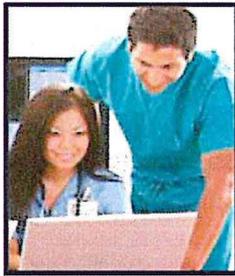




CATALOG AND STUDENT HANDBOOK

2012-2013



The National Graduate School of Quality Management
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The National Graduate School of Quality Management
2012 -2013 Catalog and Student Handbook

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1. LETTER FROM THE PRESIDENT

Welcome from the President of The National Graduate School of Quality Management

As we prepare to celebrate our 20th anniversary in 2013, NGS remains the nation's foremost higher education institution whose programs focus clearly on tangible process improvement and whose graduates achieve measurable progress on organization-sponsored, work-related projects. The National Graduate School of Quality Management (NGS) prides itself on the expertise of our faculty and their commitment to provide a strong academic foundation for the institution. Now, as we look within, we are taking advantage of our obligation to recruit and invest in NGS' faculty and their professional development in ways that have not been available for quite some time. We are encouraging and cultivating within each faculty member the rich, unique gifts that they have to offer not only to NGS professionals, but also to the academic and broader shared community.

NGS faculty members are leaders who provide inspiration to students and together they work to build a better foundation with both theory and action. They are not only active professors, they are also experienced advisors. As faculty members build an even stronger presence for NGS in their communities, they also work internally to create a strong culture of measurement, ensuring that the institution's mission and vision radiate throughout NGS' creative and critical thinking and perspectives.

Since our beginnings, strategic planning has been an integral part of building the future of NGS. Our goals have been and remain increasing academic quality, sustaining enrollment management and growth, and enhancing our advancement. We will always have a need to refine and update our strategic plan and NGS will engage in a comprehensive planning process over the next few months in order to carry it forward as we celebrate our 20th anniversary next year. Much of what we began in 1993 has been implemented and now NGS has an opportunity to build on our successes, leading to improved programs and services for our students. Investing in NGS directly influences the leaders of today and tomorrow by providing them with the creative and critical thinking skills necessary to tackle an individual's or organization's most pressing issues and fulfilling critical jobs in an increasing wide-reaching environment.

Now is an exciting time to be a part of this innovative institution. All of us associated with NGS are in a position to engage in our communities in relevant ways, to enlighten the world with new knowledge and processes, and to empower each other with interdisciplinary approaches that address the issues facing a new century. Together we are setting the standards for innovation in adult learning once again.

Warmest regards,

Dr. John H. Bridges III
President and Chief Executive Officer



2. BACKGROUND AND ACCREDITATION

The National Graduate School of Quality Management (NGS) is an accredited degree granting institution founded in 1993 to provide comprehensive education in Quality Systems Management. NGS seeks to provide to experienced adult professionals higher education opportunities in their chosen discipline that will empower them to make significant, positive, rapid contributions to advance performance excellence.

The School's first program, Master of Science in Quality Systems Management (MSQSM), was initiated in response to the increasing requirements of the global marketplace, which has challenged US businesses to improve their competitiveness through quality products and services, and to reduce their costs through a systematic approach to process optimization. In addition, there has been a need for increased knowledge of leadership, strategic planning and team-building theory and practical knowledge. NGS has integrated these performance excellence values and concepts into a vital organic whole, which is unique, exciting, and important for organizations and the country.

Quality Systems are the framework of organizational performance excellence. NGS sponsoring organizations and students engage in dynamic, cross-functional process improvement programs that demonstrate significant return on investments. Closely guided by the principles and practices of performance excellence, NGS fosters cross-sector cooperation and sharing of best practices between corporate and public sponsors responsible for leading organizations in today's global environment.

The National Graduate School of Quality Management is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education.

Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education, New England Association of Schools and Colleges
3 Burlington Woods #100, Burlington, MA 01803
(781) 425-7700, E-Mail: cihe@neasc.org



The National Graduate School of Quality Management is certified to operate by the State Council of Higher Education for Virginia (SCHEV): Private & Out-of-State Postsecondary Education, State Council of Higher Education for Virginia, James Monroe Building, 101 N. 14th Street, 9th Floor, Richmond, VA 23219,
(804) 225-2600.

New England Association of Schools and Colleges (NEASC) Commission on Institutions of Higher Education (CIHE) action following the Spring 2011 ten-year comprehensive evaluation continued NGS accreditation, with the next comprehensive evaluation scheduled for Spring 2021. NGS offers three degrees all encompassed by NEASC within the institution's accreditation: Doctor of Business Administration in Quality Systems Management, Master of Science in Quality Systems Management, and Bachelor of Science Degree Completion in Quality Systems Management. Related certificate programs include: Post-Doctoral Certificates, Six Sigma Black Belt, Six Sigma Green Belt, and Homeland Security Certificate.

NGS's Main Campus and administration center is located at 186 Jones Road, Falmouth, MA 02540, toll free 800-838-2580, facsimile 800-838-2581, and email: admissions@ngs.edu. Normal office hours are between 8am – 5pm Monday – Friday, except holidays. The main facility includes a library with remote access capability, classroom, and offices. NGS is customer driven, and its site locations are selected based upon interest and the presence of a continued market demand for the degree programs and related certificates. Only the Master of Science in Quality Systems Management is available in Massachusetts. Online programs & courses and specialization courses are not available to Massachusetts residents.

NGS welcomes organizations and students via scheduled appointment to the other principle campus locations in Florida, California, Texas, and Virginia during their normal office hours (except holidays). NGS degree and certificate programs are available in the onsite, online, and a blended format in the states of California, Florida, Texas, and Virginia and various military installations within the United States.

NGS California Campus: Monday 1pm – 5pm, Tuesday 1pm – 4pm, Thursday and Friday 10am – 2pm
Loechler Building, 2121 5th Ave. Suite 205, San Diego, CA 92101
Phone 503-502-7591 or 800-838-2580 x106, facsimile 503-502-7591
email californiaadministration@ngs.edu

NGS Florida Campus: Monday, Wednesday, and Friday 9am – 2pm
9220 Bonita Beach Road, Suite 200/16, Bonita Springs, FL 34135
Phone 239-221-7115 or 800-838-2580 x117, facsimile 508-772-4355
email floridaadministration@ngs.edu



NGS Texas Campus: Tuesday, Wednesday, and Thursday 9am – 5pm
Alamo Colleges, Workforce Center of Excellence
203 Norton Street, Room 169, San Antonio, TX 78211
Phone 210-485-0854 or 800-838-2580 x122, facsimile 210-704-1305
email texasadministration@ngs.edu

NGS Virginia Campus: Monday, Wednesday, and Friday 9am – 2pm
2111 Wilson Blvd., Suite 700, Arlington, VA 22201
Phone 703-351-5085 or 800-838-2580 x149, facsimile 703-351-9292
email virginiaadministration@ngs.edu

NGS is an independent institution duly authorized not-for-profit corporation recognized by the Federal Government and the Commonwealth of Massachusetts as a 501c(3), with the express purpose of conveying business-related education. As an institution of higher learning, NGS recognizes its obligation to serve its immediate community, the Commonwealth of Massachusetts, the nation, and the world through the provision of higher education in its specialized area.

3. MISSION STATEMENT

The mission of The National Graduate School of Quality Management (NGS) is to provide educational programs which advance knowledge in the area of Quality Systems Management (QSM), to facilitate the codification of QSM “best practices,” and to create innovative models with significant, enterprise-wide or national significance and application. NGS programs demonstrate performance-based achievements of its mission at every degree level through the degree “project” which must show tangible results to the NGS faculty and the employer or sponsor. We have required that students demonstrate their knowledge and the *application* of that knowledge in practical, work-related projects since 1993.

The National Graduate School of Quality Management (NGS) is a professional practice institution with a primary focus:

- To provide working adults with higher-level knowledge and understanding of the concepts, principles and tools of quality-based systems management for performance excellence.
- To graduate individuals with behavioral, analytic, customer service, and leadership skills to achieve tangible and measurable results for organizational performance excellence.
- To raise the overall understanding of quality-based systems management in the public and private sectors nationwide.
- To develop proponents and educators of quality systems management able to further understanding and application of the concepts, principles and tools.



The educational objectives of The National Graduate School of Quality Management programs are:

- To provide students, particularly working adults and other non-traditional students, with a business-related higher education that will empower them to make rapid contributions to for-profit and not-for-profit organizations.
- To engage students in a rigorous, exciting, challenging, theoretical and practical learning experience in a specialized curriculum that is uniquely centered in both management sciences and quality systems sciences, predicated on a teamwork approach, and incorporating a business project that requires measurable results.
- To provide highly qualified faculty who are practitioners with professional work experience as well as appropriate educational credentials.
- To provide students with the resources needed to interact with others clearly and effectively.
- To impart and demonstrate to students the aligned relationship of leadership management and a quality systems theme to ethical behavior.
- To facilitate degree offerings on an accelerated basis, consistent with managing curriculum delivery to the capacities of working adults.
- To furnish students with methods of inquiry.
- To subject the body of knowledge known as *quality systems management* to a process of continuous improvement derived from the application of that knowledge in the workplace and responses to research in the field.
- To seek and track achievements and evaluations of respondent alumni and sponsoring employers to assess the program's viability.

4. PROGRAMS OF STUDY

The NGS delivery model of degree and certificate programs responds to a demand for an accelerated program format focused on working adults. All NGS degree and certificate programs are full-time. Programs are delivered in low residence format, online*, and/or a combination of the two, called blended. Low residency courses are offered face-to-face in the traditional classroom setting, either one evening per week or in weekend sessions taught by professors who are Quality Management, Health Systems, and Homeland Security seasoned practitioners at learning sites nationally. These sites are supported by online course materials, library resources, and student services from the Main Campus in Falmouth, Massachusetts. The online format enables students to complete degree requirements from their homes or places of work. Advisement and additional coursework assistance are provided by professors. Blended learning, a combination of traditional and online, begins with an initial in-residence meeting, a webinar and concludes via independent study that requires weekly updates to the professor and submission of assignments online. All NGS programs require project work which results in tangible, measurable improvements in organizational performance.



*The only program available in Massachusetts is the Master of Science in Quality Systems Management. Online programs & courses and specialization courses are not available to Massachusetts residents.

4.1 Degree Programs*

Program contents are more inclusive than traditional programs precisely because adult learners with significant work experience can quickly reach traditionally defined academic outcomes and learning objectives, a fact demonstrated nationally. Learning is accelerated outside of class through the use of business project study teams, which meet regularly and work collaboratively. The Business Project replaces the traditional thesis and is the central focus of the curriculum.

The following degree programs are offered:

Doctor of Business Administration in Quality Systems Management (DBAQSM)

The DBAQSM program is designed to provide advanced graduate-level instruction to working adults whose organizations may be enhanced by tangible applications of Quality Systems Management principles. In the process of completing the courses and rigorous action project, students will contribute in original research to the body of QSM knowledge, engage in “practice teaching”, be expected to publish useful, practice-oriented material.

Master of Science Degree in Quality Systems Management (MSQSM)

The MSQSM program is designed for individuals who seek a team-driven, results-oriented management program and believe that a management focus in quality and organizational performance is a competitive career advantage. Students are typically experienced working adults from both the corporate and military sectors.

Bachelor of Science Degree Completion in Quality Systems Management (BSQSM)

The BSQSM program provides students with a broad background in business and practical operational perspectives while allowing adult working professionals to finally finish their Bachelor Degree. The program is designed as a “bridge” for those who possess an Associate degree to earn a bachelor degree. NGS will work in partnership with state and community colleges to have applicants earn their associate’s degree.

Degree Specializations

Specializations are not separate degrees and are not recognized as academic specialties outside of NGS. They are intended simply to permit students to take courses *within their chosen degree program* that reflect their particular interests*. Specializations are limited to areas within the range of NGS institutional expertise and mission. Specializations include, but are not limited to, the following fields:



Health Systems Specialization

Health Systems Specialization permits students to take three courses within the BSQSM and MSQSM degree programs and four courses within the DBAQSM program that reflect their health systems interests for application of program tools to practical improvements in the health sector.

Homeland Security and Defense Specialization

Homeland Security and Defense Specialization permits students to take three courses within the BSQSM and MSQSM degree programs and four courses within the DBAQSM program that reflect their interests for application of program tools to practical improvements in homeland security and defense. The Homeland Security Digital Library at the Naval Postgraduate School's Center for Homeland Defense and Security will be available for student research to supplement their hands-on projects.

The program is launched when a cohort is enrolled at a specific learning site. Apply on line at www.ngs.edu or speak to an Enrollment Counselor to find a cohort in your area.

4.2 Dual Credential Programs*

MSQSM plus Green Belt in Six Sigma

The National Graduate School of Quality Management has, from its inception, promoted the Lean Six Sigma approach to continuous process improvement. In response to the recent need for this critical methodology, as expressed by our military, learning partners and corporate sponsors who aim to participate in work-related project, NGS has created the dual credential MSQSM (Master of Science in Quality Systems Management) and Green Belt in Six Sigma certificate.

4.3 Certificate Programs*

Post-Doctoral Certificates

The NGS Post-Doctoral program consists of three stand-alone but integrated certificates; a concept certificate, a research certificate, and a writing certificate. The certificates provide a structured process that assists candidates in conceptualizing, researching, and writing a manuscript. The program promotes contribution to the body of knowledge in appropriate disciplines and ensures intellectual integrity throughout the publishing process.

Black Belt in Six Sigma

The Black Belt in Six Sigma Program is designed for adult working professionals who aim to manage work-related projects, to achieve a skill set relevant to what is generally understood as “six sigma applications” and to apply the “best practices” of lean six sigma methodology in actual projects.

Green Belt in Six Sigma

The Green Belt in Six Sigma program is designed for adult working professionals who aim to participate as team members on work-related projects, to achieve a practice-oriented introductory skill



set relevant to what is generally understood as “six sigma applications” and to follow the guidance of team leaders in order to apply the “best practices” of lean six sigma in actual projects.

Homeland Security

The Homeland Security certificate program is designed for adult working professionals from the military, government agency, government contractor and private sector whose work focus is related to homeland security issues. The aim of such professionals is to effectively manage homeland security oriented work-related projects, and to achieve a skill set relevant to the application of quality system principles to homeland security-related instances.

4.4 Professional Development & Continuing Education*

Certificate Programs

Certificate programs are approved by the Chief Academic Officer and are held to the same high academic standards as the degree programs. Most are comprised of 4 courses taken over a 4 – 6 month period of time. Certificate programs are launched when there is a significant cohort group enrolled. The cohort takes courses in the same order, at the same time. Classes are interactive and encourage dynamic discussion and shared experience. Students learn through instruction, interaction and hands-on application of the materials presented in the course of study. Contact Enrollment Management for availability in your area or to discuss bringing a program to your site.

The following certificate programs are offered (CEU programs not licensed nor under purview of the FL Commission for Independent Education):

- Applying Tools and Methods for Organizational and Business Success
- Assessing Continual Improvement, Learning and Innovation
- Black Belt for NGS QSM Graduates
- Black Belt within Masters Dual-Credential Program in partner corporations
- Environmental Sustainability
- Green Belt within Masters Dual-Credential Program in partner corporations
- Homeland Security
- Introduction to Quality Systems Management
- Lean Manufacturing
- Managing Quality in the Age of Systems
- Project Management
- Six Sigma
- Executive, White, Green, Black, Master Black Belt, DMAIC programs
- Supply Chain Management

Individual Courses

Individuals may take courses to fulfill educational needs or purely for information or enrichment. Some courses have prerequisites which are met if taken in the certificate format; some courses are not offered



individually. Speak to an Enrollment Counselor for advice on how best to achieve your educational objectives.

Auditing a Course

Students who do not wish to earn credit may audit a course if they agree to attend the regularly scheduled class sessions, though assignments and examinations will be waived. The tuition rate for audited courses is the same as for classes taken for academic credit.

Non-Degree Courses

Regular and special courses and programs are available to meet the needs of individuals, businesses and government agencies.

A non-degree seeking student wishing to enroll in a course may do so based on availability. The student must apply as a Special Student. All tuition and fees must be paid prior to the start of the course.

Corporate Partnerships

NGS partners with corporations to deliver corporate-sponsored courses and customized certificate programs taught on the corporate site. These courses are taught by NGS faculty. Both degree and non-degree students may participate in these courses offered by NGS. All students taking courses will take them at credit hour value (or Continuing Education Units, CEUs, as determined by NGS). Students who seek a degree must apply for admission to the degree program and confirm with NGS admissions that the course will be included as part of the degree program.

Any corporation, company, group, agency, or individual wishing to have the college teach a course or program should contact the Chief Academic Officer or the Office of the President.

4.5 The Academic Program

The NGS delivery model of degree and certificate programs responds to a demand for an accelerated program format focused on working adults. Evening and weekend classes are taught by professors who are Quality Management practitioners at our learning sites. Course materials are available for downloads through the NGS e-Learning System, online library and research resources.

Description of the Course Numbering System

The following system of course numbering will indicate the level of program offerings: 800 level courses indicate Post-Doctoral level, 700-800 level courses indicate Doctoral level; 500-600 level courses indicate the Master level (graduate); and 300-400 level courses indicate Bachelor level. The course format is designated as traditional (T), blended (B), or online* (O). All courses are 3 semester hours of credit unless otherwise noted.

The School revised the course numbering to the system above for all campus cohorts beginning Spring 2010. Course format is traditional, unless otherwise noted.



Program Methodology

Courses are taught using a real-time practical approach. Faculty members are industry experts as well as experienced instructors who bring with them years of experience and actual case studies pertaining to each subject area. Teamwork, collaboration and continuous improvement are emphasized throughout the curriculum. This methodology is equally applicable to the online program option.

All courses include lecture and practical learning and have direct application to the Bachelor, Master, or Doctoral Business Project, which is the culmination of the program. Early in the program, students form process improvement teams to identify, implement and monitor a series of mini-Business Projects. By the end of the first semester, students declare their Business Project, which will be the primary area of focus and area of concentration for the team of students throughout the remainder of the Program. A minimum of 1,000 hours is expected of each Doctoral program student working on the dissertation project. A minimum of 400 hours of team time is expected from each Master program student working on the Business Project and 200 hours for Bachelor Degree completion program students.

An experienced Project Supervisor oversees the team's progress, coordinates with other faculty, facilitates teamwork, and serves as liaison between the team, the sponsor and NGS, and mentors students. Students are required to use information technology as an enabler to communication and to do research. Electronic tools are available to students and faculty for meetings, communication, data gathering, and information sharing nationwide.

Teamwork and collaborative learning are the foundation of every course in the Bachelor's or Master's Program. Evaluation is thus based primarily on hands-on practical process improvements.

The Business Project Team concept is an integral and required part of the accelerated instructional model, and has been endorsed at leading sponsoring organizations as evidenced by implementation of student team recommendations. Both in-class and out-of-class work expected of students is completed in teams for the Bachelor and Master level programs. Team projects are graded on the basis of preparation, internal evaluation of case studies and actual progress on process improvement projects. In some courses, additional individual assignments provide directed learning in technical subject areas

Assessment

Assessment of educational outcomes is conducted at the course level, the semester level, and program level. Faculty assess individual and team outcomes against educational objectives in each course.

The assessment of student learning outcomes is embedded at project courses monitored by the faculty at the end of each semester. Projects are comprehensively evaluated by the faculty who possess expertise in the various academic program elements of projects and provide feedback that includes specific recommendations for improvement.

NGS administration assess the results of the Program by monitoring cost savings achieved at sponsoring organizations, by monitoring student promotions or advancements directly attributed to the



attainment of the degree, and through surveys. Overall program effectiveness is evaluated by analysis of the Business Projects at the President's Conference where results are validated by sponsors.

Course Evaluations

NGS is committed to continuous improvement and welcomes student feedback.

Students complete course evaluation forms at the end of each course, which are used for decision making, course improvements and faculty assessments. These evaluations play a pivotal role in many of the decisions that the administration makes to improve teaching, course content and structure and are viewed by the accreditors as an important self-assessment tool.

These surveys are an important feedback mechanism enabling NGS to assess the program and have helped institutionalize ongoing improvement. Students are asked to reflect on the course experience, answer questions objectively and submit them within two weeks of completing a course. Class representatives facilitate the evaluation process in the classroom to ensure confidentiality.

Degree Specializations

Some students may wish to tailor their degree programs to focus in depth on a particular field. Degree specializations are designed for this purpose. Specializations are limited to areas within the range of NGS institutional expertise and mission. NGS degree specializations include, but are not limited to, the following fields:

Health Systems Specialization

Health Systems Specialization permits students to take three courses within the BSQSM and MSQSM degree programs and four courses within the DBAQSM program that reflect their health systems interests to apply course tools to practical improvements in the health sector.

Homeland Security and Defense Specialization

Homeland Security and Defense Specialization permits students to take three courses within the BSQSM and MSQSM degree programs and four courses within the DBAQSM program that reflect their homeland security and defenses interests. The Homeland Security Digital Library at the Naval Postgraduate School's Center for Homeland Defense and Security will be available for student research to supplement their hands-on projects.

It is important to understand that specializations are not separate degrees and are not recognized as academic specialties outside of NGS. They are intended simply to permit students to take courses *within their chosen degree program* that reflect their particular interests*. Accordingly, specializations must comply with the established curriculum of the degree program in which the student is enrolled. The number and type of courses may vary among specializations, and the availability of courses may change each semester, but in each case the students must fulfill the minimum requirements for their respective degree programs regardless of their specialization.



Students are required to declare degree specializations no later than the end of the second course. Degree specializations may be permitted by faculty if they can be shown to comply with the following:

- Project incorporates area of specialization recognized by NGS
- Directed faculty research and readings connected to the Project
- Project Champion is a recognized expert in the area of specialization
- Directed or Assigned case studies and other faculty-approved materials
- All “team” members must be working on the same area of specialization
- Completion of the specialization courses for the program of study

Questions regarding specializations should be directed to the Office of Academic Affairs or to the Office of Student Services.

Institutional Review Board Policy

The National Graduate School of Quality Management established the Institutional Review Board (IRB) to preclude the exposure of human subjects to unreasonable risk or harm during the conduct of program-related research. This IRB policy is structured to adhere to the ethical principles set forth in the report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. Published by the former Department of Health, Education and Welfare, the document commonly known as the “Belmont Report” is officially entitled *Ethical principles and Guidelines for the Protection of Human Subjects of Research*. As is stipulated in Department of Health and Human Services regulations at “45 CFR 46,” (aka the “Common Rule”) the minimum standards apply to research conducted or supported by a federal department or agency. The NGS Administration has enacted the Institutional Review Board Policy with procedures to be followed by student investigators in conducting research, assignments, and projects. The policy is available on the School’s website, www.ngs.edu, under the Student Services links.

* The only program available in Massachusetts is the Master of Science in Quality Systems Management. Online programs & courses and specialization courses are not available to Massachusetts residents.

5. ACADEMIC CALENDAR

Cohort sections start on a rolling basis throughout the year. There are no classes on the following recognized religious and or civil holidays:

- New Year’s Day
- Martin Luther King, Jr. Day (observed)
- President’s Day (observed)
- Easter Sunday
- Memorial Day (observed)
- Independence Day
- Labor Day
- Yom Kippur



Columbus Day (observed)
Veterans Day
Thanksgiving Day
Christmas Eve thru January 1

2012-2013 Holidays

Sunday, January 1, 2012 (New Year's Day)
Monday, January 16, 2012 (Martin Luther King, Jr. Day)
Monday, February 20, 2012 (President's Day)
Sunday, April 8, 2012 (Easter Sunday)
Monday, May 28, 2012 (Memorial Day)
Wednesday, July 4, 2012 (Independence Day)
Monday, September 3, 2012 (Labor Day)
Wednesday, September 26, 2012 (Yom Kippur)
Monday, October 8, 2012 (Columbus Day)
Sunday, November 11, 2012 (Veterans Day)
Thursday, November 22, 2012 (Thanksgiving Day)
Monday, December 24, 2012 (Christmas Eve) Thru December 31, 2012
Tuesday, January 1, 2013 (New Year's Day)
Monday, January 21, 2013 (Martin Luther King, Jr. Day)
Monday, February 18, 2013 (President's Day)
Sunday, March 31, 2013 (Easter Sunday)
Monday, May 27, 2013 (Memorial Day)
Thursday, July 4, 2013 (Independence Day)
Monday, September 2, 2013 (Labor Day)
Saturday, September 14, 2013 (Yom Kippur)
Monday, October 14, 2013 (Columbus Day)
Monday, November 11, 2013 (Veterans Day)
Thursday, November 28, 2013 (Thanksgiving Day)
Tuesday, December 24, 2013 (Christmas Eve) Thru December 31, 2013

Class Schedules for each learning site are listed on the NGS web site at www.ngs.edu in the NGS Portal for registered students' access. Students missing class due to religious holidays are encouraged to plan ahead and attend another cohort's class if possible. Otherwise, please make arrangements with your instructor ahead of time.

Class Cancellation Policy

Class cancellations are posted on the web based NGS Portal. Students are also notified by the NGS Portal if their class has been re-scheduled. Students are advised to check the NGS Portal before leaving for class if weather conditions are questionable.



