden University
William Shirey	PT	OL540 - Strategic Communication	BS, Management, USAF Academy	MS, Strategic Studies, US Air War College	PhD, Organizational Leadership, Regent University
Tom Luckett	PT	OL530 - Leading Change	BS, Bus. Administration, Indiana Institute of Technology	MBA, Indiana Wesleyan University	PhD, Applied Management, Walden University
Amy Fraher	PT	OL520 - Emotional Intelligence	BS, Textile Design, Philadelphia University	MA, Education Technology, San Diego State University	EdD, Leadership, University of San Diego
Matt Boyne	PT	OL510 - Fundamentals of Leadership	BS, Engineering, US Naval Academy	MS, Project Management, Seton Hall University	Ph.D (ABD), Leadership, Pepperdine University

IOWA SECRETARY OF STATE
MATT SCHULTZ

CERTIFICATE OF EXISTENCE

Date: 1/24/2013

Name: NORWICH UNIVERSITY (504RFN - 422605)
Authorized Date: 9/1/2011
Duration: PERPETUAL
State of Incorporation: VERMONT

I, Matt Schultz, Secretary of State of the State of Iowa, custodian of the records of incorporations, certify the following for the nonprofit corporation named on this certificate:

a. The entity is authorized to transact business in Iowa.

b. All fees required under the Revised Iowa Nonprofit Corporation Act due the Secretary of State have been paid.

c. The most recent biennial report required has been filed with the Secretary of State.

d. Articles of dissolution have not been filed.

Certificate ID: **CS75518**

To validate certificates visit:
sos.iowa.gov/ValidateCertificate

Matt Schultz, Iowa Secretary of State

STATE OF VERMONT

OFFICE OF SECRETARY OF STATE

I, James C. Condos, Secretary of State of the State of Vermont, do hereby certify that the attached is a true copy of the

CORPORATE DOCUMENTS

For

NORWICH UNIVERSITY

As filed in this department.

February 9, 2011

Given under my hand and the seal
of the State of Vermont, at

James C. Condos

James C. Condos
Secretary of State