6. DOCTOR OF BUSINESS ADMINISTRATION DEGREE PROGRAMS

(Not Available in Massachusetts)

6.1 Doctor of Business Administration Program Admission Requirements

To apply the following is required:

- Master's degree and transcript from an accredited institution. The accreditation must be recognized by the U.S. Secretary of Education and/or the Council for Higher Education Association (CHEA);
- Substantive work or military experience (resume);
- Two letters of recommendation;
- Two five page essays in latest APA published edition format on topics of choice with at least two referenced sources supporting each essay;
- Interview with the Academic Affairs Interview Committee (conducted online)
- Access to and familiarity with computers (including the Internet);
- Intended degree specializations are required to be declared no later than the end of the second course;
- Dissertation topics require approval of the Academic Affairs Curriculum Committee;
- MA resident submission of Proof of Health Insurance and Proof of Immunizations ;
- Affirm commitment to the academic honor pledge "In the pursuit of the highest standards or academic integrity and accomplishment, I pledge to be honest in all academic endeavors and to perform with the utmost level of academic integrity."

The National Graduate School of Quality Management reserves the right to dis-enroll or suspend any student that does not fulfill transcript and academic admission requirements within 90-days of enrollment. The National Graduate School of Quality Management reserves the right to dis-enroll any MA resident student that does not fulfill documentation of health insurance and proof of immunizations as required by Massachusetts laws within 90-days of enrollment. NGS students are required to sign and submit the NGS Learning Contract Form before the end of the first semester.

Admissions Requirement Interview

The Academic Affairs Interview Committee consists of the DBA Program Chair, a DBA faculty member, and the Dean of Academic Affairs and Student Services. The virtual online interview affords the committee to clearly determine the applicant's skill set and abilities to succeed in a doctoral program. The interview committee will use the two APA format writing sample essays as a basis of discussion to determine the applicant's ability to articulate the applicant's submission. The Interview Committee will provide the Admissions Committee with a summary of the interview results.



Doctor of Business Administration Program Categories of Acceptance:

- **Full Acceptance** is for students with a strong academic profile who appear to be fully qualified for the Program. Full acceptance is granted to candidates who satisfy all criteria for admission listed above, submit master's transcript from an accredited institution, and have a minimum cumulative grade point average of 3.0 (on a scale of 4.0).
- **Conditional Acceptance** is for students who have every indication of potential success, but do not fulfill all of the requirements for full acceptance. Students with conditional acceptance are required to maintain a minimum cumulative grade point average of 3.0 (on a scale of 4.0) for all coursework completed through the first semester, after which they will attain full status. If a first semester average of 3.0 is not achieved, the student will be monitored through the next semester.

Degrees from Foreign Institutions Conditional candidacy acceptance may also be granted to students with degrees granted in foreign countries. Students holding degrees granted outside of the United States must have their credentials reviewed by the Center for Educational Documentation, Inc., P.O. Box #170116, Boston, MA 02117. CED can be contacted at telephone (617) 338-7171, facsimile (617) 338-7101, and email address info@cedevaluations.com. Credential evaluation applications are available at www.cedevaluations.com.

6.2 Credential: Doctor of Business Administration, Program: Quality Systems Management

The Doctor of Business Administration in Quality Systems Management (DBAQSM) curriculum consists of a 24 month, 20 course, 60 credit program offered in two phases. The first requires the completion of the program courses as well as the identification of a Doctoral Project. Phase two encompasses an intensive six-month period of project validation and results verification under the close supervision of a Faculty Doctoral Team. Doctoral candidates are required to culminate the program orally presenting the results of their projects to the Dissertation Committee. Only offered only in cohort group format.

The purpose of the DBAQSM is:

- To provide students, particularly working adults and other non-traditional students, with a business-related advanced terminal education that matches the dynamic growth of Quality Systems Management knowledge;
- To engage students in a rigorous, exciting, challenging, theoretical and practical learning experience in a specialized curriculum that is uniquely centered in both management sciences and quality systems and incorporating a doctoral project that requires measurable results;
- To maintain highly qualified faculty who possess quality-related work experience as well as appropriate educational credentials;



- To provide students with the resources needed to interact with others clearly and effectively;
- To impart and demonstrate to students the aligned relationship of leadership management and a quality systems theme to ethical behavior;
- To challenge doctoral candidates to complete original and note worthy action research, contribute to the body of knowledge through a recognized publication, to implement a significant process or organizational improvement through the sponsorship of a senior leader, and to demonstrate understanding through teaching at the graduate level.

6.3 DBAQSM Course Descriptions – The blended cohort course format is designated as traditional (T), blended (B), or online (O) below. The program is also available in the entirely online format (O).

EDU 801 (B): Best Practices for Doctoral Education

This course provides an introduction to course material and project selection techniques, types of projects and their application. The course will include methods and techniques of qualitative doctoral research and a review of leading applied research in the field. Emphasis will be placed on electronic retrieval of information as related to the doctoral dissertation project. Discussion will focus candidates best practices and projects considered significant by their sponsors and/or champions. (3cr)

EDU 851 (O): Principles of Academic Writing and Publishing

Guidelines for writing to academic standards are covered in preparation for student publishing demonstrating their up to date research in the field study to withhold scrutiny of readers, publishers, and the academic community. (3cr)

QSM 847 (O): QSM System Design

This course provides a checklist of success elements required for systems thinking and implementation. Antithetical movements such as smokestack thinking are introduced through case studies. Student exercises involve creating organizational alignment between voice of the customer and voice of the process. (3cr)

QSM 808 (O): Integrated Studies in Quality Systems Management I

This course provides additional opportunity for faculty to introduce and lead discussion on QSM related topics of special interests. Students should prepare for extensive online research and will create a benchmark list of annotated bibliographies in the subject area. (3cr)

DOC 850 (B): Doctoral Dissertation Project I

Identification of a potential project; analyze and synthesize research on the topic; produce a concept paper for the project to be presented to the dissertation committee. (3cr)



QSM 838 (O): Dissertation Project Development I

Designed especially for the context of the NGS DBA program, which proceeds at a pace more accelerated than is true for conventional doctoral programs, this development course allows collaboration with faculty for assessment of the student progress to date, permits completion of outstanding course requirements as relevant, and plans forward progress for program completion. (3cr)

QSM 858 (O): Advanced Benchmarking

Discussions include benchmarking strategies with benchmarking principles presented to lead students to make practical applications to doctoral dissertation projects. (3cr)

QSM 840 (O): Advanced Research and Writing for Quality Systems

Leaders in the specialized field of study are invited to share their insights on leadership and best practices that led to success or failure of themselves or their organizations. Students will visit the organizational web site and complete extensive electronic research before each lecture. (3cr)

QSM 872 (O): Cost of Quality and Financial Principles

Advanced principles of finance and accounting are taught with applications to business management. (3cr)

DOC 862 (O): Doctoral Dissertation Project II

This Doctoral Dissertation check point ensures program studies project integration, facilitating the transition from data gathering to final output for the project, including the appropriate selection, application and interpretation of data and metrics. Emphasis placed on quantitative doctoral research. Presentation to the dissertation committee will be required. (3cr)

DOC 880 (B): Doctoral Implementation I

Students demonstrate third level learning outcomes going beyond understanding, application, and comparison. Expectations include proposal of an original theory or approach. Implementation with Dissertation Committee guidance. (3cr)

QSM 860 (O): Global Quality Systems in China and India

This course examines whether two contemporary nations utilize quality systems principles and best practices. There is extensive online research and the accumulation of annotated references. Organizational leaders appear online or through Pod Casts. (3cr)

EDU 841 (O): Best Practices in the Teaching of QSM

The best practices of teaching are covered, such as, student learning techniques, interaction, expectations, time allocation, and diversity with emphasis on NGS principles and standards. It is expected that the sponsoring organization may choose to utilize the degree candidate to “teach” organization priorities in internal or customer-related forums. (3cr)



SSM 874 (O): Statistical Principles and Lean

Principles of statistics for quality professionals including probability distributions, sampling, and hypothesis testing are covered to focus on the design of experiments for Six Sigma and Lean methodologies in diverse industries. (3cr)

DOC 866 (O): Doctoral Dissertation Project III

This Doctoral Dissertation check point ensures project progress and targeted research. Presentation to the dissertation committee will be required. (3cr)

EDU 852 (O): Publishing

The doctoral requirement of publishing is demonstrated in refereed or sponsored texts. The faculty will provide practical guidance, encouragement and progress monitoring. (3cr)

EDU 842 (B): Field Experience in Teaching

The doctoral requirement of demonstrating competence in teaching is practiced. Designated seasoned faculty will provide coach mentoring. (3cr)

DOC 882 (O): Doctoral Implementation II

Includes electronic juried review by the Doctoral Dissertation Committee. (3cr)

DOC 854 (O): Colloquium

Students must present at a recognized Quality Conference or Forum. All presentations must receive Dissertation Committee approval prior to presentation. The colloquium can be taken at any time during the DBA program. (3cr)

DOC 867 (B): Doctoral Dissertation Project IV

This capstone course in the DBA program prepares students for the final presentation to Dissertation Committee which will include steps taken to test results over time for sustained results. (3cr)

Additional DBAQSM Course Inventory Descriptions

These courses, which provide additional instruction, are designed to supplement, not replace, the courses listed above. Substitutions may be made on a cohort basis with the approval of the Chief Academic Officer.

DOC 884 (B): Advanced Standing Doctoral Implementation I

This course is designed to lead to the completion of the dissertation. Students are mentored in transitioning their pre-dissertation work in accordance with the NGS program project. Consideration will be given to prior program work as a degree specialization. The course includes a weekend writing retreat with a cultural atmosphere for dissertation writing progress with an agenda that includes writing exercises and tutor. Expectations include proposal of an original theory or approach with intended specialization defined and incorporated. The course is designed for implementation with Dissertation Committee guidance. (3cr)



DOC 886 (O): Advanced Standing Doctoral Implementation II

This course includes progress report on the dissertation and implementation. Organized discussions and feedback, along with work plan review. Topic of defense is covered. The course provides an electronic juried review by the Doctoral Dissertation Committee. (3cr)

DOC 890 (B): Develop a Vision

Students will be exposed to published examples of academic work so they understand “what success looks like.” At least one of the examples will be a dissertation that was converted into a book. After reviewing and analyzing these sample works, participants will begin to develop a vision of their own, working concept for their own work. Questions such as the book’s theme, focus, length, style, etc., will be worked through during this phase. As a final project, participants will summarize the lessons learned from the structure and vision from the example texts, and compare/contrast with their vision for their own book. (3cr)

DOC 891 (B): Develop an Audience

During this course students will work to do two things: identify a possible audience/sponsor for their project (employer, association, agency, etc.), and determine possible venues for academic manuscript submission. Also, the importance of developing a relationship with a publisher will be addressed. Initial class will include presentations by a published author and a working publications editor. These talks will be designed to inform the student of pertinent facts and characteristics likely to be encountered in the early phases of the publication process. This certificate ends with an in-residence session where participants will deliver short written products and a presentation summarizing what they learned during this module, and how they will use this information to target an audience for their work. (3cr)

DOC 892 (O): Review of Dissertation

Based on knowledge gained from the first certificate, as well as additional research focused on their identified field, participants will review his/her dissertation in detail, analyzing what portions should be expanded, reduced, discarded, or redirected. Also identify areas where more research might be necessary. For example, a student might decide to conduct interviews to expand facts reported on a given subject – or add additional statistical analysis using different mathematical tools. A detailed review of existing footnotes / endnotes is also in order. Also during this phase the student should determine whether an editor, above and beyond the one the publisher will provide, is required. The summary project for this course is to author an analysis of the results of this review, seek a review of the analysis from other participants in the program, and establish a plan and timeline for the revisions identified and the writing of the text. (3cr)

DOC 897 (B): Present the Project

Each student will develop a presentation that conveys the facts of their individual project. The student will schedule at least one public presentation, a conference, a speech, or other public venue, where they will give the presentation, explaining their work. In addition, they should identify at least one expert in the appropriate field, to which they can present the brief. The opinion of the expert/s should be used to further refine the manuscript. Continue work on the manuscript. During the resident meeting at the end of this module, each student will make his presentation, explain how it was received by experts, and evaluate the strengths and weaknesses of his/her project. Also distribute for peer review the draft manuscript as it exists. (3cr)



DOC 898 (O): Complete Research and Analysis

This phase, consist of the student finalizing any additional research and analysis necessary, and he/she continues writing the manuscript. If not previously accomplished, formatting into the publisher's format can be addressed. Gathering photos, tables, and figures that will augment the text can also be accomplished during this time. Provide the draft for review at the end of the module. (3cr)

EDU 853 (O): Begin Writing

The requirement of this course is for each student to produce three written products. The first will be an executive summary of the proposed project. This should be adopted by the student as a guide to accomplishing the project. The second goal is to write an article that summarizes the project. If published, besides accomplishing publication for the student, the article will serve to inform a possible sponsor or book publisher. The third is to begin work on the manuscript. (3cr)

EDU 854 (O): Complete Draft Manuscript

The student will continue writing the manuscript in the required format. Provide the draft for review at the end of the module. (3cr)

EDU 855 (B): Final Edit of the Manuscript

Student will complete the final draft of the manuscript and (if possible) forward to the publisher. While actual publication is an individual student responsibility, this course will help the student with final review of the manuscript. (3cr)

QSM 809 (O): Integrated Studies in Quality Systems Management II

This course is the second in a series of courses that provides additional opportunity for faculty to introduce and lead discussion on QSM related topics of special interests. Students should prepare for extensive online research and will create a benchmark list of annotated bibliographies in the subject area. (3cr)

QSM 843 (T): Enhanced Business Process Analysis

This enhanced course covers Lean Thinking, Value Stream Mapping (VSM), and the Toyota Production System for a base beyond Black Belt material. Students are challenged on how to continuously improve a process through work flow analysis, identification of obstacles to faster processes, and VSM implementations to eliminate waste. Instruction is provided in throughput improvement methodologies, including throughput analysis, and Just-In-Time (JIT) production for mastery and a deeper understanding. (3cr)

QSM 859 (O): Survey the Field

Students will conduct research to discover where their project might fit into a particular discipline or publication venue. Book reviews and academic journals will be areas of special emphasis. Facts discovered during this course could lead to adjustment of the vision, theme or focus in order to better fit a given publication venue. As a final project, participants will write an evaluation of the opportunities they identified, explaining how their work will target pursue those opportunities. (3cr)



SSM 872 (T): Mastery of Black Belt Advanced Analysis Methods and Systems

Mastering the application of financial business theory and the cost of quality are the core concepts of this course. The focus is building upon Black Belt level cost accounting and understanding the hidden cost of inefficiency, internal and external failure, the financial implications of Lean operations, as well as calculating the cost benefit resulting from process improvements and reducing costs due to substandard service, failure of products or defects. (3cr)

SSM 875 (T): Advanced Black Belt DOE, Improve and Control Methods

Studies include a deeper understanding and application of Design of Experiments (DOEs) and process improvement methods and tools. The course also teaches and provides advanced opportunities to apply methods to fix and sustain the actual performance improvements made and prepares students for the deliverables for their MBPs. Areas for superior Six Sigma knowledge and expertise which will be covered in this course include: Failure Mode Effects Analysis (FMEA) – Improve; Quality Function Deployment (QFD) – Improve; Design of Experiments (DOE) – Improve; After Project Process Monitoring – Control; Control Plans – Control; and Project Closure – Control. (3cr)

SSM 876 (T): Expert Six Sigma Applications the DMAIC Model

Gain expertise in Six Sigma and Lean methodologies and advanced knowledge of how organizations employ these process improvement methodologies in diverse industries such as manufacturing, transactional, healthcare and defense. Students are guided to master application of these methods to their own improvement projects to tangibly effect improvements at their organizations. (3cr)

6.3.1 DBAQSM, Specialization Health Systems Course Descriptions

QSM 808, QSM 838, QSM 840, and QSM 860 are replaced by the following courses for Specialization Health Systems:

HTS 878 (O): Contemporary Topics in Health System Ethics, Policy & Implementation

Health System Leaders and Administrators provide specific overviews on contemporary topics such as “Lean-Centered-Relationships,” “Change Management” and “Accountable Care Organizations.” All topics are delivered by those who have actually implemented them. Sessions are pre-scheduled and recorded. Students write summary analysis on “lessons Learned” from one session, (3cr)

HTS 879 (O): Special Topics From the NGS Health Systems Core Framework: Public Health

The course provides overview of Core Framework subject: Public Health. Discussion centers on challenges, solutions and funding. This course uses distribution of H1N1 vaccine as central case study. (3cr)

HTS 881 (O): Special Topics From the NGS Health Systems Framework: Patient Safety

The course provides overview of Core Framework subject: Patient Safety. Discussion centers on history of patient safety measures, use of technology, and ROI from patient safety improvements. Included are



reforms resulting in reduction in health care-associated infections and delivery systems for improved patient outcomes. (3cr)

HTS 888 (O): Special Topics From the NGS Health Systems Framework: Risk Management

The course provides an overview of Core Framework subject: Risk Management. Discussion centers on health system design in minimizing risk, implementation challenges, and assessing system effectiveness in managing risk. (3cr)

6.3.2 DBAQSM, Specialization Homeland Security and Defense Course Descriptions

QSM 808, QSM 838, QSM 840, and QSM 860 are replaced by the following courses for Specialization Homeland Security and Defense:

HSD 884 (O): Cyber & Information Security

Accepted wisdom is that terrorists plan to attack United States' cyber-structure in order to disrupt communications and cause fear or undermine national response. Case studies analyze the ten most likely targets and students develop counter-measures based on QSM principles. (3cr)

HSD 860 (O): Global Homeland Security

This course focuses on leadership decisions regarding global homeland security. A series of guest lecturers—in person, on-line and in Pod Casts explain their national plans and respond to student queries. (3cr)

HSD 878 (O): Special Topics in American Government for Homeland Security

This course provides additional opportunity to focus on special topics that are of faculty or student interest. Topics are to be decided collaboratively. Students should prepare for extensive on-line research and will create a benchmark list of annotated bibliographies in the HSD subject area. (3cr)

HSD 847 (O): Systems Design for Homeland Security

Systems design is an NGS principle. Faculty present the NGS design for a comprehensive system-wide design for homeland security. Students consider whether DHS-related documents, such as the National response plan and HSPDs 5-10 are systematically designed and implemented. (3cr)

7. MASTER OF SCIENCE DEGREE PROGRAMS

7.1 Master of Science Program Admission Requirements

To apply the following is required:

- Undergraduate degree and transcript from an accredited institution. The accreditation must be recognized by the U.S. Secretary of Education and/or the Council for Higher Education Association (CHEA);



- Substantive work or military experience (resume);
- Two letters of recommendation;
- Two three page essays in latest APA published edition format on topics of choice with at least two referenced sources supporting each essay;
- Access to and familiarity with computers (including the Internet);
- Intended degree specializations are required to be declared no later than the end of the second course;
- MA resident submission of Proof of Health Insurance and Proof of Immunizations;
- Affirm commitment to the academic honor pledge “In the pursuit of the highest standards or academic integrity and accomplishment, I pledge to be honest in all academic endeavors and to perform with the utmost level of academic integrity.”

The National Graduate School of Quality Management reserves the right to dis-enroll or suspend any student that does not fulfill transcript and academic admission requirements within 90-days of enrollment. The National Graduate School of Quality Management reserves the right to dis-enroll any MA resident student that does not fulfill documentation of health insurance and proof of immunizations as required by Massachusetts laws within 90-days of enrollment. NGS students are required to sign and submit the NGS Learning Contract Form before the end of the first semester.

Contact admissions@ngs.edu for more information.

7.2 Master of Science Program Categories of Acceptance

- **Full Acceptance** is for students with a strong academic profile who appear to be fully qualified for graduate work in the Program. Full acceptance is granted to candidates who satisfy all criteria for admission listed above, submit bachelor’s transcript from an accredited institution, and have a minimum cumulative grade point average of 3.0 (on a scale of 4.0).
- **Conditional Acceptance** is for students who have every indication of potential success, but do not fulfill all of the requirements for full acceptance. Students with conditional acceptance are required to maintain a minimum cumulative grade point average of 3.0 (on a scale of 4.0) for all coursework completed through the semester, after which they will attain full status. If a first semester average of 3.0 is not achieved, the student will be monitored through the next semester.

Degrees from Foreign Institutions Conditional candidacy acceptance may also be granted to students with degrees granted in foreign countries. Students holding degrees granted outside of the United States must have their credentials reviewed by the Center for Educational Documentation, Inc., P.O. Box #170116, Boston, MA 02117. CED can be contacted at telephone (617) 338-7171, facsimile (617) 338-7101, and email address info@cedevaluations.com. Credential evaluation applications are available at www.cedevaluations.com.



7.3 Credential: Master of Science, Program: Quality Systems Management

The Master of Science in Quality Systems Management (MSQSM) curriculum consists of a 12 month, 12 course, 36 credit, 3 semester program designed as an "integrated storyboard" developed after extensive consultation with diverse focus groups of prospective employers, organizational leaders and quality practitioners. A distinguishing feature of the program is the substitution of a team-based, work-related, project of significant result (the master's business project or MBP) which replaces the conventional master's thesis. In order for a student to graduate, the projects' supervisor or "champion" must validate and formally attest to The School that results have been achieved. In the tradition akin to a traditional oral defense of a thesis, students publicly defend their results before an audience of faculty and invited experts. In the contemporary manner of programs for experienced, working adult professionals, The School emphasizes and monitors student study teams which routinely spend at least as much time outside of class as they do in class. In addition, each student is expected to spend approximately 400 out-of-class hours on the project and will be monitored by designated faculty academic advisors.

Semester 1 provides a "foundation" to guide students through the remainder of the curriculum. Topics include an overview of performance-based management systems, best practices, value stream mapping and a systems approach to strategic planning. Semester 2 helps students gain enhanced skills through a linked series of courses related to and supportive of MBP results. Topics include the DMAIC model, six sigma and lean thinking applications. Semester 3 provides practical methodologies for applying quality systems principles to assess organizational achievements.

The program is offered only in cohort group format.

The purpose of the MSQSM is:

- To provide students, particularly working adults and other non-traditional students, with a business-related graduate education that will empower them to make rapid contributions to private, public and military sector organizations;
- To engage students in a rigorous, exciting, challenging, theoretical and practical learning experience in a specialized curriculum that is uniquely centered in both management sciences and quality systems, predicated on a teamwork approach, and incorporating a business project that requires measurable results;
- To maintain highly qualified faculty who possess quality-related work experience as well as appropriate educational credentials;
- To provide students with the resources needed to interact with others clearly and effectively;
- To impart and demonstrate to students the aligned relationship of a management quality systems theme to ethical behavior;
- To subject the body of knowledge known as quality systems management to a process of continuous improvement derived from the application of that knowledge in the work-place and responses to research in the field.



7.4 **MSQSM Course Descriptions** - The on-site cohort course format is designated as traditional (T), blended (B), or online (O) below. The program is also available in the entirely online format (O) and in the entirely traditional format (T).

EDU 501 (B): Best Practices for Master's Education

Research shows that students benefit when they are provided “best practices” for academic success in their new degree program. The course reviews program highlights through the NGS Student Primer and Project Champions Guide, and provides helpful hints from alumni. Topics include team formation, project selection and the NGS Portal. Students preview upcoming courses and practice case study analyses. (3cr)

QSM 570 (T): Performance Based Management

Students gain a foundation to guide them through the remainder of the curriculum. The entire curriculum and the purpose of each course are discussed. The concepts of the Baldrige Criteria and Performance Excellence, which are the underlying goals of the curriculum and the linkage of the courses, are explained with models. Topics include an overview of quality-based systems management, process redesign, process mapping, project management, and contemporary applications such as software quality management. Teams of students complete an actual process improvement at a company or organization. (3cr)

QSM 581 (T): A Systems Approach to Strategic Planning

Strategic Planning is defined as anticipatory decision making. It is a process of articulating and envisioning a desired future and developing the procedures to mobilize the organization to achieve that future. This course introduces strategic planning methods and tools within the context of systems thinking and places emphasis on planning strategies that will help organizations shape their own future rather than passively wait for the future to shape them. This course will address basic definitions and methods, the typology of planning, the process of envisioning, how to overcome barriers to strategic planning and finally key implementation strategies and lessons learned from real-life public and private organizations. (3cr)

QSM 550 (B): Master's Business Project I

Students identify the process to be improved for their Master's Business Project, and declare either individual or high performance team formats. Specific projects are defined, the class instructor, acting as the 'Practicum Supervisor' for each student on their Master's Business Project, guides every project through the stages of definition, commitment from the sponsoring organizations, and project planning. (3cr)

EDU 638 (O): Master's Business Development I

In this course, the faculty team follows up in detail on with individual students and teams on their progress during semester 1. Faculty assist student progress on projects, work closely with specific student teams, and review team MBP Tracker input. Faculty prompt teams in a) project management



and b) database research into materials related to projects. Readings are faculty-assigned database searches. Faculty meet teams at designated times online or in person. (3cr)

QSM 548 (T): Project Management

This course provides the core elements of project management and links the tools and concepts to all the other courses in the curriculum. Students will learn how to clarify deliverables, generate schedules, estimate costs, assure resources, and plan even complex projects. The knowledge and skills learned are applied directly to each team's Master's Business Project. The concepts and tools of the course are supported by software. (3cr)

QSM 558 (B): Benchmarking

Benchmarking discusses benchmarking strategies, presents benchmarking principles and leads students to make practical applications to their Master's Business Project. Topics include comparative performance benchmarking, performance benchmarking, and process flow comparisons. (3cr)

QSM 562 (O): Master's Business Project II

This progress monitoring point for Project Supervisors ensures that students have understood and integrated into their Master's Business Projects the knowledge gained in this semester of the program, such as Benchmarking, Activity-Based Costing, and Six Sigma Applications. Students demonstrate their familiarity with electronic databases and their readiness to implement tangible improvements. (3cr)

QSM 572 (T): Financial Systems and Lean Accounting

Application of financial business theory and the cost of quality are the core concepts of this course. The focus is on cost accounting and understanding the hidden cost of inefficiency, internal and external failure, the financial implications of Lean operations, as well as calculating the cost benefit resulting from process improvements and reducing costs due to substandard service, failure of products or defects. (3cr)

QSM 543 (T): Business Process Analysis

Statistical Applications uses applied statistical analysis to improve work-related projects. By reviewing how major national and global organizations employ these tools in diverse industries, students are guided to use statistical analyses in their own improvement projects. This course builds on the data collection skills developed in semester one, and students will use their own Master's Business Project-related data to tangibly measure improvements at their organizations. Lean Thinking, Value Stream Mapping, and the Toyota Production system are reviewed in detail. Students learn how to identify their organization's value stream, and how it fits into their Division's value stream. Current State and Future State maps are created. Opportunities for improvement are graphically displayed, waste is identified, and business process solutions are developed with a linkage to the data. Instruction is provided in throughput improvement methodologies, including throughput analysis, and Just In Time production, as applied to business and manufacturing processes. (3cr)



QSM 639 (T): Supply Chain Management

This course introduces supply chain management practices within the context of systems and process thinking, and places emphasis on planning strategies that help organizations optimize material, information, and workflow. Topics include the Supply Chain Fundamentals, Supply Chain Operations Reference (SCOR) Model, Strategic SCM initiatives, SC Integration, SC Maturity and Networks, and Best Practices that characterize best in class companies. Class discussion and case studies are an important part of learning and students will be asked to relate supply chain management approaches to their own organization. Tools and techniques for understanding, analyzing and redesigning supply chains and their networks will be discussed and practiced. (3cr)

QSM 566 (O): Master's Business Project III

A faculty review ensures that the Master's Business Projects meet NGS requirements have demonstrated practical understanding of applied systems management, and have achieved tangible financial results supported by statistical and financial analyses at their employer or sponsor. (3cr)

Additional MSQSM Course Inventory Descriptions

These courses, which provide additional instruction, are designed to supplement, not replace, the courses listed above. Substitutions may be made on a cohort basis with the approval of the Chief Academic Officer.

QSM 547 (T): Process Improvement and Team Dynamics

A universal model for ways to evaluate and improve business processes is explained and practiced in this course, along with a variety of tools for data collection, idea management, and effective team dynamics. The methodologies and tools learned and practiced here will be used by students in their improvement efforts of their Master's Business Project. Students learn and use contemporary team management techniques for reaching performance objectives and completing projects with tangible financial results. By forming teams within the class group, students apply the concepts and apply specific team tools such as affinity diagrams, Pareto charts, cause and effect diagrams, and root cause analysis. (3cr)

QSM 567 (O): Master's Business Project IV

This course teaches and applies how to achieve and sustain the actual performance improvements made. Similar to QSM 566, this course continues the improvement cycle using the D.I.V.E. methodology – Ensure - to develop sustained results. Students prepare for the final Report-outs for their projects. Students present their completed Master's Business Project, integrating all course material up to this point. A faculty review ensures that the Master's Business Projects meet NGS requirements have demonstrated practical understanding of applied systems management, and have achieved tangible financial results supported by statistical and financial analyses at their employer or sponsor. (3cr)

QSM 575 (T): Financial Systems Management

This course develops the senior level management skills necessary to build a business-wide system for pragmatic financial planning and sophisticated cost analyses. The course measures understanding of the elements of that system by student ability to achieve tangible financial results at sponsoring



organizations. The five modules together comprise the elements of a strategic plan for achieving cost system management. Among topics discussed are Cost Categorization, Cost Driver Analysis, Supplier Evaluation and Activity Based Costing. (3cr)

QSM 590 (T): Quality Systems Engineering

Quality Systems Engineering emphasizes the structured development process of quality systems engineering projects from concept development to the delivery, operation and support of the final product. The course covers the design and management of complex systems by using quality systems engineering processes, team and project management methods. These methods collect the diverse engineering disciplines necessary to produce a product that can be validated as sufficient to meet the needs of the customer. Students will use matrix tools for team decisions and learn diagrams to depict how requirements are developed and analyze related data and functions representing interfaces between systems. The course includes strategies for behavioral and technological modeling to gain a foundational understanding and practical application of quality systems engineering phases and analysis. (3cr)

QSM 594 (O): Research and Writing for Quality Systems

Leaders in the specialized field of study are invited to share their insights on leadership and best practices that led to success or failure of themselves or their organizations. Students will visit the organizational web site and complete extensive electronic research before each lecture. (3cr)

SSM 572 (T): Black Belt Advanced Analysis Methods and Systems

Application of financial business theory and the cost of quality are the core concepts of this course. The focus is on cost accounting and understanding the hidden cost of inefficiency, internal and external failure, the financial implications of Lean operations, as well as calculating the cost benefit resulting from process improvements and reducing costs due to substandard service, failure of products or defects. (3cr)

SSM 574 (T): Six Sigma and the DMAIC Model

Learn what Six Sigma and LEAN methodologies are and how organizations employ these process improvement methodologies in diverse industries such as manufacturing, transactional, healthcare and defense. Students are guided to apply these methods to their own improvement projects to tangibly effect improvements at their organizations. (3cr)

SSM 575 (T): Black Belt DOE, Improve and Control Methods

This course introduces and applies Design of Experiments (DOEs) and process improvement methods and tools. It also teaches and provides opportunities to apply methods to fix and sustain the actual performance improvements made and prepares students for the deliverables for their MBPs. The areas of Six Sigma which will be covered in this course include: Failure Mode Effects Analysis (FMEA) – Improve; Quality Function Deployment (QFD) – Improve; Design of Experiments (DOE) – Improve; After Project Process Monitoring – Control; Control Plans – Control; and Project Closure – Control. (3cr)



SSM 643 (T): Advanced Learning to See; Improving Throughput

This advanced course covers Lean Thinking, Value Stream Mapping (VSM), and the Toyota Production System in depth. Students are challenged on how to continuously improve a process through work flow analysis, identification of obstacles to faster processes, and VSM implementations to eliminate waste. Instruction is provided in throughput improvement methodologies, including throughput analysis, and Just-In-Time (JIT) production. (3cr)

SSM 674 (T): Six Sigma Applications & the DMAIC Model

Learn what Six Sigma and Lean methodologies are and how organizations employ these process improvement methodologies in diverse industries such as manufacturing, transactional, healthcare and defense. Students are guided to apply these methods to their own improvement projects to tangibly effect improvements at their organizations. (3cr)

7.4.1 MS QSM, Specialization Health Systems Course Descriptions

QSM 572, QSM 543, and QSM 639 are replaced by the following courses for Specialization Health Systems:

HTS 570 (T): Quality Management for Health Systems

Students gain a foundation to guide them through the remainder of the curriculum. The entire curriculum and the purpose of each course are discussed. Topics include the history of health care improvement and overview of health systems management, process redesign, process mapping, project management, and system models for continuous improvement. Teams of students complete an actual process improvement at a government, military, private, or public organization. (3cr)

HTS 578 (O): Topics in Health Systems: Ethics, Policy, and Implementation

Students are provided an overview of public, environmental, mental, and health care policies that challenge health professionals in the government, military, private, and public sectors. Topics include laws, statutes, torts, ethics, control of infectious diseases, drug regulation, toxins, access to healthcare, informed consent, right to refuse treatment, and human services for mental health. This course provides additional opportunity to focus on special ethics and health policy topics of faculty and student interest. (3cr)

HTS 558 (B): Benchmarking for Health Systems

Benchmarking discusses benchmarking strategies, presents benchmarking principles and leads students to make practical applications to their Master's Business Project. Topics include comparative performance benchmarking, performance benchmarking, and process flow comparisons. (3cr)



7.4.2 MSQSM, Specialization Homeland Security and Defense Course Descriptions

QSM 572, QSM 543, and QSM 639 are replaced by the following courses for Specialization Homeland Security & Business Continuity Management Systems:

HSD 500 (O): QSM Principles and Applications in Homeland Security & Defense

The course concentrates on current principles and application of principles relating to the Homeland Security & Defense arena. It provides an advanced examination and study of HS&D Principles, departmental functions at Federal, State, Local, and Tribal levels, DOD Title 10/32 Functions in support of HSD, State and Local Emergency Preparedness, HS&D and the Private sector, the NSHS Management Model and DHS Performance Framework, HS&D QSM applications, and Inter and Intra-agency Cooperation, Communication, Collaboration and Measuring Success. Learners also assemble and present a course project presentation applying all of the principles and applications addressed during the course, presenting their project to the class during the final module. (3cr)

HSD 542 (O): The Unconventional Threat to Homeland Security

This course introduces the operational and organizational dynamics of terrorism, whether by individuals or fully organized groups supported by state-led terrorism. Emphasis is on violent clandestine activity, that whatever its motivation, has a political purpose and effect. Students will design effective counter-measures for responding to operational and organizational threats. (3cr)

HSD 587 (O): Critical Infrastructure: Vulnerability and Protection

Critical Infrastructure protection is one of the cornerstones of homeland security. While PDD-63 lists 8 sectors, the National Strategy for the Protection of Critical Infrastructure and Key Assets lists 11 sectors. This course develops a network theory of vulnerability analysis and risk assessment called model-based vulnerability analysis, used to extract the critical nodes from each sector, model node vulnerabilities, and then apply fault and risk reduction techniques to derive the optimal strategy for protection of each sector. By the end of the course, students will be able to apply the model to infrastructures in their own workplace. (3cr)

7.5 MSQSM Course Descriptions (In Massachusetts) - The on-site cohort course format is designated as traditional (T) or blended (B) below. The program is also available in the entirely traditional format (T). Online programs & courses and specialization courses are not available to Massachusetts residents.

EDU 501 (B): Best Practices for Master's Education

Research shows that students benefit when they are provided “best practices” for academic success in their new degree program. The course reviews program highlights through the NGS Student Primer and Project Champions Guide, and provides helpful hints from alumni. Topics include team formation, project selection and the NGS Portal. Students preview upcoming courses and practice case study analysis. (3cr)

**QSM 570 (T): Performance Based Management**

Students gain a foundation to guide them through the remainder of the curriculum. The entire curriculum and the purpose of each course are discussed. The concepts of the Baldrige Criteria and Performance Excellence, which are the underlying goals of the curriculum and the linkage of the courses, are explained with models. Topics include an overview of quality-based systems management, process redesign, process mapping, project management, and contemporary applications such as software quality management. Teams of students complete an actual process improvement at a company or organization. (3cr)

QSM 581 (T): A Systems Approach to Strategic Planning

Strategic Planning is defined as anticipatory decision making. It is a process of articulating and envisioning a desired future and developing the procedures to mobilize the organization to achieve that future. This course introduces strategic planning methods and tools within the context of systems thinking and places emphasis on planning strategies that will help organizations shape their own future rather than passively wait for the future to shape them. This course will address basic definitions and methods, the typology of planning, the process of envisioning, how to overcome barriers to strategic planning and finally key implementation strategies and lessons learned from real-life public and private organizations. (3cr)

QSM 550 (B): Master's Business Project I

Students identify the process to be improved for their Master's Business Project, and declare either individual or high performance team formats. Specific projects are defined, the faculty review team assists each student with their Master's Business Project, guides every project through the stages of definition, commitment from the sponsoring organizations, and project planning. (3cr)

EDU 638 (B): Master's Business Development I

In this course, the faculty team follows up in detail with individual students and teams on their progress during semester 1. Faculty members assess student progress on projects, work closely with specific student teams, and review team MBP Tracker input. Faculty prompt teams in a) project management and b) database research into materials related to projects. Readings are faculty-assigned database searches. Faculty meet teams at designated times online and in person. (3cr)

QSM 548 (T): Project Management

This course provides the core elements of project management and links the tools and concepts to all the other courses in the curriculum. Students will learn how to clarify deliverables, generate schedules, estimate costs, assure resources, and plan even complex projects. The knowledge and skills learned are applied directly to each team's Master's Business Project. The concepts and tools of the course are supported by software. (3cr)

QSM 558 (B): Benchmarking

Benchmarking discusses benchmarking strategies, presents benchmarking principles and leads students to make practical applications to their Master's Business Project. Topics include comparative performance benchmarking, performance benchmarking, and process flow comparisons. (3cr)



QSM 562 (B): Master's Business Project II

This progress monitoring point for faculty ensures that students have understood and integrated into their Master's Business Projects the knowledge gained in this semester of the program, such as Benchmarking, Activity-Based Costing, and Six Sigma Applications. Students demonstrate their familiarity with electronic databases and their readiness to implement tangible improvements. (3cr)

QSM 572 (T): Financial Systems and Lean Accounting

Application of financial business theory and the cost of quality are the core concepts of this course. The focus is on cost accounting and understanding the hidden cost of inefficiency, internal and external failure. It is also focused on the financial implications of Lean operations, as well as calculating the cost benefit resulting from process improvements and reducing costs due to substandard service, failure of products or defects. (3cr)

QSM 543 (T): Business Process Analysis

Statistical Applications uses applied statistical analysis to improve work-related projects. By reviewing how major national and global organizations employ these tools in diverse industries, students are guided to use statistical analyses in their own improvement projects. This course builds on the data collection skills developed in semester one, and students will use their own Master's Business Project-related data to tangibly measure improvements at their organizations.

Lean Thinking, Value Stream Mapping, and the Toyota Production system are reviewed in detail. Students learn how to identify their organization's value stream, and how it fits into their Division's value stream. Current State and Future State maps are created. Opportunities for improvement are graphically displayed, waste is identified, and business process solutions are developed with a linkage to the data. Instruction is provided in throughput improvement methodologies, including throughput analysis, and Just In Time production, as applied to business and manufacturing processes. (3cr)

QSM 639 (T): Supply Chain Management

This course introduces supply chain management practices within the context of systems and process thinking, and places emphasis on planning strategies that help organizations optimize material, information, and workflow. Topics include the Supply Chain Fundamentals, Supply Chain Operations Reference (SCOR) Model, Strategic SCM initiatives, SC Integration, SC Maturity and Networks, and Best Practices that characterize best in class companies. Class discussion and case studies are an important part of learning and students will be asked to relate supply chain management approaches to their own organization. Tools and techniques for understanding, analyzing and redesigning supply chains and their networks will be discussed and practiced. (3cr)

QSM 566 (B): Master's Business Project III

A faculty review ensures that the Master's Business Projects meet NGS requirements have demonstrated practical understanding of applied systems management, and have achieved tangible financial results supported by statistical and financial analyses at their employer or sponsor. (3cr)



8. DUAL CREDENTIAL PROGRAMS *(Not Available in Massachusetts)*

Applicants for NGS “dual credential” programs, which award both a degree and a certificate, must fulfill pre-requisite requirements for admission for both programs.

8.1 Credential: Master of Science, Program: Quality Systems Management plus Green Belt in Six Sigma

The Green Belt in Six Sigma program is designed for adult working professionals who aim to participate as team members on work-related projects, to achieve a practice-oriented introductory skill set relevant to what is generally understood as “six sigma applications” and to follow the guidance of team leaders in order to apply the “best practices” of lean six sigma in actual projects. NGS has created the 12 month, 12 course, 36 credit dual credential MSQSM (Master of Science in Quality Systems Management) and the Green Belt in Six Sigma certificate. The program is offered only in cohort group format.

8.2 MSQSM plus Green Belt in Six Sigma Course Descriptions – The on-site cohort course format is designated as traditional (T), blended (B), or online (O) below. The program is also available in the entirely online format (O) and in the entirely traditional format (T).

EDU 501 (B): Best Practices for Master's Education

Research shows that students benefit when they are provided “best practices” for academic success in their new degree program. The course reviews program highlights through the NGS Student Primer and Project Champions Guide, and provides helpful hints from alumni. Topics include team formation, project selection and the NGS Portal. Students preview upcoming courses and practice case study analyses. (3cr)

QSM 570 (T): Performance Based Management

Students gain a foundation to guide them through the remainder of the curriculum. The entire curriculum and the purpose of each course are discussed. The concepts of the Baldrige Criteria and Performance Excellence, which are the underlying goals of the curriculum, and the linkage of the courses are explained with models. Topics include an overview of quality-based systems management, process redesign, process mapping, project management, and contemporary applications such as software quality management. Teams of students complete an actual process improvement at a company or organization. (3cr)

QSM 581 (T): A Systems Approach to Strategic Planning

Strategic Planning is defined as anticipatory decision making. It is a process of articulating and envisioning a desired future and developing the procedures to mobilize the organization to achieve that future. This course introduces strategic planning methods and tools within the context of systems thinking and places emphasis on planning strategies that will help organizations shape their own future



rather than passively wait for the future to shape them. This course will address basic definitions and methods, the typology of planning, the process of envisioning, how to overcome barriers to strategic planning and finally key implementation strategies and lessons learned from real-life public and private organizations. (3cr)

QSM 550 (B): Master's Business Project I

Students identify the process to be improved for their Master's Business Project, and declare either individual or high performance team formats. Specific projects are defined, the class instructor, acting as the 'Practicum Supervisor' for each student on their Master's Business Project, guides every project through the stages of definition, commitment from the sponsoring organizations, and project planning. (3cr)

EDU 638 (O): Master's Business Development I

In this course, the faculty team follows up in detail on with individual students and teams on their progress during semester 1. Faculty assist student progress on projects, work closely with specific student teams, and review team MBP Tracker input. Faculty prompt teams in a) project management and b) database research into materials related to projects. Readings are faculty-assigned database searches. Faculty meet teams at designated times online or in person. (3cr)

QSM 548 (T): Project Management

This course provides the core elements of project management and links the tools and concepts to all the other courses in the curriculum. Students will learn how to clarify deliverables, generate schedules, estimate costs, assure resources, and plan even complex projects. The knowledge and skills learned are applied directly to each team's Master's Business Project. The concepts and tools of the course are supported by software. (3cr)

QSM 558 (B): Benchmarking

Benchmarking discusses benchmarking strategies, presents benchmarking principles and leads students to make practical applications to their Master's Business Project. Topics include comparative performance benchmarking, performance benchmarking, and process flow comparisons. (3cr)

QSM 562 (O): Master's Business Project II

This progress monitoring point for Project Supervisors ensures that students have understood and integrated into their Master's Business Projects the knowledge gained in this semester of the program, such as Benchmarking, Activity-Based Costing, and Six Sigma Applications. Students demonstrate their familiarity with electronic databases and their readiness to implement tangible improvements. (3cr)

QSM 572 (T): Financial Systems and Lean Accounting

Application of financial business theory and the cost of quality are the core concepts of this course. The focus is on cost accounting and understanding the hidden cost of inefficiency, internal and external failure, the financial implications of Lean operations, as well as calculating the cost benefit resulting



from process improvements and reducing costs due to substandard service, failure of products or defects. (3cr)

QSM 543 (T): Business Process Analysis

Statistical Applications uses applied statistical analysis to improve work-related projects. By reviewing how major national and global organizations employ these tools in diverse industries, students are guided to use statistical analyses in their own improvement projects. This course builds on the data collection skills developed in semester one, and students will use their own Master's Business Project-related data to tangibly measure improvements at their organizations.

Lean Thinking, Value Stream Mapping, and the Toyota Production system are reviewed in detail. Students learn how to identify their organization's value stream, and how it fits into their Division's value stream. Current State and Future State maps are created. Opportunities for improvement are graphically displayed, waste is identified, and business process solutions are developed with a linkage to the data. Instruction is provided in throughput improvement methodologies, including throughput analysis, and Just In Time production, as applied to business and manufacturing processes. (3cr)

SSM 574 (T): Six Sigma and the DMAIC Model

Learn what Six Sigma and LEAN methodologies are and how organizations employ these process improvement methodologies in diverse industries such as manufacturing, transactional, healthcare and defense. Students are guided to apply these methods to their own improvement projects to tangibly effect improvements at their organizations. (3cr)

QSM 566 (O): Master's Business Project III

A faculty review ensures that the Master's Business Projects meet NGS requirements have demonstrated practical understanding of applied systems management, and have achieved tangible financial results supported by statistical and financial analyses at their employer or sponsor. (3cr)

9 BACHELOR DEGREE PROGRAMS *(Not Available in Massachusetts)*

9.1 Bachelor Degree Completion Program Admission Requirements

This program is designed as a "bridge" for those who possess an Associate's degree to earn a bachelor degree. NGS will accept 60 to 75 credits in transfer from an approved college. For those applicants with less than 60 credits, NGS will work in partnership with the state community colleges to have applicant's earn their associate's degree.



To apply the following is required:

- Associate degree transcript of 60-75 cr. or equivalent from an accredited institution meeting 36 cr. minimum General Education Core requirements covering four areas will be accepted for transfer credit:
 1. English/Composition/Communications (12 cr.)
 2. Science/Mathematics (8 cr.)
 3. History/Behavioral or Social Science (8 cr.)
 4. Humanities/Fine Arts (8 cr.)

The institution's accreditation must be recognized by the U.S. Secretary of Education and/or the Council for Higher Education Association (CHEA);

For those applicants with less than 60 credits, NGS will work in partnership with the state community colleges to have applicant's earn their associate's degree.

- Substantive work experience (resume);
- Two letters of recommendation;
- Personal statements regarding commitment to achieving tangible results;
- Access to and familiarity with computers (including the Internet);
- An official High School transcript of graduation (waived for those submitting transcripts with an associated degree);
- Intended degree specializations are required to be declared no later than the end of the second course;
- MA resident submission of Proof of Health Insurance and Proof of Immunizations;
- Affirm commitment to the academic honor pledge "In the pursuit of the highest standards or academic integrity and accomplishment, I pledge to be honest in all academic endeavors and to perform with the utmost level of academic integrity."

The National Graduate School of Quality Management reserves the right to dis-enroll or suspend any student that does not fulfill transcript and academic admission requirements within 90-days of enrollment. The National Graduate School of Quality Management reserves the right to dis-enroll any MA resident student that does not fulfill documentation of health insurance and proof of immunizations as required by Massachusetts laws within 90-days of enrollment. NGS students are required to sign and submit the NGS Learning Contract Form before the end of the first semester.

Bachelor Degree Completion Program Categories of Acceptance:

- **Full Acceptance** is for students with a strong academic profile who appear to be fully qualified for the Program. Full acceptance is granted to candidates who satisfy all criteria for admission listed above, submit a transcript from an accredited institution, and have a minimum cumulative grade point average of 2.0 (on a scale of 4.0).



- **Conditional Acceptance** is for students who have every indication of potential success, but do not fulfill all of the requirements for full acceptance. Students with conditional acceptance are required to maintain a min. cumulative grade point average of 2.0 (on a scale of 4.0) for all coursework completed through the first semester, after which they will attain full status. If a first semester average of 2.0 is not achieved, the student will be monitored the next semester.

Degrees from Foreign Institutions Conditional candidacy acceptance may also be granted to students with degrees granted in foreign countries. Students holding degrees granted outside of the United States must have their credentials reviewed by the Center for Educational Documentation, Inc., P.O. Box #170116, Boston, MA 02117. CED can be contacted at telephone (617) 338-7171, facsimile (671) 338-7101, and email address info@cedevaluations.com. Credential evaluation applications are available at www.cedevaluations.com.

9.2 Credential: Bachelor of Science, Program: Degree Completion in Quality Systems Management

The Bachelor of Science Completion Program in Quality Systems Management (BSQSM) is designed as a "bridge" for those who possess an Associate's degree to earn a bachelor degree. NGS will accept 60 to 75 credits in transfer from an approved college. For those applicants with less than 60 credits, NGS will work in partnership with the state community colleges to have applicant's earn their associate's degree. The curriculum consists of a 12 month, 10 course, 30 credit, 3 semester program designed as an "integrated storyboard" developed after extensive consultation with diverse focus groups of prospective employers, organizational leaders and quality practitioners. Up to 30 credits awarded for experiential learning from work experience and accomplishments. The BS degree requires a total of 120 credits. A distinguishing feature of the program is the team-based, work-related, business project. In order for a student to graduate, the projects' supervisor or "champion" must validate and formally attest to The School that results have been achieved. The program is offered only in cohort group format.

The purpose of the BSQSM:

- To provide students, particularly working adults and other non-traditional students the opportunity to finally finish their Bachelor Degree with education that will empower them to make rapid contributions to private, public and military sector organizations;
- To engage students in a rigorous, exciting, challenging, theoretical and practical learning experience in a specialized curriculum that is uniquely centered in both management sciences and quality systems, predicated on a teamwork approach, and incorporating a business project that requires measurable results;
- To maintain highly qualified faculty who possess quality-related work experience as well as appropriate educational credentials;
- To provide students with the resources needed to interact with others clearly and effectively;



- To impart and demonstrate to students the aligned relationship of a management quality systems theme to ethical behavior;
- To introduce students to the principles and practices of quality assurance, process efficiency, and customer satisfaction as integral functions in successful business systems.

9.3 BSQSM Course Descriptions – The on-site cohort course format is designated as traditional (T), blended (B), or online (O) below. The program is also available in the entirely online format (O) and in the entirely traditional format (T).

EDU 301 (B): Best Practices for Undergraduate Education

The course covers the basic terminology and principles of both QSM and HSD, and it applies these concepts to situations in both the public and private sectors (government agencies and businesses). The course explains why the Quality Process (Total Quality Management) is indeed the future of Homeland Security and Defense. Without Quality, there is no way to plan for Homeland Security or to justify the enormous resource expenditures required, financial and otherwise. Without Quality, there is no way to evaluate the impact of Homeland Security efforts. Quality means measuring success against objective and quantifiable standards, something which is essential to the future of Homeland Security groups and programs. (3cr)

QSM 340 (T): Performance-Based Management Introduction

The course introduces the principles and best practices of quality systems management. The emphasis is on building an understanding of effective operational excellence through the practical implementation of quality systems management principles. Diverse case studies from disparate organizations that apply QSM principles are used for the purposes of discussion. The course encourages students to apply the theoretical principles to their own work and to consider how organizational processes may be improved. Student teams will be formed for the duration of this course to complete certain assignments. (3cr)

QSM 381 (T): Introduction to Strategic Planning

Quality Systems Management principles and best practices are introduced as they relate to planning for and designing QSM systems for practical application. Emphasis is on basic definitions, methods and barriers to strategic planning. Students will also be introduced to implementation strategies learned from business organizations. (3cr)

EDU 401 (O): Introduction to Research & Data Analysis

NGS has a tradition of advancing knowledge in Quality Systems through “action” research, which is research based on active investigation surrounding the specific graduate level project. This course requires research which supplements course-specific assignments in NGS undergraduate programs. This course ensures that student research regarding projects extends beyond the required reading in other courses. It also ensures that the lessons learned from that extended reading and research is captured through annotated bibliographies of materials directly connected to the team project. The faculty



supervisor facilitates that research through periodic reports and electronic review of team progress by designated faculty members. (3cr)

QSM 350 (B): Bachelor's Business Project I

This course introduces the institution-wide emphasis on work-related projects. The scope is limited to that of comparable senior year projects. Emphasis is placed on understanding the NGS methodology for project completion, e.g. champion and guiding coalition. Students will be required to consult regularly with their learning advisors during the course. (3cr)

EDU 338 (O): Bachelor's Project Development I

This course introduces new Bachelor of Science degree students at the National Graduate School of Quality Management to the college's programs that lead to degrees in Quality Systems Management and Homeland Security & Defense. The material is a combination of ideas, principles, and practical advice designed to assist students in making a quick transition from the every day working world to the demanding academic environment of study, analysis, discussion, and communication. (3cr)

QSM 408 (T): Special Topics in Quality Management

This course introduces the principles of process management to undergraduates. The emphasis is on building an *understanding* of the skills needed to manage a process, lead a Kaizen event and facilitate and sustain an improvement project. Diverse case studies are used for the purposes of discussion. Students are guided by faculty through specific reading assignments and submissions, in-class or synchronous discussion where applicable. The course encourages students to apply the theoretical principles to their own work and to consider how organizational processes may be improved. (3cr)

QSM 358 (T): Introduction to Benchmarking

This course introduces benchmarking strategies, presents benchmarking principles and leads students to make practical applications to their Bachelor's Business Project. Topic basics include comparative performance benchmarking, performance benchmarking, and process flow comparisons. (3cr)

QSM 475 (T): Introduction to Financial Systems Management

This course surveys financial approaches utilized by organizations. Case studies illustrate the successful application of the models introduced and the reasons for change. (3cr)

QSM 362 (O): Bachelor's Business Project II

This course continues the institution-wide emphasis on established performance measures in work-related projects. The measures are driven by actual work experience and guided by NGS methodology on what constitutes a verifiable performance measure. Emphasis is placed on applying the NGS methodology to the completion of the project and progress assessment. (3cr)



Additional BSQSM Course Inventory Descriptions

These courses, which provide additional instruction, are designed to supplement, not replace, the courses listed above. Substitutions may be made on a cohort basis with the approval of the Chief Academic Officer.

QSM 394 (O): Research and Writing Introduction for Quality Systems

Leaders in the specialized field of study are invited to share their insights on leadership and best practices that led to success or failure of themselves or their organizations. Students will visit the organizational web site and complete extensive electronic research before each lecture. (3cr)

9.3.1 BSQSM, Specialization Health Systems Course Descriptions

QSM 408, QSM 358, and QSM 475 are replaced by the following courses for Specialization Health Systems:

HST 348 (O): Introduction to Healthcare Management

A general introduction to healthcare management (including various management strategies), healthcare leadership, healthcare marketing, and healthcare quality improvement are covered. (3cr)

HST 378 (O): Introduction to Healthcare Ethics, Laws, and Policies

A general introduction to ethical issues (e.g. healthcare disparities, patient rights, managed care, etc.), legal aspects and policy issues related to healthcare will be covered. Case studies will provide the opportunity to focus closely on scenarios related to ethics, laws, and policies in healthcare. (3cr)

HST 358 (O): Introduction – Benchmarking for Health Systems

A general introduction on health systems benchmarking, why it is used and what it accomplishes; examples of various types of health systems benchmarking will be covered. (3cr)

9.3.2 BSQSM, Specialization Homeland Security and Defense Course Descriptions

QSM 408, QSM 358, and QSM 475 are replaced by the following courses for Specialization Homeland Security and Defense:

HSD 360 (O): Principles and Best Practices of Homeland Security

This course introduces the Homeland Security methodology for program projects. The case study method and general readings are introduced to bring the group to a common vocabulary and knowledge platform. (3cr)



HSD 401 (O): HS Introduction to Research & Data Analysis

NGS has a tradition of advancing knowledge in Quality Systems through “action” research, which is research based on active investigation surrounding the specific graduate level project. This course requires research which supplements course-specific assignments in NGS undergraduate programs. This course ensures that student research regarding projects extends beyond the required reading in other courses. It also ensures that the lessons learned from that extended reading and research is captured through annotated bibliographies of materials directly connected to the team project. The faculty supervisor facilitates that research through periodic reports and electronically-juried reviews of team progress by designated faculty members. (3cr)

HSD 478 (O): Emergency Management & Homeland Security

This is a course that teaches the student the combination of activities, competencies, professions, agencies and other organizations defined as “Emergency Management.” In order to understand Emergency Management today, this course includes its history, from the early days of the Cold War until modern day, and examines its evolution from nuclear war preparedness to today’s multi-hazard approach, the impact of terrorism on the field of study, its development as a profession, and an outlook to its future. (3cr)

10. CERTIFICATE PROGRAMS

A certificate acknowledges the recipient's successful completion of a designated course of study. Certificate programs are for those seeking to enhance their professional development or are transitioning to a new field in a specific discipline.

The Admissions Process: Overview

NGS will require evidence of the prerequisites from every successful applicant. However, as an accredited higher educational institution, NGS understands that each and every applicant has varied ways to make valuable contributions, and will treat each applicant as an individual. NGS does not discriminate on the basis of race, gender, creed, sexual orientation, religion or Vietnam-era service.

All applicants can be assured that an experienced NGS admissions advisor will contact every applicant. Applicants may also contact studentservices123@ngs.edu with questions.

10.1 Post-Doctoral Certificates * (Not Available in Massachusetts) (12 credits)

The NGS Post-Doctoral program provides a structured process that assists doctoral program graduates and candidates in conceptualizing, researching, and writing a manuscript. The program promotes contribution to the body of knowledge in appropriate disciplines, ensuring academic rigor and intellectual integrity throughout the publishing process. Although NGS faculty members provide



guidance and assistance throughout the Post-Doctoral program, candidates are individually responsible for the publication and acceptance of their work.

The Post-Doctoral program curriculum consists of 3 stand-alone but integrated certificates; a concept certificate, a research certificate, and a writing certificate. Each certificate earns 9 doctoral credits for a total of 27 credits. The complete program is one year long composed of 3 periods of 4 months each delivered in a low-residency blended format. On-site residency meetings are at the beginning of each certificate and a final meeting at the end of the third/final certificate. Residency meetings provide an opportunity to meet faculty and peers and to present manuscript updates in a colloquia format with guest speakers and publisher's representatives in attendance.

10.2 Post-Doctoral Prerequisites

To be eligible an individual must hold a doctoral level degree or equivalent from an accredited institution recognized by the U.S. Secretary of Education and/or the Council for Higher Education Association (CHEA). Approval may be obtained from the Office of Academic Affairs for the admission of Doctoral Degree candidates that have completed their core course of study but have not yet completed their dissertation for publication.

Post-Doctoral Certificate applicants are required to affirm commitment to the academic honor pledge "In the pursuit of the highest standards or academic integrity and accomplishment, I pledge to be honest in all academic endeavors and to perform with the utmost level of academic integrity." and are required to sign and submit the NGS Learning Contract Form.

10.3 Post-Doctoral Certificate Course Descriptions – The blended cohort course format is designated as traditional (T), blended (B), or online (O) below. The certificate courses are also available in the entirely online format (O).

Credential: Certificate, Program: Concept: Conceptualize Your Book – Students research where and how to publish. (9cr)

DOC 890 (B): Develop a Vision

Students will be exposed to published examples of academic work so they understand "what success looks like." At least one of the examples will be a dissertation that was converted into a book. After reviewing and analyzing these sample works, participants will begin to develop a vision of their own, working concept for their own work. Questions such as the book's theme, focus, length, style, etc., will be worked through during this phase. As a final project, participants will summarize the lessons learned from the structure and vision from the example texts, and compare/contrast with their vision for their own book. (3cr)

**QSM 859 (O): Survey the Field**

Students will conduct research to discover where their project might fit into a particular discipline or publication venue. Book reviews and academic journals will be areas of special emphasis. Facts discovered during this course could lead to adjustment of the vision, theme or focus in order to better fit a given publication venue. As a final project, participants will write an evaluation of the opportunities they identified, explaining how their work will target pursue those opportunities. (3cr)

DOC 891 (B): Develop an Audience

During this course students will work to do two things: identify a possible audience/sponsor for their project (employer, association, agency, etc.), and determine possible venues for academic manuscript submission. Also, the importance of developing a relationship with a publisher will be addressed. Initial class will include presentations by a published author and a working publications editor. These talks will be designed to inform the student of pertinent facts and characteristics likely to be encountered in the early phases of the publication process. This certificate ends with an in-residence session where participants will deliver short written products and a presentation summarizing what they learned during this module, and how they will use this information to target an audience for their work. (3cr)

Credential: Certificate, Program: Research: Converting Academic Data into Manuscript Style – Students convert dissertation data and structure into manuscript format. (9cr)

DOC 892 (O): Review of Dissertation

Based on knowledge gained from the first certificate, as well as additional research focused on their identified field, participants will review his/her dissertation in detail, analyzing what portions should be expanded, reduced, discarded, or redirected. Also identify areas where more research might be necessary. For example, a student might decide to conduct interviews to expand facts reported on a given subject – or add additional statistical analysis using different mathematical tools. A detailed review of existing footnotes / endnotes is also in order. Also during this phase the student should determine whether an editor, above and beyond the one the publisher will provide, is required. The summary project for this course is to author an analysis of the results of this review, seek a review of the analysis from other participants in the program, and establish a plan and timeline for the revisions identified and the writing of the text. (3cr)

DOC 897 (B): Present the Project

Each student will develop a presentation that conveys the facts of their individual project. The student will schedule at least one public presentation, a conference, a speech, or other public venue, where they will give the presentation, explaining their work. In addition, they should identify at least one expert in the appropriate field, to which they can present the brief. The opinion of the expert/s should be used to further refine the manuscript. Continue work on the manuscript. During the resident meeting at the end of this module, each student will make his presentation, explain how it was received by experts, and evaluate the strengths and weaknesses of his/her project. Also distribute for peer review the draft manuscript as it exists. (3cr)

DOC 898 (O): Complete Research and Analysis

This phase, consist of the student finalizing any additional research and analysis necessary, and he/she continues writing the manuscript. If not previously accomplished, formatting into the publisher's format



can be addressed. Gathering photos, tables, and figures that will augment the text can also be accomplished during this time. Provide the draft for review at the end of the module. (3cr)

Credential: Certificate, Program: Writing: Do the Work-Write – Students write and submit manuscript to a publisher. (9cr)

EDU 853 (O): Begin Writing

The requirement of this course is for each student to produce three written products. The first will be an executive summary of the proposed project. This should be adopted by the student as a guide to accomplishing the project. The second goal is to write an article that summarizes the project. If published, besides accomplishing publication for the student, the article will serve to inform a possible sponsor or book publisher. The third is to begin work on the manuscript. (3cr)

EDU 854 (O): Complete Draft Manuscript

The student will continue writing the manuscript in the required format. Provide the draft for review at the end of the module. (3cr)

EDU 855 (B): Final Edit of the Manuscript

Student will complete the final draft of the manuscript and (if possible) forward to the publisher. While actual publication is an individual student responsibility, this course will help the student with final review of the manuscript. (3cr)

10.4 Credential: Certificate, Program: Black Belt in Six Sigma (12 Credits)

(Not Available in Massachusetts)

The Black Belt Six Sigma Program is designed for adult working professionals who aim to manage work-related projects, to achieve a skill set relevant to what is generally understood as “six sigma applications” and to apply the “best practices” of six sigma in actual projects.

The Black Belt body of knowledge is generally understood to be the middle level in a three-part hierarchy of knowledge (in ascending order): green belt, black belt, master black belt.

It is worth noting that the accepted sense of what constitutes the black belt level of knowledge, and what is consequently expected of an earned black belt had changed over time. Originally, black belt programs almost exclusively emphasized statistical knowledge and analysis. In the 21st century, it is more generally thought that black belts must acquire leadership, project management, and project-related financial analysis skills in order to “explain” project results to senior management. NGS prerequisites for entry into the Black Belt program are thus derived what appear to be “success indicators” from the applicant’s background and experience.



The Black Belt in Six Sigma Program is an integrated 4 month, 4 course, 12 credit curriculum, which together provide a cohesive body of knowledge about six sigma principles and best practices. There is emphasis on data collection and analysis, as well as understanding and application of statistics.

Topics also include contemporary management techniques such as change management and project management. Attendees are required to complete a work-related project of pre-defined scope which is monitored and closely supervised by academic advisors. The program is offered only in cohort group format.

The NGS Black Belt Certificate is “Valid for Life”. NGS understands the body of knowledge in the field is changing and expanding. The School recommends, but does not require, the return to the institution for current programs after three to five years, to assure the students have the most contemporary and newest knowledge available. Refresher course(s) are offered to previous attendees at a “special” rate.

10.5 Black Belt in Six Sigma Prerequisites

- 5 years minimum of work or military service
- Familiarity with the principles and best practices of quality systems
- Project Management experience as team leader or team member
- Familiarity with data gathering concepts and techniques
- Familiarity with statistical concepts and best practices
- Access to the internet and a computer for personal use that is adequate to process required software and assignments
- Affirm commitment to the academic honor pledge “In the pursuit of the highest standards or academic integrity and accomplishment, I pledge to be honest in all academic endeavors and to perform with the utmost level of academic integrity.”
- NGS students are required to sign and submit the NGS Learning Contract Form

Note: *Applicants for NGS “dual credential” programs, which award both a degree and a certificate, must fulfill pre-requisite requirements for admission for both*

10.6 Black Belt in Six Sigma Course Descriptions – The on-site cohort course format is designated as traditional (T), blended (B), or online (O) below. The program is also available in the entirely online format (O) and in the entirely traditional format (T).



QSM 543 (T): Business Process Analysis

Statistical Applications uses applied statistical analysis to improve work-related projects. By reviewing how major national and global organizations employ these tools in diverse industries, students are guided to use statistical analyses in their own improvement projects. This course builds on the data collection skills developed in semester one, and students will use their own Master's Business Project-related data to tangibly measure improvements at their organizations.

Lean Thinking, Value Stream Mapping, and the Toyota Production system are reviewed in detail. Students learn how to identify their organization's value stream, and how it fits into their Division's value stream. Current State and Future State maps are created. Opportunities for improvement are graphically displayed, waste is identified, and business process solutions are developed with a linkage to the data. Instruction is provided in throughput improvement methodologies, including throughput analysis, and Just In Time production, as applied to business and manufacturing processes. (3cr)

SSM 674 (T): Six Sigma Applications the DMAIC Model

Learn what Six Sigma and Lean methodologies are and how organizations employ these process improvement methodologies in diverse industries such as manufacturing, transactional, healthcare and defense. Students are guided to apply these methods to their own improvement projects to tangibly effect improvements at their organizations. (3cr)

SSM 572 (T): Black Belt Advanced Analysis Methods and Systems

Application of financial business theory and the cost of quality are the core concepts of this course. The focus is on cost accounting and understanding the hidden cost of inefficiency, internal and external failure, the financial implications of Lean operations, as well as calculating the cost benefit resulting from process improvements and reducing costs due to substandard service, failure of products or defects. (3cr)

SSM 575 (T): Black Belt DOE, Improve and Control Methods

This course introduces and applies Design of Experiments (DOEs) and process improvement methods and tools. It also teaches and provides opportunities to apply methods to fix and sustain the actual performance improvements made and prepares students for the deliverables for their MBPs. The areas of Six Sigma which will be covered in this course include: Failure Mode Effects Analysis (FMEA) – Improve; Quality Function Deployment (QFD) – Improve; Design of Experiments (DOE) – Improve; After Project Process Monitoring – Control; Control Plans – Control; and Project Closure – Control. (3cr)

10.7 Black Belt in Six Sigma for NGS MSQSM Alumni Course Descriptions – The on-site cohort course format is designated as traditional (T), blended (B), or online (O) below. The program is also available in the entirely online format (O) and in the entirely traditional format (T).



SSM 643 (T): Advanced Learning to See; Improving Throughput

This advanced course covers Lean Thinking, Value Stream Mapping (VSM), and the Toyota Production System in depth. Students are challenged on how to continuously improve a process through work flow analysis, identification of obstacles to faster processes, and VSM implementations to eliminate waste. Instruction is provided in throughput improvement methodologies, including throughput analysis, and Just-In-Time (JIT) production. (3cr)

SSM 674 (T): Six Sigma Applications the DMAIC Model

Learn what Six Sigma and Lean methodologies are and how organizations employ these process improvement methodologies in diverse industries such as manufacturing, transactional, healthcare and defense. Students are guided to apply these methods to their own improvement projects to tangibly effect improvements at their organizations. (3cr)

SSM 572 (T): Black Belt Advanced Analysis Methods and Systems

Application of financial business theory and the cost of quality are the core concepts of this course. The focus is on cost accounting and understanding the hidden cost of inefficiency, internal and external failure, the financial implications of Lean operations, as well as calculating the cost benefit resulting from process improvements and reducing costs due to substandard service, failure of products or defects. (3cr)

SSM 575 (T): Black Belt DOE, Improve and Control Methods

This course introduces and applies Design of Experiments (DOEs) and process improvement methods and tools. It also teaches and provides opportunities to apply methods to fix and sustain the actual performance improvements made and prepares students for the deliverables for their MBPs. The areas of Six Sigma which will be covered in this course include: Failure Mode Effects Analysis (FMEA) – Improve; Quality Function Deployment (QFD) – Improve; Design of Experiments (DOE) – Improve; After Project Process Monitoring – Control; Control Plans – Control; and Project Closure – Control. (3cr)

10.8 Credential: Certificate, Program: Green Belt in Six Sigma (6 Credits)

(Not Available in Massachusetts)

The Green Belt Six Sigma program is designed for adult working professionals who aim to participate as team members on work-related projects, to achieve a practice-oriented introductory skill set relevant to what is generally understood as “six sigma applications” and to follow the guidance of team leaders in order to apply the “best practices” of six sigma methodologies in actual projects.

The Green Belt body of knowledge is generally understood to be the introductory level in a three-part hierarchy of knowledge (in ascending order): green belt, black belt, master black belt.



It is worth noting that the accepted sense of what constitutes the green belt level of knowledge, and what is consequently expected of an earned green belt had evolved in part over time. Originally, green belt programs almost exclusively emphasized application of introductory data collection and analyses, with limited statistical knowledge and analysis. In the 21st century, it is more generally thought that green belts must acquire skills in team work toward a common goal, practical experience in projects that have a limited scope and definite timeline, and project-related introductory financial analysis skills in order to understand the benefits of six sigma-based approaches. NGS prerequisites for entry into the Green Belt program are thus derived what appear to be “success indicators” from the applicant’s background and experience.

The Green Belt in Six Sigma Program is an integrated 2 month, 2 course, 6 credit curriculum of 2 distinct modules which together provide a cohesive body of knowledge about six sigma principles and best practices. There is emphasis on data collection and analysis, as well as understanding and application of statistics. Topics also include contemporary management techniques such as change management and project management. Attendees are required to complete a work-related project of pre-defined scope which is monitored and closely supervised by academic advisors. Offered in only cohort group format.

The NGS Green Belt Certificate is “Valid for Life”. NGS understands the body of knowledge in the field is continuously evolving. The School recommends, but does not require, the return to the institution for current programs after three to five years, to assure the students have the most contemporary and newest knowledge available. Refresher course(s) are offered to previous attendees at a “special” rate.

10.9 Green Belt in Six Sigma Prerequisites

- 2 years minimum of work or military service
- Familiarity with the principles of quality systems
- Project Management experience as team member
- Familiarity with data gathering concepts and techniques
- Familiarity with statistical concepts
- Access to the internet and a computer for personal use that is adequate to process required software and assignments
- Affirm commitment to the academic honor pledge “In the pursuit of the highest standards or academic integrity and accomplishment, I pledge to be honest in all academic endeavors and to perform with the utmost level of academic integrity.”
- NGS students are required to sign and submit the NGS Learning Contract Form

Note: Applicants for NGS “dual credential” programs, which award both a degree and a certificate, must fulfill pre-requisite requirements for admission for both programs.



10.10 Green Belt in Six Sigma Course Descriptions - The on-site cohort course format is designated as traditional (T), blended (B), or online (O) below. The program is also available in the entirely online format (O) and in the entirely traditional format (T).

QSM 543 (T): Business Process Analysis

Statistical Applications uses applied statistical analysis to improve work-related projects. By reviewing how major national and global organizations employ these tools in diverse industries, students are guided to use statistical analyses in their own improvement projects. This course builds on the data collection skills developed in semester one, and students will use their own Master's Business Project-related data to tangibly measure improvements at their organizations.

Lean Thinking, Value Stream Mapping, and the Toyota Production system are reviewed in detail. Students learn how to identify their organization's value stream, and how it fits into their Division's value stream. Current State and Future State maps are created. Opportunities for improvement are graphically displayed, waste is identified, and business process solutions are developed with a linkage to the data. Instruction is provided in throughput improvement methodologies, including throughput analysis, and Just In Time production, as applied to business and manufacturing processes. (3cr)

SSM 574 (T): Six Sigma and the DMAIC Model

Learn what Six Sigma and LEAN methodologies are and how organizations employ these process improvement methodologies in diverse industries such as manufacturing, transactional, healthcare and defense. Students are guided to apply these methods to their own improvement projects to tangibly effect improvements at their organizations. (3cr)

10.11 Credential: Certificate, Program: Homeland Security (12 credits)

(Not Available in Massachusetts)

The Homeland Security Program is designed for adult working professionals from the military, government agency, government contractor and private sector whose work focus is related to homeland security issues. The aim of such professionals is to effectively manage homeland security oriented work-related projects, and to achieve a skill set relevant to the application of quality system principles to homeland security-related instances.

The Homeland Security body of knowledge is generally understood to be the theory gained from the study of past homeland security events, successes and challenges. It is worth noting that the accepted sense of what constitutes a Homeland Security certificate level of knowledge, and what is consequently expected of an earned certificate holder, has shifted since the events of 9/11 and the ever-increasing number of threats to homeland security around the globe as well as in the United States.

From this large reservoir of knowledge, NGS has gathered "best practices" which shall be discussed in case studies. The NGS emphasis is on practical, "hands-on" solutions. Although



program course content does include texts such as the “9/11 Commission Report,” the constantly evolving additions of knowledge in the field dictates the inclusion of current reports from the GSA, blogs and interviews from senior-level experts such as Dr. David McIntyre, NGS Chief Academic Officer and Director of Homeland Security Degree and Certificate Programs.

NGS prerequisites for entry into the Homeland Security Certificate program are thus derived from what appear to be “success indicators” from the applicant’s background and experience.

The homeland security program is an integrated 4 month, 4 course, 12 credit curriculum, which together provide a cohesive body of knowledge about homeland security principles and best practices. There is emphasis on threat assessment and risk management, as well as understanding of the history and development of terrorism. Topics also include quality systems applications to homeland security and Presidential and government-sponsored white papers and regulations. Attendees are required to complete a work-related project of pre-defined scope. The program is offered in only cohort group format.

The NGS Homeland Security Certificate is “Valid for Life”. NGS understands the body of knowledge in the field is continuously evolving. The School recommends, but does not require, the return to the institution for current programs after three to five years, to assure the students have the most contemporary and newest knowledge available. Refresher courses(s) are offered to previous attendees at a “special” rate.

10.12 Homeland Security Prerequisites

- 5 years minimum of work or military service related to Homeland Security
- Familiarity with the principles of quality systems
- Project management experience as team leader or team member
- Familiarity with data gathering concepts and techniques
- Access to the internet and a computer for personal use that is adequate to process required software and assignments
- Affirm commitment to the academic honor pledge “In the pursuit of the highest standards or academic integrity and accomplishment, I pledge to be honest in all academic endeavors and to perform with the utmost level of academic integrity.”
- NGS students are required to sign and submit the NGS Learning Contract Form

10.13 Homeland Security Course Descriptions – The cohort course format is designated as traditional (T), blended (B), or online (O) below. The program is also available in the entirely online format (O) and in the entirely traditional format (T).



HSD 500 (O): QSM Principles and Applications in Homeland Security & Defense

This is the foundation course for the over-all program. Homeland Security and Quality Systems principles and best practices are integrated to provide a practical methodology for achieving effective work-related projects. The case study method is introduced, using actual examples such as the Oklahoma/ Murrah Building bombing. Emphasis is placed on bringing the group to a common vocabulary and knowledge platform, e.g., Ishikawa diagrams, within the NGS method. General readings are introduced which will be discussed in detail later in the program, e.g. National Resource Plan (NRP), Homeland Security Presidential Directives (HSPD) 5-10. (3cr)

HSD 542 (O): The Unconventional Threat to Homeland Security

This course introduces the operational and organizational dynamics of terrorism, whether by individuals or fully organized groups supported by state-led terrorism. Emphasis is on violent clandestine activity, that whatever its motivation, has a political purpose and effect. Students will design effective counter-measures for responding to operational and organizational threats. (3cr)

HSD 587(O): Critical Infrastructure: Vulnerability and Protection

Critical Infrastructure protection is one of the cornerstones of homeland security. While PDD-63 lists 8 sectors, the National Strategy for the Protection of Critical Infrastructure and Key Assets lists 11 sectors. This course develops a network theory of vulnerability analysis and risk assessment called model-based vulnerability analysis, used to extract the critical nodes from each sector, model node vulnerabilities, and then apply fault and risk reduction techniques to derive the optimal strategy for protection of each sector. By the end of the course, students will be able to apply the model to infrastructures in their own workplace. (3cr)

HSD 566(O): Master's HS Business Project III

A faculty review ensures that the Master's Business Projects meet NGS requirements have demonstrated practical understanding of applied systems management, and have achieved tangible financial results supported by statistical and financial analyses at their employer or sponsor. (3cr)

11. COURSE NUMBERING SYSTEM

Description of the Course Numbering System

The following system of course numbering will indicate the level of program offerings: 800 level courses indicate Post-Doctoral level, 700-800 level courses indicate Doctoral level; 500-600 level courses indicate the Master level (graduate); and 300-400 level courses indicate Bachelor level. The course format is designated as traditional (T), blended (B), or online* (O). All courses are 3 semester hours of credit unless otherwise noted.

The School revised the course numbering to the system above for all campus cohorts beginning Spring 2010. Course format is traditional, unless otherwise noted. *Not available to Massachusetts residents.



12 THE APPLICATION PROCESS

12.1 Documents and Fees Required in the Application Process

- **Application Form:** Apply Online at www.ngs.edu
- **Official Copies of Transcripts** of undergraduate and/or graduate work from accredited institutions must be sent directly from each institution to the NGS Office of the Registrar (may be waived for some certificate programs).
- **Resume** (work experience).
- **Two Letters of Recommendation** from persons acquainted with the student's ability and aptitude for the level of study. In cases where a student has been away from an academic setting for several years, employers and supervisors may submit letters of recommendation (may be waived for some certificate programs).
- **Application Fee** of \$100 for DBA Program, \$50.00 for MS and BS Degree Completion Programs (non-refundable)
- **Two essays** in latest APA published edition format on topics of choice with at least two referenced sources supporting each essay (five page essays for DBA applicants, three page essays for MS applicants)
- **Person statements** regarding commitment to achieving tangible results (BSQSM applicants only)
- **Academic Honor Pledge:** The National Graduate School of Quality Management aims to maintain the highest standards of academic integrity. To affirm commitment to the time-honored principles that govern our learning community, which serve as a source of pride to our students, alumni, and sponsors, new students and faculty joining our program are required to affirm by their signature the following pledge: "In the pursuit of the highest standards of academic integrity and accomplishment, I pledge to be honest in all academic endeavors and to perform with the utmost level of academic integrity."
- **Intended degree specializations** are required to be declared no later than the end of the second course.
- **MA resident submission of Proof of Health Insurance and Proof of Immunizations**
- **Access to and familiarity with computers (including the Internet)**

The National Graduate School of Quality Management reserves the right to dis-enroll or suspend any student that does not fulfill transcript and academic admission requirements within 90-days of enrollment. The NGS reserves the right to dis-enroll any MA resident student that does not fulfill documentation of health insurance and proof of immunizations as required by Massachusetts laws within 90-days of enrollment. NGS students are required to sign and submit the NGS Learning Contract Form before the end of the first semester. DBA admission includes an online interview.

Degrees from Foreign Institutions Students holding degrees granted outside of the United States must have their credentials reviewed by the Center for Educational Documentation, Inc., P.O. Box #170116, Boston, MA 02117. CED can be contacted at telephone (617) 338-7171, facsimile (671)



338-7101, and email address info@cedevaluations. Credential evaluation applications are available at www.cedevaluations.com.

12.2 Cycle Time for Acceptance of Applications

Applications for admission are reviewed on a rolling basis. In order to reserve a place at a preferred class site, students are asked to submit a completed application form as early as possible.

Questions about the application process? Email admissions@ngs.edu

13. TRANSFER CREDITS

13.1 Acceptance of Transfer Credits to NGS

Undergraduate program students that have previously earned academic credit from an accredited institution, recognized by the U.S. Secretary of Education and/or the Council for Higher Education, may have official transcripts mailed directly to the office of the Registrar for evaluation of transfer credits. NGS will accept a maximum of 75 undergraduate program transfer credits for students meeting admission requirements. Courses completed with a “D” will be considered toward Bachelor Degree Completion Program admission requirements. The considerations that decide transfer decisions are applied consistently.

Students that have NGS credits through previous enrollments may be awarded credit toward meeting current curriculum and program requirements by the office of the Registrar. Credits earned through NGS degree, certificate, or dual credential program cohort participation can be transferred to a subsequent NGS degree, certificate, or dual credential program meeting curricular requirements if within 3 years of original earned credits.

NGS balances responsiveness to students’ preferences about transfer with institutional commitment to the value and quality of degrees and other credentials. Degree requirements for native students are consistent with those that apply to transfer students. Acceptance of transfer credits is at the discretion of The National Graduate School of Quality Management.

13.2 Transfer of Credit to Other Institutions

The decision of other institutions to accept credit from the National Graduate School of Quality Management is at the discretion of that institution. Students wishing to transfer credit should contact the institution to determine their policy for transfer.



14. TUITION AND FEES – (Effective January 1, 2013)

General: Tuition and fees are subject to change at the discretion of NGS. Tuition and material fees are payable on or before registration at the beginning of each semester. Tuition and fees must be paid in full at the end of every two courses per program or the student will not be allowed to move forward.

Students receiving Tuition Assistance, Veteran’s Educational Benefits, Student Loans, or other forms of assistance may be eligible to establish different payment options. The Bursar must approve all exceptions to the standard payment plan.

Employees and Faculty members are entitled to receive a 15% discount on all NGS programs.

Scholarships for Department of Defense (DoD) & Department of Homeland Security (DHS)

Spouses: NGS grants scholarships to spouses of DoD and DHS employees who enroll in the degree programs. They will receive the same discounted tuition rate as active DoD and DHS employees. Please provide the Financial Aid Office with a copy of your marriage certificate by email financialaid@ngs.edu or fax 800-838-2581 Ext. #509.

14.1 Degree Programs

2012 – 2013 Degree Program Tuition

Programs	Program Tuition	Tuition Per 3 Credit Course	Tuition Per Credit Hour
DBA, Private Industry/Corporate (60 cr.)	\$39,750.00**	\$1,987.50	\$662.50
DBA, Active Duty, Full Time DoD, DHS or Government Employee (60 cr.)	\$38,500.00*	\$1,924.99	\$641.66
MS, Private Industry/Corporate (36 cr.)	\$24,200.00**	\$2,016.67	\$672.22
MS, Active Duty, Full Time DoD, DHS or Government Employee (36 cr.)	\$16,325.00*	\$1,360.42	\$453.47
BS Degree Completion Program, Private Industry/Corporate (30 cr.)	\$9,895.00**	\$989.50	\$329.83
BS Degree Completion Program, Active Duty, Full Time DoD, DHS or Government Employee (30 cr.)	\$7,440.00*	\$744.00	\$248.00



*Program Tuition reflects NGS Grant for Active Duty Military status, Full time DoD, DHS or Government employee.

**Learning Partners contact Director, Enrollment Management and Institutional Advancement for price schedule.

Degree Program Books and Software: Students purchase books and software from recommended vendors — approximate total is \$1,500 for DBA program, \$1,200 for MS Program, and \$250 for BS Degree Completion Program.

2012 – 2013 Degree Program Fee Schedule

- **Application Fee** - \$100 for DBA Program and \$50 for MS Program and BS Degree Completion Program (due with application; non-refundable)
- **Resource Fee Per Semester** - \$50 (due at the beginning of each semester)
- **IT Research Library Fee** - \$750 for DBA Program, \$500 for MS Program, and \$250 for BS Degree Completion Program (due at the beginning of course 1)
- **Late Registration Fee** - \$25 (if you register after the scheduled registration date)
- **Course 1 Primer and Guide Books** - \$110 (due at the beginning of course 1)
- **Graduation Fee** - \$150 (due at the end of the last semester)
- **Returned Check Fee** - \$25
- **Experiential Learning - 15 Credits (BS Degree Completion Program only)** - \$90/credit for Private Industry/Corporate, \$60/credit for Active Duty or Full time DoD, DHS or Government Employee (fee may be waived for active duty or learning partner employment.)

14.2 Certificate Programs & Individual Courses

2012- 2013 Certificate Program Tuition

Certificates	Program Tuition	Tuition Per 3 Credit Course	Tuition Per Credit Hour
Post-Doctoral Certificates (9 credits per/certificate)	\$6,000.00	\$2,000.00	\$666.67
Six Sigma Black Belt Certificate (12 credits)	\$2,900.00	\$725.00	\$241.67
Six Sigma Green Belt (6 credits)	\$1,450.00	\$725.00	\$241.67
Homeland Security Certificate (12 credits)	\$2,900.00	\$725.00	\$241.67



2012 – 2013 Certificate Program Tuition and Fee Schedule

- **Application Fee** - \$100 per/certificate for Post-Doctoral Certificates, \$100 for Six Sigma Black Belt and Homeland Security Certificates and \$50 for Six Sigma Green Belt Certificate.
- **Late Registration Fee** - \$25 (if you register after the scheduled registration date)
- **Materials** - are the responsibility of the student. Most courses do not have material fees.
- **Books** - Students purchase books and software from recommended vendors — approximate total is \$450 per/certificate for Post-Doctoral Certificates, \$250 for Six Sigma Black Belt and Homeland Security Certificates and \$125 for Six Sigma Green Belt Certificate.

2012 – 2013 Individual Course Tuition

	Per 3 Credit Course **		Per Credit Hour **	
	Military	Corporate	Military	Corporate
DBA Courses	\$1,924.99	\$1,987.50	\$641.66	\$662.50
MS Courses	\$1,360.42	\$2,016.67	\$453.47	\$672.22
BS Courses	\$744.00	\$989.50	\$248.00	\$329.83

**Per Course Registration Fee – \$25

15. WITHDRAWAL & REFUND POLICY

If a student decides to withdraw, print and fax to 800-838-2581 or mail to Registrar, The National Graduate School of Quality Management, 186 Jones Road, Falmouth, MA 02540, the completed signed Withdrawal Request Form for withdrawal. Electronic signatures will not be accepted. The form is available on the NGS website under Information for Current Students and Student Services Links at <http://www.ngs.edu/admissions-current-students/current-students/information-for-current-students/>.

You will be notified by email once your withdrawal has been processed. If you have not received an email notice within 10 business days that your withdrawal has been processed, please contact the Registrar at 800-838-2580. The change of student status will be recorded in your student record. Your project sponsor will be notified by NGS of your change of status. If you have a Federal Stafford Loan, Veteran's Benefits, and/or other entitlements, the change of status will be reported to appropriate agencies. You are financially responsible for the courses you have attended.

W grades are assigned for a course when a student withdraws from the program during a course (after the course has started but before the course end date). The length of time the student is enrolled shall be determined by the date on which the student notifies the college in writing with the Official Program



Withdrawal Request Form that he or she is withdrawing. Refunds will be made within 30 days of receipt of such notice.

Tuition will be refunded at the rate of 100% if the student does not attend any portion of the first course, 90% if the student withdraws after the first meeting of the first course, 60% if the student withdraws after the second meeting of the first course, and 0% at the end of the course. A \$150 administrative fee will be charged for students completing less than fifty (50%) percent of the course.

Refunds are issued to repay Stafford loans, The Department of Veteran's Affairs, and Military Tuition Assistance and any other tuition subsidy before refunds are made to the student. (For students attending classes in Georgia or Florida, please see addenda for additional information.)

Textbooks are not covered by these refund policies. Questions about the refund policy should be directed to the Bursar's Office at bursar@ngs.edu.

16. TUITION REIMBURSEMENT

Students who are expecting tuition reimbursement from their employers are responsible for payment in full at the beginning of each semester. Students should consult their Human Resources Department for their organization's specific policies.

17. ACCEPTED FORMS OF PAYMENT

No student will be allowed to proceed to the third course if payment for the first two courses has not been received in full by the Bursar's Office by the end of two. Tuition and fees must be paid in full at the end of every two courses per program or the student will not be allowed to move forward. Checks are made payable to: *The National Graduate School of Quality Management*. Visa, MasterCard, Discover and American Express cards are also accepted. Authorization forms must be on file at the Bursar's Office for students using the credit card option to allow the Bursar's Office to call in payments when due. The Bursar's Office may be reached at 800-201-1644 or bursar@ngs.edu.

Interest Charges: Outstanding balances over 30 days are subject to an interest rate of 1.5% per month.

18. FINANCIAL AID

NGS is proud to offer, to those students who **qualify**, the *Federal Stafford Loan Program* for the DBAQSM, MSQSM, and BSQSM programs. Stafford loans are not available to Massachusetts residents for the BS, DBA, and NGS online degree programs.



The following applies for the DBA and Master's students:

Unsubsidized: Maximum award is \$20,500 (if you qualify)
Fixed interest rate of 6.8% - interest is charged from the date the loan is made
Up to 10 years to repay the loan under the standard repayment plan
No prepayment penalties

The following applies to the BS Degree Completion Program students (there are two portions to this loan for a total of \$12,500 with no more than \$5,500 of this amount in subsidized loans (based on need):

Subsidized: Maximum award is \$5,500 (if you qualify)
Fixed interest rate of 3.4% - interest is paid by ED while you are in-school and is then charged when you graduate or drop below half-time

Up to 10 years to repay the loan under the standard repayment plan
No prepayment penalties

Unsubsidized: Maximum award is \$7,000 (if you qualify)
Fixed interest rate of 6.8% - interest is charged from the date the loan is made
Up to 10 years to repay the loan under the standard repayment plan
No prepayment penalties

The DBA and the MS loan programs are at a fixed interest rate of 6.80%. These loans have a maximum award of \$20,500 per academic year to Graduate students. Expected amount of debt upon graduation for a DBA student after the two year program is approximately \$43,967.06 for students borrowing the full amount of the loan of (\$20,500) per year for two years. Expected amount of debt upon graduation for a MS student after the one year program is approximately \$21,262.90 for students borrowing the full amount of the loan of (\$20,500) for the one year program.

The unsubsidized portion of the BS Degree Completion Program is at a fixed interest rate of 6.80%. The subsidized portion of the BS Degree Completion Program is at a fixed interest rate of 3.40% for academic year 2012-2013. The undergraduate loans have a maximum award limit of \$12,500 per academic year for the BS Degree Completion Program students. Expected amount of debt upon graduation for a BS Degree Completion Program student after the one year program is approximately \$12,862.33 for students borrowing the full amount of the loan of (\$12,500) for the one year program.

The Federal Stafford Loan Program has up to a 10-year repayment plan. Students receiving federal loan money are responsible for the terms and conditions of the loan. NGS will notify the lender when a

student ceases to make satisfactory progress, when there is a change to less than half time enrollment, or when a student withdraws from the program.

For more information, visit our website at <http://ngs.edu> or contact a Financial Aid Counselor call 800-838-2580; email financialaid@ngs.edu.



19. DEPARTMENT OF VETERANS AFFAIRS - EDUCATIONAL BENEFITS

NGS programs approved for Veteran's Benefits/GI Bill are available. Contact the NGS Certifying Officials/Campus Administrator listed below or VABenefits@ngs.edu, 800-838-2580x130 for information on approval status of your class location and specific NGS programs approved for your class location.

Veterans are held to the same academic standards as non-veteran students and to all policies contained within this Handbook, including those standards of conduct, academic progress and attendance. NGS will notify the DVA when a veteran ceases to make satisfactory progress, when there is a change to less than half time enrollment, or when a veteran withdraws from the program.

Students receiving Veteran Educational Benefits do not have the "option" of having prior credit reviewed. All previous education and training must be provided to the school for review. This will include all credits from postsecondary institutions and military credits.

Eligible students should contact their local Veterans Administration Educational Benefits Representative to determine their eligibility. Under the Post 9/11 and if eligible the Montgomery GI Bill, (MGIB) the Army, Navy, Air Force, Marine Corps, United States Coast Guard their reserves and the National Guard provides up to 36 months of educational benefits to eligible veterans. If you are receiving Tuition Assistance from your branch of service, you may be eligible to use MGIB to supplement or "Top-Up" your tuition assistance. For more information to determine your best Veteran benefit and paperwork required for Veterans applications call 1-888-GIBILL-1 (1-888-442-4551) or log in to the [GI Bill Website](#). The student must apply (with paper Form 22-1990 or the [VONAPP Veterans Online Applications website](#)) and complete the enrollment form. Once accepted, the VA will physically mail to the student their Certificate of Eligibility (CoE).

The student then submits their CoE to the NGS Main Campus Administration for processing and distribution to the NGS Certifying Officials/Campus Administrators:

Veteran Benefits

The National Graduate School of Quality Management

186 Jones Road

Falmouth, MA 02540

VABenefits@ngs.edu

800-838-2580 x111, facsimile 800-838-2581

Once the Certificate of Eligibility is received, the VA Enrollment Certification is completed by the NGS Certifying Official/Campus Administrator at the following NGS principle campus locations below.

NGS will not hold on-site meetings for online students and online courses to facilitate housing allowance benefits for cohorts that launch March/April 2013 and onward. Therefore, Spring 2013 cohort students will not be permitted to attend those meetings (P/911) held for grandfathered members of the student body. Special permissions will not be taken into consideration for individual students with regard to the March/April 2013 cohort cut-off date. NGS will still certify enrollment for March/April 2013 online cohort students and online courses according to regulations for distant learning benefits. It is at the Veteran Administration's discretion to adjust your benefit in accord with their policy for all enrollment certifications. (NGS policy updated March 15, 2013.)



NGS students enrolled in cohorts that launched prior to and including January 2013 will continue to be offered to attend on-site meetings for online students and online courses to facilitate housing allowance benefits. Veteran students should note: there is an official roster where students must sign-in and sign-out for each of these class meetings (P/911). It is at the Veteran Administration's discretion to adjust your benefit in accord with their policy for in-residence certifications. (NGS policy updated March 15, 2013.)

NGS California Campus Coordinator, Lisa Sneed
Monday 1pm – 5pm, Tuesday 1pm – 4pm, Thursday and Friday 10am – 2pm
Loechler Building, 2121 5th Ave. Suite 205, San Diego, CA 92101
Phone 503-502-7591 or 800-838-2580 x106, facsimile 503-502-7591
email lsneed@ngs.edu

NGS Florida Campus Coordinator, Jeannette Letizia
Monday, Wednesday, and Friday 9am – 2pm
9220 Bonita Beach Road, Suite 200/16, Bonita Springs, FL 34135
Phone 239-221-7115 or 800-838-2580 x117, facsimile 508-772-4355
email jletizia@ngs.edu

NGS Massachusetts Main Campus, Maureen Reardon
Monday - Friday 8am – 5pm
186 Jones Road, Falmouth, MA 02540
Phone 800-838-2580 x111, facsimile 800-838-2581
email VABenefits@ngs.edu

NGS Texas Campus Coordinator, Tom Marino
Tuesday, Wednesday, and Thursday 9am – 5pm
Alamo Colleges
Workforce Center of Excellence
203 Norton Street, Room 169
San Antonio, TX 78211
Phone 210-485-0854 or 800-838-2580 x122, facsimile 210-704-1305
email tmarino@ngs.edu

NGS Virginia Campus Coordinator, Shannon King
Monday, Wednesday, and Friday 9am – 2pm
2111 Wilson Blvd., Suite 700, Arlington, VA 22201
Phone 703-351-5085 or 800-838-2580 x149, facsimile 703-351-9292
email sking@ngs.edu



20. GRADING AND EVALUATION

Students must complete specified program credit hours of instruction for graduation. In keeping with NGS grading requirements, students must complete and defend their final project. A minimum cumulative grade point average at graduation of 3.0 is required for certificate, Master of Science, and Doctoral students (2.0 for Bachelor of Science completion program students). A grade of “F” for any course will result in the student receiving no credit for the course. Students receiving failing grades are automatically expelled.

Grading. These distinct yet consistent areas are evaluated for grading in NGS courses: All assignments and submissions are *required to conform* with and are *evaluated for grading according* to the latest APA published edition format. All assignment submissions are required to be made by students through the NGS Portal.

- **Individual and team preparation for class:** Readings, completion of assignments.
- **Individual and team analysis of data:** Technical accuracy and relevancy of analysis.
- **Individual and team contribution:** Advancing knowledge, adding value to customers.
- **Individual and team presentations:** Effective delivery of content, accurate display of visual information.
- **Overall class participation:** Assistance given to classmates; contribution to class discussion; performance in assignments; assimilation and implementation of key concepts.
- **Project Evaluation:** Projects are the culmination of the NGS programs, and the evaluation of project findings are the result of extensive and sophisticated analysis by seasoned professionals. Consequently, practicum results are presented formally at a Conference and evaluated by NGS Faculty, CEOs and other organizational Leaders and Managers. The Conference replaces the traditional oral defense.

21. GRADES AND QUALITY POINTS

The National Graduate School of Quality Management uses the letter grade system (A, B, C, D, F, I, W). Courses in which grades of “I,” “F,” and “W” are earned cannot be credited toward degree requirements.

21.1 Graduate Credit Grading

(The Master’s and Doctoral levels require a 3.0 cumulative grade point average in order to graduate. Only two C’s are permitted for Master’s and Doctoral Candidates.)

A	4.00 quality points per credit
A-	3.70 quality points per credit
B+	3.30 quality points per credit



B	3.00 quality points per credit
B-	2.70 quality points per credit
C+	2.30 quality points per credit
C	2.00 quality points per credit
F	0 quality points per credit
I	Incomplete
W	Withdraw

Master's and Doctoral level program weighted total percentages for course syllabi defined assignments and criteria required for letter grades include:

A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	70%
F	less than 70%

21.2 Undergraduate Credit Grading

(The Bachelor Degree Completion Programs requires a 2.0 cumulative grade point average in order to graduate. Only two D's are permitted for Bachelor Degree Candidates.)

A	4.00 quality points per credit
A-	3.70 quality points per credit
B+	3.30 quality points per credit
B	3.00 quality points per credit
B-	2.70 quality points per credit
C+	2.30 quality points per credit
C	2.00 quality points per credit
C-	1.70 quality points per credit
D+	1.30 quality points per credit



D	1.00 quality point per credit
D-	0.70 quality points per credit
F	0 quality points per credit
I	Incomplete
W	Withdraw

Bachelor's Degree Completion Program weighted total percentages for course syllabi defined assignments and criteria required for letter grades include:

A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
F	less than 60%

21.3 W, F, and Incomplete Grades

W grades are assigned for a course when a student withdraws from the program during a course (after the course has started but before the course end date). The length of time the student is enrolled shall be determined by the date on which the student notifies the college in writing with the Official Program Withdrawal Request Form that he or she is withdrawing (see Section 15, Withdrawal & Refund Policy).

A student may receive a grade of incomplete when a student is unable to complete course assignments due to unusual or unavoidable circumstances. The incomplete grade denotes that a student has not fully completed the course requirements or has not fully participated, but may potentially pass the course by completing the established requirements and earning a passing grade.

Examples of unusual and unavoidable circumstances that may arise and be accepted by faculty include: deployment, temporary duty, military duty "on orders," professional job assignments, major illness or



surgery. The student is responsible for notifying the course instructor of the circumstances that may lead to receiving an incomplete grade; notification must occur prior to the final meeting of the course. The course instructor will issue the student make up work with specific criteria for completion.

The instructor must turn in the final grade no later than 10 days following receipt of the work. Unless an explicit written extension is filed with the Keeper of Records, the incomplete grade will automatically convert, with or without notice, to an F sixty (60) days after the last course meeting. The maximum extension allowed is an additional thirty (30) days, which will be approved at the discretion of the instructor and coordinated with the Dean of Academic Affairs and Keeper of Records. An incomplete grade on a transcript is treated as an unsatisfactory grade and will be used in determining probation, suspension, termination or dismissal.

Failure to replace an incomplete grade with an earned grade within 60 days of the last class meeting will lead to academic probation. Accumulation of more than two incomplete grades will lead to suspension. Students receiving failing grades are automatically expelled.

Students who have paid the graduation fee of \$150.00 will not receive a refund having arrived at the end of the program with an unsatisfactory grade or having not met the program requirements.

21.4 Maintaining Good Academic Standing

NGS students are held to a high academic standard with respect to grading. To maintain satisfactory academic standing, a minimum cumulative grade point average (GPA) of "B" (3.0) is required for certificate, Master of Science, and Doctoral students (minimum cumulative grade point average of "C" (2.0) is required for Bachelor of Science completion program students). Students who fall below this average on any given semester are placed on academic probation. Students placed on academic probation are responsible for seeking academic advice and counseling from the NGS faculty and from the Office of Academic Affairs. A student whose cumulative grade point average falls below the minimum after each of the first two semesters might not be permitted to continue in the program. Students receiving failing grades are automatically expelled.

21.5 Readmission to the Degree Program.

Students seeking readmission should submit an application for readmission to the Registrar. Enrollment requirements for re-admitted students are processed on application by the Admission

Committee to meet current program curriculum requirements. Any outstanding tuition and fees must be paid in full prior to readmission. Readmission to the program is based on the last class that the student successfully completed with a grade of C or above. Because team projects are substantially underway after the fourth class, students readmitted after the fourth class may be required to complete an individual rather than a group project. No guarantee is made for the availability of local classes at a later date.



22. COMPLETION REQUIREMENTS

Any student not meeting academic and administrative requirements ninety (90) days before graduation is not eligible for graduation on the scheduled date. That student may request to receive his or her diploma at the next annual NGS graduation conferral or receive the diploma by mail once all requirements are met.

22.1 Doctor of Business Administration Requirements

In order to earn the Doctor in Business Administration each student must:

- Satisfactorily complete the program of study with a minimum cumulative grade point average of 3.0
- No grade lower than a “C”
- Receive no more than 2 grades that are “C”
- Have a master’s degree and be fully accepted
- Teach one NGS course at the Bachelor or Master level
- Submit an article to a refereed journal finalized to meet ProQuest standards
- Have successfully completed the Doctoral Dissertation Project and juried review of the Dissertation Committee
- All tuition and fees must be paid in full

22.2 Master of Science Degree Requirements

In order to earn the Master of Science Degree, and receive a diploma, each student must:

- Satisfactorily complete the program of study with a minimum cumulative grade point average of 3.0
- No grade lower than a “C”
- Receive no more than 2 grades that are “C”
- Have a bachelor degree and be fully accepted
- Have successfully completed the Master’s Business Project
- All tuition and fees must be paid in full

22.3 Dual Credential Requirements

- Students enrolled in NGS “dual credential” programs, which award both a degree and a certificate, must fulfill certificate completion requirements to receive certificate.
- Students enrolled in NGS “dual credential” programs, which award both a degree and a certificate, must fulfill degree requirements to receive diploma.



22.4 Bachelor of Science Degree Completion Requirements

In order to earn the Bachelor of Science Degree, and receive a diploma, each student must:

- Satisfactorily complete the 30 credit bachelor completion program of study with a minimum cumulative grade point average of 2.0
- No grade lower than a “D”
- Receive no more than 2 grades that are “D”
- Have an associate degree or at least 60 cr. equivalent from an accredited institution recognized by the U.S. Secretary of Education and/or the Council for Higher Education Association (CHEA) meeting 36 cr. General Education Core requirements covering four areas:
 1. English/Composition/Communications (12 cr.)
 2. Science/Mathematics (8 cr.)
 3. History/Behavioral or Social Science (8 cr.)
 4. Humanities/Fine Arts (8 cr.)
- Complete 15 upper level transfer credits from an accredited institution recognized by the U.S. Secretary of Education and/or the Council for Higher Education Association (CHEA)*
- 15 NGS experiential learning credits (an accredited institution recognized by the U.S. Secretary of Education and/or the Council for Higher Education Association (CHEA)
- Total credits equal to 120 cr.
- Be fully accepted
- Have successfully completed the Bachelor’s Research Project
- All tuition and fees must be paid in full

*Or an additional 15 experiential learning credits for a total of 30 experiential learning credits from complete portfolio assessment led by the Dean, Academic Affairs and Student Services and the Academic Review Committee.

22.5 Certificate Program Completion Requirements

- Satisfactorily complete the certificate program of study with a minimum cumulative grade point average of 3.0
- No grade lower than a “C”
- Meet prerequisite requirements
- Successfully complete the certificate project
- All tuition and fees must be paid in full

23. POLICY ON ASSESSMENT OF DBA STUDENT STATUS

Applies to End of Semester Four: DOC 854 Leading to DOC 867 or Independent Study

No more than 2 Independent Study courses are permitted. The DBAQSM program course of study and the 2 Independent Study courses are required to be completed within 34 months. Students not meeting Doctor of Business Administration completion requirements at the end of the second



Independent Study course will be removed from the program and receive a Certificate of Completion of Credits in accord with credits earned to date once all tuition and fees are paid in full.

23.1 *Assessment of Student Dissertation Progress is Consistent with NGS Assessment in All Programs*

NGS assesses student progress through a variety of project courses typically at the end of each semester and faculty reviews that periodically gauge student progress. These periodic reviews are scheduled to help students maintain momentum and to make dissertation-project-related analysis among students and faculty a routine, regular occurrence.

23.2 *Culmination Assessment at DBA Extends Over Two Consecutive Courses DOC 854/DOC 867**

NGS assesses student dissertation project progress at the end of semester four through two consecutive courses (DOC 854 & DOC 867). During these two courses, faculty members determine whether the dissertation project is sufficiently developed to proceed to a "Dissertation Review Committee," and has been judged by NGS to receive Committee approval with only minor, mainly semantic improvements.

23.3 *Faculty Divide DBA Students during DOC 854 into Continuing DBA Students and DBA-Candidates*

All DBA students enroll in DOC 854 and their dissertations are reviewed individually according to NGS academic standards of rigor, quality, idea maturity, and sufficiency of proof of concept. In no case may students be waived from attending DOC 854.

- 1) Dissertations judged as meeting those standards during DOC 854 are awarded course grades of A or B, and student authors designated as "DBA-Candidates," who enroll next in DOC 867. DBA-Candidates are given a specific list of improvements to be made by the end of DOC 867. When a Continuing Doctoral Student's (CDS) Dissertation is judged to have met the improvement criteria, the student status is amended to "DBA-Candidate." The student then enrolls in DOC 867. In no case may students skip or be waived from attending DOC 867. In no case is a DBA-Candidate enrolling in DOC 867 automatically assured of proceeding to a Dissertation Defense.
- 2) Dissertations judged as unable to meet those standards within the next thirty days are awarded course grades of C. Student authors are designated as "Continuing Doctoral Students (CDS)," and enroll next in an "Independent Study" course. CDSs are given a specific list of improvements to be made by the end of the Independent Study course. CDSs who do not complete those improvements to the satisfaction of the student advisor will continue to enroll in subsequent courses in the "Independent Study" series.



23.4 DBA-Candidates Must Submit Their Complete Dissertations by the DOC 867 Due Date

DBA-Candidates will continue submitting their dissertations for improvement to the designated faculty advisor and dissertation review team during DOC 867 according to a pre-agreed schedule. The advisor will provide timely, detailed and specific feedback, will maintain a record of that feedback in the “DBA Tracker,” and will assure that members of the Dissertation Review Committee receive final, completed copies of the dissertation and that member comments are entered into the DBA Tracker. DBA-Candidates must demonstrate that they have completed the Review Committee improvements to the advisor’s satisfaction. The advisor must formally sign off on the release of the dissertation. The advisor will formally inform the Registrar that the Dissertation is ready to be discussed at the “Oral Defense.” Both the Registrar and the advisor will sign off on the release.

23.5 All Dissertation Updates and Revisions Must Be Recorded in the DBA Tracker

Dissertation amendments and revisions must be uploaded to the DBA Tracker. In no case will updates or revisions not uploaded to the DBA Tracker be considered formal or approved.

23.6 Dissertations Must Be Reviewed in Their Completed Form

In no case will a summary, abstract, power-point presentation or other truncated version of the dissertation be accepted as a substitute for the complete dissertation. A truncated version cannot be presented to the Committee nor approved by the Committee.

23.7 Dissertations Requiring Extreme Confidentiality Will Be Assigned Appropriate Readers

In instances which require extreme confidentiality in order to protect intellectual property or materials of a sensitive nature, NGS will assure that appropriate Committee Members are selected and in place by the first meeting date of DOC 867. In no case may Committee Members approve or otherwise sign off on dissertations that they have not read in their entirety.

23.8 The Oral Defense is a Conversation among Doctoral-Level Colleagues in the NGS Culture

NGS believes that the traditional academic term “oral defense” is a misnomer. The dissertation project must have been pre-approved by NGS before the DBA-Candidate appears before the Committee.

In the NGS doctoral culture, the oral defense is not a defense; the ideas and format of the dissertation would have been already examined and scrutinized in detail by the student advisor. The “defense” is more accurately described as conversation among doctoral-level colleagues regarding a subject of common interest (the dissertation focus), and which the DBA- Candidate is especially well-informed.

Dissertation Review Committees will be comprised of 2-4 members. When appropriate, Review Committees will include subject matter experts from academic and or industry in order to provide



third-party evaluation of the Dissertation and offer more public exposure for the DBA-Candidate. Honoraria and associated travel and lodging expenses for Committee Members will be subsidized by NGS.

23.9 The Oral Defense Will Occur After the Completion of DOC 867

DBA-Candidates will proceed to the oral defense only after the professor of record has submitted a final course grade to the Registrar. The Registrar will assure that DBA-Candidates are complete, accurate and up-to date before scheduling the defense.

23.10 The Oral Defense Will Occur Only During Two Pre-Scheduled Periods Set By NGS

Oral defenses will be pre-scheduled twice annually, once each in the fall and spring. DBA-Candidates who are unable to be present or whose dissertation has not been approved will be scheduled to defend at the next bi-annual period. Defense times will typically be set during the evening hours so as not to conflict with DBA-Candidate work obligations.

23.11 Oral Defenses Will Take Place within 14 Days of the Final Meeting Date of DOC 867

NGS will advise DBA-Candidates of their scheduled Defense Dates at the end of DOC854. The Registrar will advise the entire NGS community via the NGS home page of the time and subject of the defense. Attendees may be allowed at the joint discretion of NGS and the DBA-Candidate.

23.12 The Registrar Will Enter Notice of DBA Award on the DBA-Candidate Transcript within Seven Working Days of the End of the DBA Oral Defense Period

The notice will read “completed all requirements.” Individuals may immediately begin using the honorific “DBA” as part of their signature blocks. Approved DBAs will have their Degrees “conferred” at the next NGS annual graduation. * Syllabi for DOC 854 and DOC 867 will be revised as of January 1, 2012. Students enrolling in the DBA program during fall 2011 will adhere to the revised syllabi.

23.13 DBA Independent Study Course Information

DBA Independent Study Course Description: If during DOC 854, a student and/or student’s dissertation is not yet ready for oral defense, the student enters the DBA Independent Study (DBA Independent Study 1); led by the student’s DBA Dissertation Advisor. At the beginning of the 15-week course, the student is given deliverables to complete and submit by the end of the 15-week period (given a letter grade). If the student’s dissertation progress is still not advanced/complete enough to defend, the student re-enrolls into subsequent DBA Independent Study courses until ready to recycle back into DOC 867 and complete the program.



Financial Information: The DBA Independent Study courses have the same tuition rate as a regular 3-credit DBA course, depending on students' financial code.

Course Number	Course Name	Course Length	Number of Credits
DOC 811	DBA Independent Study 1	15 Weeks	3 Credits
DOC 812	DBA Independent Study 2	15 Weeks	3 Credits

24. ATTENDANCE POLICY

The NGS believes that active, significant class participation is a necessary part of both the learning and the teaching environments. In addition, many NGS students receive federal or other subsidies, which require regular attendance and which also require that the School attest to the student's presence. School faculty is advised that it is their responsibility to document attendance and provide an attendance record to the Keeper of Records at the completion of each course. Consequently, both the faculty and Administration support the policy that part of the course final grade is based on class participation. The School makes students aware of this responsibility and states it in specific course-related documents such as course syllabi. As adult, experienced professionals, students are responsible for attending all classes regularly and punctually.

Potential and current students are responsible for notifying NGS of any known conflicts which may prevent them from attending class. If known, this should be done during the application phase since, by the nature of the cohort class, a student enters and graduates with his/her cohort. There is no provision to drop and re-enter the same cohort at a later time.

24.1 Make-Up Work

Each module of each course has assigned work to be completed as a partial substitution of class attendance. These assignments are uniform wherever NGS teaches the course and are available through the NGS Portal. However, in certain classes, class participation cannot be made up and class absence will have a negative effect on the final course grade. All such instances will be noted in the grading and evaluation section of the course syllabus.

24.2 Absence from Class Without Notification

Absence from class without notification will result in a grade of 'Incomplete' or a grade reduction. Students who must leave class early must inform the instructor when they are leaving and the reason for the departure and make arrangements to make up missed work. Absence from a class does not excuse a student from missed coursework. When a student makes contact with the instructor, the



instructor is expected to inform the student of outstanding course requirements; however, the instructor is not expected to repeat material that a student missed because of the student's absence from class.

24.3 Absence as a Result of Inclement Weather or Personal Situation

Occasional class absence or tardiness due to inclement weather or an unavoidable personal situation is excusable if students perform required make-up work. Students should check the web based NGS Portal for weather related class cancellations. If class is not cancelled, but conditions prevent you from getting to class, notify your professor immediately for the make-up assignment.

24.4 Chronic Tardiness or Early Departures from Class

From long experience with the accelerated program format, NGS knows that students benefit from constant and full attendance. NGS faculty and staff work actively with students to assist learning which is interrupted by special circumstances. Students who exhibit chronic tardiness to class or a pattern of leaving class early will receive a failing grade, academic probation, or both. Students on academic probation are at risk of incomplete or failing grades because of the impact on their team, and lack of demonstration of learning outcomes through class participation.

24.5 Unplanned Temporary Duty or Private Sector Assignments

Department of Defense military and civilian service members occasionally have unplanned temporary duty absences, conferences and training or other short-term absences that may not be known at that time they enroll in the NGS accelerated, cohort-based programs.

NGS understands this and works with students to help them achieve their educational objectives. The NGS policy regarding student absences is applied. Some of the considerations in the application of the policy are the length of absence and the manner in which the student communicates and completes assignments.

24.6 NGS Policy Regarding Student Absences

If the absence is for the duration of two courses or less, NGS will tailor an individual solution for the student by:

- Providing the student with the appropriate faculty contact information for communications regarding attendance, participation, and make up work. While the absence may not have been known in advance, once the student is aware of the departure, the student is responsible for initiating contact with NGS;



- Establishing the protocols to conduct the student's education at a distance during the absence or make arrangements for the student to join a subsequent cohort;
- Monitoring the outcomes.

In the event the student is scheduled to miss three or more consecutive courses, the student will send a letter to the Academic Affairs Committee to request continuance in the program outlining intentions for maintaining his or her academic and financial status.

A student who fails to make contact with NGS for more than two courses will be suspended or dismissed from the program and the appropriate failing grades will be issued. Absences need not be consecutive for this action to take place when a student fails to make contact during the absence.

If the absence is scheduled due to Temporary Duty, deployment, long-term illness, disability or extraordinary hardship for no more than three consecutive courses, and the student wishes to maintain academic status, then *in advance of the departure or immediately following, the student must proactively accomplish the following:*

- Provide notification of the absence to the professor and make appropriate coordination for course completion. *For an absence involving more than one course, contact the Office of Academic Affairs.*
- Coordinate with the professor regarding make-up work and a timeline for submission.
- As an individual contributor to team assignments, the student will continue to submit assignments within the timeframe established by the professor or course syllabus.
- Request an academic plan to meet course requirements and meet the specific terms outlined in the academic plan. *For an academic plan involving more than one course, contact the Office of Academic Affairs.*
- While absent, maintain communication with the course faculty, MBP Supervisor and team members. Continue to contribute to team presentations by providing input. For proper credit, inform the appropriate faculty member of individual contributions.
- Upon return, provide proper notification, reconnect with the MBP team, and ensure that all make up work is submitted prior to the established deadline.

Students who may be absent for more than three courses, or one who does not know how long the absence will be, may be advised to withdraw from the program. This is necessary to protect students who are receiving federal loans or other subsidies, such as tuition assistance or VA benefits. While no promise can be made that a follow-on cohort will be available when the student is ready to resume his/her studies, NGS will make every attempt to accommodate returning students. Follow-on cohorts, if any, may be entered at the point a student withdrew, if there are seats available, and the student withdrew in proficient academic and financial status.



24.7 Absence from Active Course Participation or Attendance for One Year or More

Any Student incurring a one-year lapse from the last date of his or her attendance is required to write to the Admission Committee explaining why re-admission should be considered. The admissions committee will determine whether a student will be re-admitted and convey the conditions of acceptance to the student. Students who incur a two-year lapse from the last date of his or her attendance at the National Graduate School of Quality Management will be considered a new student and must reapply to the program. The student must retake courses, course fees will not be waived for courses previously attended or completed.

25. CLASS REPRESENTATIVES

Class representatives from each class are selected to assist in Program Administration and logistics. All class representatives serve as liaison between the class and NGS. The responsibilities of the class representatives include:

- **Special Events** - Establish procedure with fellow classmates for purchase of refreshments. Make arrangements for special events decided by class and inform Campus Administrator. Assist Campus Administrator in any marketing events suggested by NGS Administrative Office. Assist in graduation arrangements.
- **Materials Maintenance** - Establish a list of working materials needed for classroom (flip charts, markers, in-focus projector). Maintain inventory of materials by purchasing at local office supply store (see Campus Administrator for in-focus projector). Secure a cabinet, locker or any type of location to secure materials in when class is not in session.
- **Liaison for Class & NGS Administrator** - Insure logistics and course specifics for faculty in advance of scheduled class.
- **Facilitate the Execution of Course Evaluations** At the end of each course distribute survey forms, collect completed forms and mail them to the NGS administration building.
- **Facility Manager** – Possess a key for facility or arrange access to the classroom. Open on time for scheduled class meetings. Secure facility upon end of each meeting and ensure all entrances/exits are locked. Return classroom furnishings upon last meeting day to original floor plan. Maintain facility in clean and tidy condition. Obtain contact information of facility maintenance personnel from NGS Campus Administrator for emergencies and other needs. Arrange for substitute representative if unable to meet responsibilities due to personal emergency or other commitments.



26. CLASSROOM BEHAVIOR, PLAGIARISM

The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity and may order the temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct violating the general rules and regulations of the school. Extended or permanent exclusion from the classroom or further disciplinary action can be affected only through appropriate procedures of the school.

Possession or concealment of any type of firearm or other dangerous weapon, toy gun or other toy weapons is strictly prohibited on campus and any sponsored event except when sanctioned by The National Graduate School of Quality Management with the approval of the President. Violators will be subject to disciplinary action.

26.1 Plagiarism

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students must affirm commitment to the NGS Academic Honor Pledge when applying for admission acceptance. The Academic Honor Pledge is part of the Application process. Students guilty of academic misconduct either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions, which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or a zero for the exercise or examination. In any case, the student must re-do the assignment. Blatant plagiarism of a presentation or a paper that would be a substantial part of a student’s grade for the course may lead to a grade of “F” for the course and can lead to expulsion from the program.

If the student believes that he or she has been erroneously accused of academic misconduct, and if his or her final grade has been lowered as a result, the student may initiate a written appeal directly with the Dean of Academic Affairs.

26.2 Verbal, Written or Electronic Communication, Spam Email

NGS will use student emails as the primary method to communicate with students and faculty. Students are required to demonstrate honorable and civil behavior at all times in person, in the classroom and in any location related to the provision of educational services by NGS. This code includes all written, verbal or electronic communication with all members of the NGS community, including other students, faculty, staff and Board of Trustees. Students who “spam” students, faculty and other members of the NGS community with unsolicited email will be automatically and immediately placed on suspension, prohibited from attending classes and graduation until review by the student conduct committee.



26.3 NGS Learning Contract and Classroom Conduct Policy

The National Graduate School of Quality Management takes its responsibility to educate adult working professionals very seriously. Faculty are committed to supporting student success, and providing remedial interventions, when needed. However, the school recognizes that there will be a small number of students for whom it becomes clear that transitioning out the school is necessary. NGS has written the student handbook and this learning contract that reflects school guidelines and policies, as well as the procedures that will be followed in response to academic, personal, and/or professional student-related concerns that may arise. During the new student orientation session the handbook and this learning contract will be discussed and all students will sign and receive a hard copy of the contract. Students must sign and submit a copy of the learning contract to continue to take courses at NGS. A signed copy of the contract will be put in the student's file. Students should consult the latest copy of the student handbook for important information regarding current academic policies, procedures and forms. Students should be mindful that the school provides updates of the handbook annually and are expected to abide by the most current version of the handbook.

Because all students and faculty at The National Graduate School of Quality Management are entitled to a positive and constructive teaching and learning environment either in the classroom or online, NGS students are prohibited from engaging in behavior or activity that causes the disruption of teaching, learning, research or other academic activities necessary for the fulfillment of the school mission. If disruptive behavior occurs, whether in the classroom or online, faculty members have the right to remove students from the classroom.

Examples of disruptive behavior may include, but are not limited to, using inappropriate language directed at a group or individual, unsolicited talking in class, sleeping in class, inappropriate use of college email, using or activating cell phones, and / or failing to comply with the legitimate request of an NGS faculty member. If students exhibit disruptive behavior, faculty members will ask the students to leave the classroom environment and will indicate the appropriate conduct to be able to return to class. If the student returns to the classroom but subsequently continues to engage in disruptive behavior the faculty member will forward written documentation to the dean of academic affairs and

student services who will consult with the student to review the matter and determine an appropriate course of action. While the courses of action may vary, they may include referral to advising or counseling, reduction in grade, withdrawal from the course, or academic probation.

If students do not comply with the course of action and continue to engage in disruptive behavior, students may be suspended from the program and school after a review by the Student Affairs Review Board. This action may have implications for the student's full-time status or financial aid. A student who has been suspended may petition to rejoin the school and their academic program. The president of NGS and the dean of academic affairs and student services shall serve as the final appeal for any decisions made by the Student Affairs Review Board.



Composition of the Student Affairs Review Board:

President

Dean of Academic Affairs and Student Services

DBA Program Chair

MSQSM Lead Faculty

BSQSM Lead Faculty

Student Affairs Associate

26.4 NGS Learning Contract Form

NGS students are required to sign and submit the NGS Learning Contract Form before the end of the first semester.

LEARNING CONTRACT FORM

By signing this form I acknowledge that I have downloaded a copy of The NGS Student Handbook and I accept responsibility for the information presented. I agree I have read the entire handbook and will abide by the policies and procedures and requirements as outlined in the student handbook. I understand that I am responsible for following the most current handbook. I acknowledge that The National Graduate School of Quality Management has provided me with the opportunity to attain a college e-mail account and to enroll in the NGS Portal for my courses. I also acknowledge that The National Graduate School of Quality Management's e-mail account is the formal method of communication with the school and I am therefore responsible to obtain and actively monitor information conveyed via BOTH of these forms of technology. I agree to abide by the policies and procedures as outlined in the student handbook and the learning contract

I _____ have downloaded a copy of The National Graduate School Student Handbook and accept responsibility for the information presented therein.

Signature Date

Student Services Date

(copy of signed form must be included in student file before the end of the first semester)

26.5 Alcohol and Substance Abuse Policy

It is the policy of The National Graduate School of Quality System Management that the workplace and classes be free of illicit drugs and alcoholic beverages, and free of their use. In addition to damage to respiratory and immune systems, malnutrition, seizures, loss of brain function, liver damage, and kidney damage, the abuse of drugs and alcohol has been proven to impair the coordination, reaction time, emotional stability, and judgment of the user. The National Graduate School's drug and alcohol policy is to provide a safe, productive and healthy workplace and classroom for all employees and students, to comply with federal and state health and safety laws, and to prevent workplace and classroom accidents.



The violation of state and/or federal laws for the illegal possession, sale, manufacture or distribution of any controlled substance is a violation of NGS alcohol and substance abuse policy and can end in suspension, expulsion, or employment termination. The sale or distribution of alcohol to persons under age is unlawful. The possession of alcohol by underage persons in a public place or a place open to the public is unlawful. It is a violation for any member of the campus community, student, or employee to consume or possess alcohol in any public or private area of campus and can end in suspension, expulsion, or employment termination. The National Graduate School of Quality Management is obligated to inform the United States Department of Education when it learns of any employee's conviction under a criminal drug statute and to take appropriate action.

The institution's Conduct Committee shall conduct a biennial review of the drug and alcohol policy that includes a review of the number of drug and alcohol violations, determining the program's effectiveness and to implement changes to the program if needed, ensuring that policy sanctions are enforced, while assuring the records of the biennial review are maintained.

Education to promote prevention of drug and alcohol abuse is available under the Alcohol and Substance Abuse Prevention Program and Policy published in the NGS Annual Security Report available at www.ngs.edu Student Service Links.

27. STUDENT GRADE APPEAL

When a student feels that circumstances warrant an appeal of a grade received for other than academic misconduct or academic standing, the student should take the following steps: Contact the instructor to ensure that no calculation or input error has occurred. After consulting with the instructor, if the student feels that an appeal is warranted, the student should submit a written appeal to the instructor; the instructor responds in writing; if the student wishes to proceed further, the student appeals in writing to the NGS Dean of Academic Affairs or designee, who will investigate and notify the student,

in writing, of the outcome of the appeal. The Dean may request a recommendation from a review committee. The decision of the Dean will be final. Submit appeal request to gradeappeal@ngs.edu. The initial written appeal must be made within four weeks of issuance of the grade. Students are advised to use the form designed for this process, which is available on the NGS Portal under Student Services.

28. TRANSCRIPTS

Transcripts may be obtained at any time from the Keeper of Records Office. Requests for transcripts must be made in writing and must be accompanied by the address of the institution to which the transcript is to be forwarded. A \$5.00 processing fee must accompany transcript requests. "Student

Copy" transcripts will be provided under the same procedure. A "Transcript Request" form can be downloaded from <http://www.ngs.edu> under "Alumni". Students in financial arrears are not eligible to receive transcripts.



29. LIBRARY and INFORMATION RESOURCES

The library and information resources available for current students and faculty support the educational goals and mission of NGS by providing learning materials relevant to the highly focused curricula and the specialized needs of the faculty and students. A discipline specific print collection and representative periodicals are available on the NGS campus.

The principle emphasis is to provide electronic access to information beyond the library's immediate holdings via the NGS Virtual Library at http://www.ngs.edu/virtual_library/index.html. Students are able to access links from syllabi, reference materials, electronic postings and links on the NGS Portal. The Virtual Library at NGS has been developed to serve the specific needs of a specialized group of users. Consistent with a focus that is customer driven with respect to needs and uses, NGS surveyed faculty and alumni to help identify the user needs. The entire faculty and a majority of the students indicated that they utilize electronic information services and the Internet as a key source of information. As a direct result of the surveys, NGS has developed the Virtual Library for remote access to Quality Systems Management resources. Through the NGS Virtual Library students can access commercial databases that NGS subscribes to as well as free resources that have been determined reliable and relevant to the curriculum.

To accommodate students' nationwide, access to the Virtual Library resources is via the Internet from the NGS homepage. The Virtual Library also provides the following services:

- Library Research Assistance: e-mail the Virtual Librarian to answer reference questions and to help with Internet searches: virtuallibrarian@ngs.edu.
- Contact the Virtual Librarian for assistance and training on using the electronic resources available in the Virtual Library: virtuallibrarian@ngs.edu

The Virtual Library can be accessed at: http://www.ngs.edu/virtual_library/index.html.

30. ACCESS TO NGS RESOURCES BY NON-STUDENTS

NGS materials and resources will be made available to current NGS students only. A current student is defined as a student that has been accepted into the program with Full or Conditional Acceptance. Non-

students will not be provided with access to facilities, instruction, materials, resources, and staff and faculty support, except as necessary to assist in the application process. A current student whose status changes to non-student will no longer have access to NGS materials and resources. Examples of a non-student include a student who is:

- A non-applicant or an applicant that does not meet the 'Categories of Acceptance to the Program'.
- On probation or suspension from the School.
- Recorded as having terminated his or her program of study.



- No longer in good standing with the School, whose current student status has been terminated.
- Not in compliance with program completion requirements: does not finish with his or her current cohort and comes to the end of the program without having completed all program requirements.

While NGS graduates are not considered current students, NGS maintains and supports a network of Alumni. Information and resources are available to alumni members on the web at <http://www.ngs.edu>.

31. COUNSELING SERVICES

31.1 Academic Counseling/Advising

The assessment of student learning outcomes is embedded at project courses monitored by the faculty at the end of each semester. Projects are comprehensively evaluated by the faculty who possess expertise in the various academic program elements of projects and provide feedback that includes specific recommendations for improvement.

Any student experiencing academic difficulty should first consult with the faculty member assigned to the course. Due to the cohort structure of the Program, NGS recommends that the student also seek counsel from members of his/her team.

31.2 Student Services

In addition to the faculty availability for academic advisement, the Student Services staff can help you with financial concerns or other counseling and advice to help you be successful in the program. Feel free to contact us if we may be of service to you at www.ngs.edu under Forms, Student Services Support Center, or studentservices@ngs.edu, or 1-800-838-2580.

Student Services will provide to students assistance obtaining voter registration forms by electronically transmitting to the student an acceptable voter registration form or an internet address where that form can be downloaded. Requests can be made by the Contact Student Services link on the NGS website.

32. STUDENT'S RIGHT TO PRIVACY

32.1 Academic Grades and Student Records

A student's record of achievement is generally reflected in academic grades that are earned for each course that is undertaken by the student. All such grades become part of a permanent record that is maintained by the college on behalf of each student. This academic record is permanent and not subject



to being changed, revised or expunged. It is important to realize that grades can be affected by improper withdrawal, poor attendance, non-attendance and incomplete assignments in addition to inadequate study or poor performance. All grades assigned by faculty are recorded and become part of each student's permanent academic record, which is maintained by the NGS Keeper of Records.

32.2 Family Education Rights and Privacy Act of 1974

NGS complies with the Family Education Rights and Privacy Act of 1974 (amended in January 1975 and appearing in its final form in June 1976). The Privacy Act defines the requirements, which are designed to protect the privacy of the students concerning their records maintained by NGS. The law requires that:

- Students are provided access to official records directly related to the student. This does not include private records maintained by instructional, supervisory, or administrative personnel. Students wishing to see their records must make arrangements through the NGS Keeper of Records. Students may not remove any materials but are entitled, at their own expense, to one copy of any material contained in their file.
- Students are given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the instructor.
- The student's written consent must be received prior to the releasing of identifiable data from the records to any other individual.
- NGS is authorized under the Act to release public directory information concerning students. Directory information may include the student's name, major field of study, dates of attendance and degrees and awards received. Directory information is subject to release at any time unless NGS has received prior written request from the student specifying that the information not be released.
- NGS is authorized to provide access to student records to NGS officials and employees who have legitimate educational interests in such access. These are persons who have responsibilities in the academic, administrative, or support service functions.

33. NON-DISCRIMINATION POLICY

NGS promotes access to the Program without regard to race, color, religion, gender, national origin, age, disability, sexual orientation, or socio-economic status. The institution does not tolerate hate crimes, hazing, or sexual harassment.

NGS policy is to enroll, employ, retain, promote, terminate and otherwise treat any and all employees or job applicants on the basis of merit, qualifications, and competence. This policy shall be applied



without regard to any individual's sex, sexual orientation, race, color, religion, national origin, ancestry, pregnancy, age, marital status, medical condition, or non-job-related handicaps.

34. INTERNATIONAL STUDENT POLICY

Applicants whose native language is not English are required submit a Test of English as a Foreign Language (TOEFL) minimum score of 550. NGS advisors will provide information for those who require assistance.

International Students studying in the United States must obtain a Student Visa or "Student Status." To begin that process, they will be required to obtain a Form I-20. According to US government specifications, that document certifies that the individual:

1. is, or expects to be a "bonafide" student
2. meets NGS admission requirements
3. will pursue a full course of study
4. proved to NGS that he or she has enough money (or financial backing) to live in the US without working illegally or suffering from poverty.

While enrolled in an NGS program the individual will be considered a "full-time" student therefore he/she meets the requirements specified in item 3 above. NGS will issue a copy of the I-20 after the individual forwards us the required "Affidavit of Support," which must be completed by the Sponsor.

35. SERVICES FOR STUDENTS WITH DISABILITIES

NGS is committed to serving all students, including students with disabilities, and adheres to the guidelines set forth in Title II of the Americans with Disabilities Act (ADA). NGS assures that discrimination (or the potential for discrimination) on the basis of disability does not exist related to student programs, activities, and services, including those related to academic programs, research, admissions, counseling, and financial aid. Specifically, students with disabilities should be aware of the following:

- **The Law.** Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act which became effective January 25, 1992, legislates the following:
 1. That no student may be excluded from any course or any course of study solely on the basis of disability.
 2. That modifications in degree or course requirements may be necessary to meet the requirement of some students with disabilities.
 3. That prohibitive rules, such as banning tape recorders from the classroom, must be waived for some students with disabilities.



4. That auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of students with disabilities.
5. That alternate testing and evaluation methods for measuring student achievement may be necessary for students with impaired sensory, manual, or speaking skills.
6. That classes may have to be rescheduled (moved to an accessible location) to permit access for students with mobility impairments.
7. That special equipment or devices used in the classroom (and in some cases teaching techniques that rely upon sight, learning or mobility of students) may require adaptation in individual cases.
8. That it is discriminatory to counsel students with disabilities toward more restrictive careers than students without disabilities, unless such counsel is based on strict licensing or certification requirements in a profession.

- ***Adaptations for Students with Disabilities:*** Students with documented disabilities desiring special accommodations must identify themselves to the Vice President of Enrollment Management for assistance in accommodations.
- ***Inaccessible Offices:*** If a student with a mobility disability desires to meet with an instructor and the instructor's office space is inaccessible, the student should make an appointment with the individual concerned or the NGS central office to meet in an accessible location.
- ***Inaccessible Classrooms:*** It is the Regional Administrator's responsibility to identify the situation where a student with a mobility disability has been assigned to a class that meets in an inaccessible area. The Administrator then initiates action to reschedule the class to an accessible area. This reassignment is given top priority. If the student identifies the problem prior to the Administrator, the student should contact the Administrator immediately.

NOTE: *No arbitrary or automatic rescheduling of classes should be initiated without first consulting with the student on his/her desires.*

- ***Grievance Procedures:*** In accordance with NGS's Affirmative Action and Equal Employment Opportunity commitment any student, staff, or faculty member with a disability who believes he or she has been the subject of discrimination shall present the charge to the Director of Regulatory Affairs, who is responsible for ensuring NGS compliance with Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.



- **Other Procedures:** For additional procedures concerning students with disabilities, contact the Director of Regulatory Affairs.

36. SEXUAL HARASSMENT POLICY

It is NGS policy to establish an environment in which the dignity and worth of all members of the institutional community are respected. Sexual harassment of employees and students is unacceptable conduct and will not be tolerated. Sexual harassment may involve the behavior of a person of either sex against a person of the opposite or same sex, when that behavior falls within the definition outlined below.

Sexual harassment of employees and students is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment.
- Submission to or rejection of such conduct is used as the basis for employment decisions affecting that individual or for grades given to a student.
- Such conduct that has the purpose or effect of unreasonably interfering with an individual's work performance or educational experience, or creates an intimidating, hostile, or offensive work or educational environment.

37. STUDENT GRIEVANCE PROCEDURE

Informal Stage: Students who wish to file a complaint alleging that a violation of NGS policy has caused them personal injury or harm should contact the Student Services department at the NGS administration offices within one month of the occurrence. Email: studentservices@ngs.edu.

An appropriate NGS staff member will be designated to first hear the complaint. He or she will investigate the complaint and give guidance to the complainant and if mutually agreeable, arrange for a written statement or agreement to resolve the matter. If resolution that is satisfactory to all parties cannot be reached at this point, the complainant may proceed to the formal stage.

Formal Stage: The formal process begins with the complainant filing a written, signed, formal complaint with the Director of Regulatory Affairs. Upon the receipt of a formal written complaint, the Director will refer the matter, along with the informal stage findings and recommendations, to a formal hearing committee appointed by the President to hear the complaint.

The hearing committee will receive all information presented by the parties or the investigating official and recommend its findings to the President.



Students attending classes in Georgia who are not satisfied with the findings of NGS shall have to appeal to the Georgia Nonpublic Postsecondary Education Commission at 2082 East Exchange Place, Suite 220, Tucker, Georgia 30084, (770) 414-3300.

Students attending classes in Florida who are not satisfied with the findings of NGS shall contact the Executive Director, Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, (888) 224-6684.

At no stage of this process shall either party have legal counsel present. Effort shall be made at each level of review to keep discussion confined to persons who need to know about the matter, but no absolute guarantee of confidentiality can be given under the circumstances.

Reprisal against any student exercising his/her right to initiate a complaint is prohibited; however, the student must apply civility to all communications. Adherence to this policy is required in the informal and formal stage of the grievance process, as well as day-to-day interactions within the NGS Community. Violation of the civility in correspondence policy may lead to revocation of access to student privileges, immediate and/or indefinite suspension, and an official recording on the academic record.

38. STUDENT HEALTH INSURANCE REGULATIONS

Massachusetts' laws require that all full-time students attending class in Massachusetts must be covered by health insurance. Thus, the law requires that each student provide documentation of coverage. All students are required to provide the name of the carrier and policy number of the health insurance policy at the time of registration. The law also requires that such paperwork be renewed annually. Massachusetts law also requires students in Massachusetts to provide proof of immunization. Students who fail to respond or comply have to be un-enrolled to allow NGS to maintain compliance with state laws.

The NGS reserves the right to dis-enroll any MA resident student that does not fulfill documentation of health insurance and proof of immunizations as required by Massachusetts laws within 90-days of enrollment.

39. HAZING POLICY

In 1985, the Commonwealth of Massachusetts passed a law prohibiting the act of hazing. In this law, hazing is defined as follows:

The term "hazing" shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics,



exposure to weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep, or rest, or extended isolation. NGS will not tolerate hazing at any of its sites.

40. INVALIDATION OF DEGREES AND/OR CERTIFICATES

NGS may invalidate the previous award of degrees and/or certificates for the following reasons:

- Discovery that the identity of the person who is registered as the certificate recipient is stolen, misrepresented or fraudulent;
- Discovery that academic work submitted by the certificate recipient was completed by another person, was plagiarized or is considered the “intellectual property” of another;
- Discovery that payment for the certificate was accomplished through illegal conduct.
- Failure to comply with obligated financial restitution within 60 days of curriculum completion
- Failure to comply with approved payment plan
- Validation of plagiarism

41. COMMERCIAL SUPPORT

NGS Sources of Funding

NGS has the following sources of funding: tuition, accrued interest from its endowment, sponsored research by agencies of the US Government and the private sector, and donations (“gifts”) from alumni and other diverse individuals and organizations. Both the sponsored research and the donations may be “restricted,” that is, established for a specific purpose or “open” donations to be used for purposes that are deemed appropriate by the School. NGS generally characterizes itself as “tuition dependent,” meaning that the vast majority of its funding derives from tuition revenues. There is no “restricted” funding by third-part interests that influences any NGS academic program.

NGS as Sole Arbiter of Academic Affairs

In all cases, NGS is the sole arbiter of all matters related to curriculum architecture of its degrees and certificates, all conduct of academic affairs and decisions as to whether the current or proposed degrees and certificates are relevant to institutional mission. Institutional By-Laws require that all matters related to academic affairs are brought annually to the Academic Affairs Committee of the Board of Trustees for approval prior to implementation. In no case does any third party interest influence, dictate or decide on matters of academic process, content or curricula.



42. BOARD OF TRUSTEES

The Board of Trustees is comprised of representatives from external customer segments, market segments represented by students, and associations connected to the systematic implementation of performance excellence principles and best practices. Each trustee has extensive experience in executive quality management, in higher education, law or finance. Board members serve terms from one to three years, and may be re-elected per the terms of the By-laws. The National Graduate School of Quality Management also relies on advice from the President's Advisory Board, a non-voting group which offers strategic advice and counsel to the President. Legal and fiduciary responsibility for The National Graduate School of Quality Management, Inc. resides with the Board of Trustees. Inquiries regarding Board membership and Board members should be directed to the Office of the President, The National Graduate School of Quality Management.

Chair:

Dr. Thomas Kneavel
Consulting Psychologist
Wilmington University

Vice Chair:

Allen Larson
Attorney
General Practice

Treasurer & Finance Chair:

Ralph Crouch
Ret. Senior VP, CFO
BCBS of Delaware

Secretary:

Dr. Rich Wilson
Chair, Graduate & Undergraduate Education
Bowling Green University

Chair, Academic Affairs:

Dr. Paul Farcus
Associate Academic Dean
Mt. Aloysius College

Sandra Clark-Martin

Director, Labor Relations
Sodexo



Peter Sterndale

Senior Supplier Quality Engineer
QinetiQ North America

43. ADMINISTRATION

Administration officers of The National Graduate School of Quality Management are listed below.
All can be reached at 1-800-838-2580 unless otherwise stated:

President and Chief Executive Officer:

Dr. John H. Bridges III
DBA, The National Graduate School of Quality Management
jbridges@ngs.edu
Contact the office of the President or
presidentsoffice@ngs.edu

(Acting) Chief Administrative Officer/Chief Financial Officer:

Dr. John H. Bridges III, President and Chief Executive Officer
DBA, The National Graduate School of Quality Management
jbridges@ngs.edu

Chief Academic Officer:

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Vice President and Dean, Academic Affairs & Student Services:

Dr. Roland Clinton Miner III
Ph.D., University of Oklahoma
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Director, Enrollment Management and Institutional Advancement:

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Bursar/Financial Affairs:

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Marina Bay Management Services
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Director, Standards of Practice and Accreditation:

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Manager, Information Technology:

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Registrar:

Catherine King
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Virtual Librarian:

Cecilia Mullen
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Florida Campus Coordinator:

Jeannette Letizia
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Texas Campus Coordinator:

Thomas Marino
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Admissions:

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Alumni Affairs:

alumniaffaires@ngs.edu

California Campus Coordinator:

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Doctoral Programs:

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Financial Aid:

financialaid@ngs.edu

Florida Campus Coordinator:

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Information on NGS Programs:

info@ngs.edu

Keeper of Records (Grades & Transcripts):

keeperofrecords@ngs.edu

Post-Doctoral Programs:

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Registrar:

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Standards of Practice and Accreditation:

standards@ngs.edu

Student Services:

studentservices123@ngs.edu

Technology & Web Services:

techsupport@ngs.edu



Texas Campus Coordinator:

texasadministration@ngs.edu

Veteran Benefits:

VABenefits@ngs.edu

Virginia Campus Coordinator:

virginiaadministration@ngs.edu

Virtual Librarian:

virtuallibrarian@ngs.edu

44. FACULTY

NGS employs approximately 260 (12 full-time and 248 part-time) faculty members throughout the United States who utilize substantive practical experience to assess student learning outcomes and evaluate project achievements. Faculty members are carefully selected from distinguished academic institutions and responsible positions at leading organizations. Nearly half of NGS faculty members hold a terminal degree; all faculty instructing in the doctorate program must hold terminal degrees. Our faculty team consists of members with published recognition as experts or authorities, action-based research, and practical active experience in areas, such as QSM, health systems, homeland security and defense, and Six Sigma.

NGS faculty members provide graduate education opportunities to professionals and future leaders in a flexible format that accommodates the needs of working professionals. As reflective practitioners, students are exposed to experts with a broad understanding of issues and strategies at the national level with an in-depth analysis of key security issues affecting federal, state, and local government, as well as private business. For our belt certificates, some faculty members are ASQ certified and have vast experience in transactional, manufacturing and finance. Students will be exposed to practitioners with real world experiences in Fortune 10 companies, start-ups, private and public sectors.

Full-time faculty members are designated by FT in the following listings. Part-time faculty members are designated by PT below. Faculty teaching in the State of Florida are identified by an * within Sections 44.1 – 44.7. The complete Faculty Listing in the State of Florida can be found in Section 44.6. The complete Faculty Listing in the State of Massachusetts can be found in Section 44.7

44.1 Degree Program QSM Faculty

Ackerman, George (PT)

M.B.A. Business Administration, Nova Southeastern University

J.D. Juris Doctor, Nova Southeastern University



Albert, Kathleen (PT)

B.S. Business Administration/Liberal Studies, Neumann College/University
M.S. Educational, Neumann College/University

Alt, Kenneth (PT)

B.S. Management, University of Hartford
M.S. Organizational Behavior, University of Hartford

Aspell, Denise (PT)

M.A. Clinical Psychology, St Mary's University
Ph.D. in Education: Training and Performance Improvement, Capella University

Barrett, Wayne (PT) *

M.B.A. Business Administration, Suffolk University

Bednarczyk, A. Allen (PT) *

M.S. Food Science, University of Maryland
Ph.D. Food Science, University of Maryland

Benjamin, Janiece (PT)

M.P.A. Public Administration, Troy State University
Ed.D. Education-Organizational Leadership, Nova southeastern University

Bensen, Virginia (PT)

B.A. Business Administration, Nova Southeastern University
Ed.D. Higher Education Leadership: Vocational-Technical-Occupational Education, Nova Southeastern University

Bishop, Kenneth (PT) *

M.B.A. Business Administration, Rutgers – The State University
M.P.M. Project Management, DeVry University

Blossom, Aaron Paul (PT)

M.S. Operations Research-Management, Michigan State University
Ph.D. Production and Operations Management, Michigan State University

Book, Gary (PT)

M.A. Organizational Management, University of Phoenix

Borchert, Robert (PT) *

M.B.A. Management, Auburn University
M.S. Management, Troy State University



Borchert, Steven (FT) *

M.B.A. Management, Rensselaer Polytechnic Institute
M.S. Manufacturing Engineering, Boston University

Bourcier, Denis (PT)*

M.A. Quality Assurance, California State University-Dominquez Hills
M.S. Environmental Science, Washington State University
Ph.D. Toxicology, Utah State University

Bowles, Robert E. (PT)

B.S. Business Administration, Accounting, Old Dominion University
M.P.A. Public Administration, Old Dominion University

Bowyer, Dennis L. (PT) *

M.S. Education, University of Southern California
M.S. Recreational and Residential Management-Community Health Education, West Virginia University
Master of Library Science, San Jose State University
Master of Knowledge Management, California State University, Northridge
Ed.D. Organizational Leadership, Pepperdine University

Braga, David (FT) *

M.B.A., Business Administration, University of Phoenix
Ed.D. Education, Organizational Leadership, Pepperdine University

Braxton, Sandra (PT) *

B.A. Management of Human Resources, Spring Arbor University
M.A. Organization Management, Spring Arbor University
Ph.D. Organization and Management, Capella University

Brewer, Danny (FT) *

B.S. Business Administration, Xavier University
M.S. Business Administration, Xavier University
Ed.D. Higher Education, Nova Southeastern University

Brown, Cheryl (PT) *

M.S. Quality Systems Management, The National Graduate School of Quality Management
D.B.A. Quality Systems Management, Specialization Health Systems, The National Graduate School of Quality Management

Brown, Kim, (PT) *

M.Bs. Biomedical Sciences, University of South Carolina School of Medicine



Burrell, Darrell (PT)

M.S. Management, National Louis University
M.A. Humanities/Sales and Marketing Management, Prescott College
DH.Ed. Health Education (and Executive Leadership Coaching), A.T. Still University

Buckles, Richard (PT)

M.A., Psychology, California State University, Los Angeles
Ph.D. Psychology, California Western University

Carter, Margaret (FT) *

Ed.D. Organizational Leadership, Pepperdine University

Caudle, Sharon (PT)

M.A., Security Studies (Homeland Security and Defense), Naval Postgraduate School

Chakey, Dennis (PT) *

M.B.A., Business Administration, University of Pittsburgh, KATZ Graduate School

Chestnut, Jacqueline (PT) *

M.S. Industrial Engineering, North Carolina AT&T State University
Ph.D. Industrial Engineering, Mississippi State University

Chokshi, Daksha J. (PT) *

M.S. Industrial Engineering, University of Miami
M.S. Management of Technology, University of Miami

Christy, Paul (PT) *

M.A. Organizational Management, Ashford University

Clark, Quelanda (PT)

M.A. Human Relations & Business, Amberton University
D.M. Organizational Leadership, University of Phoenix

Clopper, Herschel (PT) *

Ph.D. Chemical Engineering, Rice University

Collier, Mitch Wayne (PT)

M.B.A. Business Administration, Duke University

Coviello, Charles G. (PT)

B.S. Industrial Technology, Central Connecticut State University
M.S. Quality Systems Management, The National Graduate School of Quality Management



Crother-Laurin, Cynthia (PT) *

M.A. Educational Leadership and Organizations, University of California, Santa Barbara
Ph.D. Educational Leadership and Organizations, University of California, Santa Barbara

Davis, Danny Wayne (PT)

M.S. International Relations, Troy State University
Ph.D. Educational Human Resource Development, Texas A&M University

Dawson, Maurice (PT)

M.B.A. Business Administration, Colorado Technical University
D.C.Sc. Computer Science and Information Systems, Colorado Technical University

Day, Jeffrey (FT) *

M.A. Human Resources Development, Webster University

DeBella, Theron (PT)

B.S. Industrial Technology, Central Connecticut State University
M.B.A. Management, Rensselaer Polytechnic Institute

Diaz, Gustavo (PT) *

M.Eng. Industrial Engineering, The Pennsylvania State University
M.A. Mathematics, The Pennsylvania State University

Dietzman, Brian (PT)

M.S. International Affairs, Texas A&M University

DiNunno, Cindy (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management

Dunn, Frederick (PT)

M.S. Systems Management, University of Southern California
M.B.A. Management, Golden Gate University San Francisco
M.S. Quality Systems Management, The National Graduate School of Quality Management

Ehlinger, Ernie (PT)

M.S. Human Resource Development, Marymount University

Eklund, James (PT)

M.B.A. Business Administration, Pepperdine University
M.S. Quality Systems Management, The National Graduate School of Quality Management
D.M. Management, University of Phoenix



Ellis, Mattie (PT)

B.B.A. Business and Administration, University of Detroit
M.B.A. Business and Administration, Central Michigan University

Everhart, Katrina (PT)

B.A. Human/Child Development & Humanities/Fine Arts, Stephens College
M.Ed. Curriculum and Instruction, University of Missouri, Columbia

Feltham, Alan (PT)

M.A. Business and Industrial Sciences, Anna Maria College

Fraher, Amy (PT) *

Ed.D. Leadership Studies, University of San Diego

Forselius, Richard (PT)

M.B.A. Business Administration, University of New Haven
Sc.D. Management Systems, University of New Haven

Furman, Lynn (PT)

M.S. Business Administration, Boston University

Gobeille, Alice (FT) *

M.S. Quality Systems Management, The National Graduate School of Quality Management
D.M. Organizational Leadership, University of Phoenix

Guion, Christy (PT)

Ph.D., Organization and Management: Management Education, Capella University

Gorman, Joseph (PT)

M.A. Management, Webster University

Gursky, Elin (PT) *

M.S. Speech, University of Michigan
Sc.D. Epidemiology, Johns Hopkins University School of Hygiene and Public Health

Halams, Kennedy Kelechi (PT)

M.B.A. E-Business, University of Phoenix

Hall, Howard (PT)

M.S. Quality Systems Management, National Graduate School of Quality Management

Hancock, William (PT) *

M.A. International Relations, University of Southern California



Hansen, Brad (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management

Herbeck, George (PT) *

M.S. Public Administration, Central Michigan University

D.B.A. Management, Argosy University

Homick, Michael W. (PT)

B.S. Professional Aeronautics, Embry-Riddle Aeronautical University

M.S. Management of Technology, Murray State University of KY

Ed.D. Higher Education Leadership, NOVA Southeastern University

D.B.A. Business Administration, University of Derby Buxton/California University

Jenkins, Alan (PT)

B.S. Engineering, Auburn University

M.S. Applied Science, Naval Postgraduate School

D.M. Organizational Leadership, University of Phoenix

Jones, Jeanne (PT) *

M. A. Liberal Studies, North Central College

Jones, Kevin (PT)

M.A. Organizational Leadership, International Studies in Leadership, Regent University

Kadrie, Mountasser Alex (PT) *

M.H.A. Healthcare Administration, Chapman University

Ph.D. Healthcare Administration, Capella University

Kaufman, Ronald (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management

Keen, Alvin (PT)

B.S. Business Administration: Finance, Real Estate, and Law, California State University Long Beach

M.B.A. Finance, Pepperdine University

Kelley, Jerome (PT)

M.S. Organizational Development, Bowling Green State University

M.B.A. Business, Indiana Wesleyan University

Kenyon, James (PT)*

M.S. Statistics, University of Connecticut

Ph.D. Statistics, University of Connecticut



Keogh, Matthew (PT) *

M.B.A. Computer Resources and Information Management, Webster University

M.S. Electronic Commerce, National University

Ph.D. Business Organization and Management, E-Business, Capella University

King, David (PT)

M.A. Community Counseling, Regent University

Ph.D. Industrial-Organizational Psychology, Capella University

King, Lydell (FT) *

B.S. Criminal Justice-General Military Science, Troy University

M.S. Human Resource Management, Troy University

D.B.A. Quality Systems Management, The National Graduate School of Quality Management

Kirkgasser, John (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management

D.B.A. Quality Systems Management, The National Graduate School of Quality Management

Kling, Terry (PT)

M.S. Nuclear Engineering, Air Force Institute of Technology

Kornreich, Samuel (PT)

M.S. Quality Systems Management with Green Belt, The National Graduate School of Quality Management

Kovalcik, John (FT) *

M.B.A. Business, University of New Haven

Krebs-Schneider, Lynn (PT) *

M.S. Quality Systems Management, The National Graduate School of Quality Management

Krell, Robert (PT) *

B.S. Aero-Engineering, Syracuse University

M.S. Management, Massachusetts Institute of Technology

D.B.A. Government & Business Administration, George Washington University

Lakhani, Murtuza Ali (PT) *

M.B.A. Business Administration, University of Phoenix

D.M. Management, University of Phoenix

Landry, Melvin (PT) *

M.B.A. Business Administration, University of New Orleans

M.S. Agricultural Economics, University of Arkansas at Fayetteville



Larson, Paul (FT)

B.A. General Science, Alfred University
M.B.A. Management & Industrial Relations, University of Bridgeport

Leite, Christy (PT) *

M.S. Quality Systems Management, The National Graduate School of Quality Management

McCormack, Kevin (FT) *

M.B.A. General Management, University of Houston
D.B.A. Business Administration-Management, Nova Southeastern University

McIntyre, David (FT) *

B.S. Engineering, United States Military Academy (West Point)
M.A. English & American Literature, Auburn University
Ph.D. Government and Politics, University of Maryland

McKethan, Herman (PT) *

M.S. Environmental Engineering, Columbia Southern University

Miller, John (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management

Morrall, Abraham (PT) *

B.S. Sociology, Charleston Southeastern University/Baptist College at Charleston
M.S. Management and Human Relations, Abilene Christian University
D.B.A. Human Resource Management, Nova Southeastern University

Mortensen, Heidi (PT) *

D.HSc. (Health Services), A.T. Still University, Arizona School of Health

Munn, John (PT)

M.P.A. Public Administration, Southern Methodist University
Ph.D. Public and Urban Administration, University of Texas at Arlington

Murrin, Patricia (PT)

B.S. Memorial University of Newfoundland
M.S. Animal Sciences, University of Maine

Mustard, Lewis (PT) *

M.A. Humanities, California State University Dominguez Hills
Ph.D. Health Administration, The Union Institute & University



Myers, Steve (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management

Nogales, Patti (PT)

M.A. English, Northern Arizona University

Ph.D. Philosophy, Stanford University

Norton, Fred (PT)

M.B.A. Industrial Management, University of Dallas

O'Connor, Darlene (PT) *

M.S. Quality Systems Management, The National Graduate School of Quality Management

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Oestmann, Eric (PT)

Ph.D. Human Services: Health Care Administration-Management, Capella University

Ott, Luke (PT) *

M.B.A. Business Administration, Emory University

Pack, Jeanette (PT) *

B.S.N. Nursing, Mercy College of Detroit

M.S.N. Nursing, Wayne State University

D.M. Leadership, University of Phoenix

Prosser, Danny (PT) *

M.S. Quality Systems Management, The National Graduate School of Quality Management

Rahman, Asgar (PT) *

M.B.A. Business Administration, Auburn University

Reilly, Kevin (PT)

M.B.A. Management, Bryant College

Rivers, Maggie (PT)

M.S. Management, Florida Institute of Technology

Robinson, Denean (PT)

M.S. Management, University of Maryland University College

Ed.D, Higher Education Administration, Argosy University



Santiano, Barbara (PT)

J.D. Law, Massachusetts School of Law at Andover

Schmacker, Eric (PT) *

B.S. Systems Engineering, United States Military Academy, West Point

M.H.A. Health Administration, Baylor University

Ph.D. Health Services Research, University of Florida Gainesville

Schmitz, Peter (PT)

M.B.A. Business Administration: Organizational Management and Marketing, Lebow College of Business, Drexel University

Schnetker, Ted (PT)

M.Eng. Engineering, University of Wisconsin

Ph.D. Organization and Management, Capella University

Schuldt, Richard (PT)

B.S. Chemical Engineering, Iowa State University

M.S. Statistics, University of Texas Austin

Schuttler, Richard (PT) *

Ph.D. Applied Management and Decision Sciences, Walden University

Seabron, Deborah (PT)

M.S. Quality Systems Management, National Graduate School of Quality Management

Sette, Zara (PT) *

B.A. Industrial and Labor Relations and Elementary Education, State University of New York Potsdam

J.D. Law, Quinnipiac College, School of Law

Seymour, James (PT)

M.M. Management: Health Care Management, Cambridge College

Shesky, Douglas (PT)

M.M. Operations Management, Northwestern University Kellogg School of Management

Sherman, Susan (PT)

Ed.D. Education: Education Leadership: Curriculum and Instruction, University of Phoenix

Sinibaldi, Frank (PT)

M.S. Applied & Mathematical Statistics, Rutgers University



Singh, Raj (PT) *

M.S. Educational Policy Planning and Administration, University of Southern California Rossier Graduate School of Education
Engineer's Degree in Industrial and Systems Engineering, University of Southern California
Ph.D., Educational Policy Planning and Administration, University of Southern California Rossier Graduate School of Education

Smith, Gigi (PT)

B.B.A. Business Administration, Computer Information Systems, National University
M.B.A. Business Administration National University
D.M. Management, Colorado Technical University

Smith, Tjuan (PT)

B.S. Mechanical Engineering, Tuskegee University
M.S. Industrial Engineering, FAMU-FSU College of Engineering

Srulowitz, David (PT) *

M.S. Quality Systems Management, The National Graduate School of Quality Management

Staab, Maria (PT)

M.S. Civil Engineering, Wayne State University
Ph.D. Civil Engineering, Wayne State University

Stinson, Peter (PT)

B.A. English: Literary Writing, Trinity College
M. Ed. Education, George Mason University
M. A. National Security and Strategic Studies, Naval War College

Suarez, J. Gerald (PT) *

M.A. Psychology, University of Puerto Rico
Ph.D. Psychology, University of Puerto Rico

Tallow, Jennifer Buton (PT) *

M.B.A. International Business, Pace University

Teti, Peter (PT)

B.S. Industrial Engineering/Operations Research, University of Massachusetts at Amherst
M.S. Management, Rensselaer Polytechnic Institute

Vadlamani, Venkata (PT)

M.Eng. Engineering, University of Missouri, Columbia
M.B.A. Business Administration, Ottawa University



Valerio, Sophie (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management

Vallera, Barbara (PT) *

B.A. English, University of Connecticut

M.S. Executive Healthcare Management, Rensselaer Polytechnic Institute

M.S. Management, Rensselaer Polytechnic Institute

D.M. Organizational Leadership, University of Phoenix

Visselli, Eric (PT)

M.B.A. Management, Rensselaer Polytechnic Institute

Voogd, Sandra (PT)

M.S. Management, Rensselaer Polytechnic Institute

Wagner, Marissa (PT)

M.B.A. Business Administration, Pepperdine University

Webb, Michael (PT)

M.S. Organizational Leadership, Mercy College

Ph.D. Applied Management and Decision Sciences, Walden University

Wild, Cheryl L. (PT) *

B.S. Mathematics Purdue University

M.S. Education, Purdue University

Ph.D. Education, Purdue University

Wilkerson, John (PT)

M.A. Management, Webster University

Williams, Gina (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management

Williams, John (FT)

M.S. Quality Systems Management, The National Graduate School of Quality Management

D.B.A. Quality Systems Management, The National Graduate School of Quality Management

Williams, Leland (PT)

M.B.A. Business Administration, Washington University in St. Louis

M.S. Management, Maryville University of St. Louis



Yacus, George (PT) *

M.U.S. Urban Studies, Old Dominion University
Ph.D. Urban Services, Urban Management, Old Dominion University

44.1.1 Health Systems Specialization Faculty

Barrett, Wayne (PT) *

M.B.A. Business Administration, Suffolk University

Bednarczyk, A. Allen (PT) *

M.S. Food Science, University of Maryland
Ph.D. Food Science, University of Maryland

Bourcier, Denis (PT)*

M.A. Quality Assurance, California State University-Dominquez Hills
M.S. Environmental Science, Washington State University
Ph.D. Toxicology, Utah State University

Bowyer, Dennis L. (PT) *

M.S. Education, University of Southern California
M.S. Recreational and Residential Management-Community Health Education, West Virginia University
Master of Library Science, San Jose State University
Master of Knowledge Management, California State University, Northridge
Ed.D. Organizational Leadership, Pepperdine University

Braga, David (FT) *

M.B.A., Business Administration, University of Phoenix
Ed.D. Education, Organizational Leadership, Pepperdine University

Brown, Cheryl (PT) *

M.S. Quality Systems Management, The National Graduate School of Quality Management
D.B.A. Quality Systems Management, Specialization Health Systems, The National Graduate School of Quality Management

Brown, Kim, (PT) *

M.Bs. Biomedical Sciences, University of South Carolina School of Medicine

Burrell, Darrell (PT)*

Ph.D. Health Education (and Executive Leadership Coaching), A.T. Still University
M.S. Management, National Louis University
M.A. Humanities/Sales and Marketing Management, Prescott College



Carter, Margaret (FT) *

Ed.D. Organizational Leadership, Pepperdine University

Chakey, Dennis (PT) *

M.B.A., Business Administration, University of Pittsburgh, KATZ Graduate School

Crother-Laurin, Cynthia (PT) *

M.A. Educational Leadership and Organizations, University of California, Santa Barbara

Ph.D. Educational Leadership and Organizations, University of California, Santa Barbara

Day, Jeffrey (FT) *

M.A. Human Resources Development, Webster University

Fraher, Amy (PT) *

Ed.D. Leadership Studies, University of San Diego

Gobeille, Alice (FT) *

M.S. Quality Systems Management, The National Graduate School of Quality Management

D.M. Organizational Leadership, University of Phoenix

Gursky, Elin (PT) *

M.S. Speech, University of Michigan

Sc.D. Epidemiology, Johns Hopkins University School of Hygiene and Public Health

Herbeck, George (PT) *

M.S. Public Administration, Central Michigan University

D.B.A. Management, Argosy University

Kadrie, Mountasser Alex (PT) *

M.H.A. Healthcare Administration, Chapman University

Ph.D. Healthcare Administration, Capella University

Keogh, Matthew (PT) *

M.B.A. Computer Resources and Information Management, Webster University

M.S. Electronic Commerce, National University

Ph.D. Business Organization and Management, E-Business, Capella University

King, Lydell (PT) *

B.S. Criminal Justice-General Military Science, Troy University

M.S. Human Resource Management, Troy University

D.B.A. Quality Systems Management, The National Graduate School of Quality Management



Krell, Robert (PT) *

B.S. Aero-Engineering, Syracuse University
M.S. Management, Massachusetts Institute of Technology
D.B.A. Government & Business Administration, George Washington University

Lakhani, Murtuza Ali (PT) *

M.B.A. Business Administration, University of Phoenix
D.M. Management, University of Phoenix

McCormack, Kevin (FT) *

M.B.A. General Management, University of Houston
D.B.A. Business Administration-Management, Nova Southeastern University

McIntyre, David (FT) *

B.S. Engineering, United States Military Academy (West Point)
M.A. English & American Literature, Auburn University
Ph.D. Government and Politics, University of Maryland

McKethan, Herman (PT) *

M.S. Environmental Engineering, Columbia Southern University

Morrall, Abraham (PT) *

B.S. Sociology, Charleston Southeastern University/Baptist College at Charleston
M.S. Management and Human Relations, Abilene Christian University
D.B.A. Human Resource Management, Nova Southeastern University

Mortensen, Heidi (PT) *

D.HSc. (Health Services), A.T. Still University, Arizona School of Health

Mustard, Lewis (PT) *

M.A. Humanities: California State University Dominguez Hills
Ph.D. Health Administration, The Union Institute & University

O'Connor, Darlene (PT) *

M.S. Quality Systems Management, The National Graduate School of Quality Management
D.B.A. Quality Systems Management, Specialization Health Systems, The National Graduate School of Quality Management

Oestmann, Eric (PT)

Ph.D. Human Services: Health Care Administration-Management, Capella University



Pack, Jeanette (PT) *

B.S.N. Nursing, Mercy College of Detroit
M.S.N. Nursing, Wayne State University
D.M. Leadership, University of Phoenix

Prosser, Danny (PT) *

M.S. Quality Systems Management, The National Graduate School of Quality Management

Rahman, Asgar (PT) *

M.B.A. Business Administration, Auburn University

Schmacker, Eric (PT) *

B.S. Systems Engineering, United States Military Academy, West Point
M.H.A. Health Administration, Baylor University
Ph.D. Health Services Research, University of Florida Gainesville

Schuttler, Richard (PT) *

Ph.D. Applied Management and Decision Sciences, Walden University

Seymour, James (PT)

M.M. Management: Health Care Management, Cambridge College

Singh, Raj (PT) *

M.S. Educational Policy Planning and Administration, University of Southern California Rossier
Graduate School of Education
Engineer's Degree in Industrial and Systems Engineering, University of Southern California
Ph.D., Educational Policy Planning and Administration, University of Southern California Rossier
Graduate School of Education

Srulowitz, David (PT) *

M.S. Quality Systems Management, The National Graduate School of Quality Management

Suarez, J. Gerald (PT) *

M.A. Psychology, University of Puerto Rico
Ph.D. Psychology, University of Puerto Rico

Vallera, Barbara (PT) *

B.A. English, University of Connecticut
M.S. Executive Healthcare Management, Rensselaer Polytechnic Institute
M.S. Management, Rensselaer Polytechnic Institute
D.M. Organizational Leadership, University of Phoenix



Wild, Cheryl L. (PT) *

B.S. Mathematics Purdue University
M.S. Education, Purdue University
Ph.D. Education, Purdue University

Yacus, George (PT) *

M.U.S. Urban Studies, Old Dominion University
Ph.D. Urban Services, Urban Management, Old Dominion University

44.1.2 Homeland Security and Defense Specialization Faculty

Benjamin, Janiece (PT)

M.P.A. Public Administration, Troy State University
Ed.D. Education-Organizational Leadership, Nova southeastern University

Bensen, Virginia (PT)

B.A. Business Administration, Nova Southeastern University
Ed.D. Higher Education Leadership: Vocational-Technical-Occupational Education, Nova Southeastern University

Brown, Cheryl (PT) *

M.S. Quality Systems Management, The National Graduate School of Quality Management
D.B.A. Quality Systems Management, Specialization Health Systems, The National Graduate School of Quality Management

Caudle, Sharon (PT)

M.A., Security Studies (Homeland Security and Defense), Naval Postgraduate School

Clark, Quelanda (PT)

M.A. Human Relations & Business, Amberton University
D.M. Organizational Leadership, University of Phoenix

Davis, Danny Wayne (PT)

M.S. International Relations, Troy State University
Ph.D. Educational Human Resource Development, Texas A&M University

Dietzman, Brian (PT)

M.S. International Affairs, Texas A&M University



Jenkins, Alan (PT)

B.S. Engineering, Auburn University
M.S. Applied Science, Naval Postgraduate School
D.M. Organizational Leadership, University of Phoenix

Jones, Kevin (PT)

M.A. Organizational Leadership, International Studies in Leadership, Regent University

Kaufman, Ronald (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Systems Management

Krell, Robert (PT) *

B.S. Aero-Engineering, Syracuse University
M.S. Management, Massachusetts Institute of Technology
D.B.A. Government & Business Administration, George Washington University

McIntyre, David (FT) *

B.S. Engineering, United States Military Academy (West Point)
M.A. English & American Literature, Auburn University
Ph.D. Government and Politics, University of Maryland

Munn, John (PT)

M.P.A. Public Administration, Southern Methodist University
Ph.D. Public and Urban Administration, University of Texas at Arlington

Stinson, Peter (PT)

B.A. English: Literary Writing, Trinity College
M. Ed. Education, George Mason University
M. A. National Security and Strategic Studies, Naval War College

Webb, Michael (PT)

M.S. Organizational Leadership, Mercy College
Ph.D. Applied Management and Decision Sciences, Walden University

Wilkerson, John (PT)

M.A. Management, Webster University

44.2 Post-Doctoral Certificate Faculty

Aspell, Denise (PT)

M.A. Clinical Psychology, St Mary's University
Ph.D. in Education: Training and Performance Improvement, Capella University



Bowyer, Dennis L. (PT) *

M.S. Education, University of Southern California
M.S. Recreational and Residential Management-Community Health Education, West Virginia University
Master of Library Science, San Jose State University
Master of Knowledge Management, California State University, Northridge
Ed.D. Organizational Leadership, Pepperdine University

Braga, David (FT) *

M.B.A., Business Administration, University of Phoenix
Ed.D. Education, Organizational Leadership, Pepperdine University

Brewer, Danny (FT) *

B.S. Business Administration, Xavier University
M.S. Business Administration, Xavier University
Ed.D. Higher Education, Nova Southeastern University

Brown, Cheryl (PT) *

M.S. Quality Systems Management, The National Graduate School of Quality Management
D.B.A. Quality Systems Management, Specialization Health Systems, The National Graduate School of Quality Management

Carter, Margaret (FT) *

Ed.D. Organizational Leadership, Pepperdine University

Krell, Robert (PT) *

B.S. Aero-Engineering, Syracuse University
M.S. Management, Massachusetts Institute of Technology
D.B.A. Government & Business Administration, George Washington University

McCormack, Kevin (FT) *

M.B.A. General Management, University of Houston
D.B.A. Business Administration-Management, Nova Southeastern University

McIntyre, David (FT) *

B.S. Engineering, United States Military Academy (West Point)
M.A. English & American Literature, Auburn University
Ph.D. Government and Politics, University of Maryland



44.3 Black Belt in Six Sigma Program Faculty

Barrett, Wayne (PT) *

M.B.A. Business Administration, Suffolk University

Collier, Mitch Wayne (PT)

M.B.A. Business Administration, Duke University

Coviello, Charles G. (PT)

B.S. Industrial Technology, Central Connecticut State University

M.S. Quality Systems Management, The National Graduate School of Quality Management

Gobeille, Alice (FT) *

M.S. Quality Systems Management, The National Graduate School of Quality Management

D.M. Organizational Leadership, University of Phoenix

Kaufman, Ronald (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management

Keogh, Matthew (PT) *

M.B.A. Computer Resources and Information Management, Webster University

M.S. Electronic Commerce, National University

Ph.D. Business Organization and Management, E-Business, Capella University

Rahman, Asgar (PT) *

M.B.A. Business Administration, Auburn University

Schuldt, Richard (PT)

B.S. Chemical Engineering, Iowa State University

M.S. Statistics, University of Texas Austin

Sinibaldi, Frank (PT)

M.S. Applied & Mathematical Statistics, Rutgers University

Smith, Tjuan (PT)

B.S. Mechanical Engineering, Tuskegee University

M.S. Industrial Engineering, FAMU-FSU College of Engineering

Teti, Peter (PT)

B.S. Industrial Engineering/Operations Research, University of Massachusetts at Amherst

M.S. Management, Rensselaer Polytechnic Institute



44.4 Green Belt in Six Sigma Program Faculty

Borchert, Steven (FT) *

M.B.A. Management, Rensselaer Polytechnic Institute
M.S. Manufacturing Engineering, Boston University

Clopper, Herschel (PT) *

Ph.D. Chemical Engineering, Rice University

DiNunno, Cindy (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management

Ehlinger, Ernie (PT)

M.S. Human Resource Development, Marymount University

Kelley, Jerome (PT)

M.S. Organizational Development, Bowling Green State University
M.B.A. Business, Indiana Wesleyan University

Lakhani, Murtuza Ali (PT) *

M.B.A. Business Administration, University of Phoenix
D.M. Management, University of Phoenix

Murrin, Patricia (PT)

B.S. Memorial University of Newfoundland
M.S. Animal Sciences, University of Maine

Ott, Luke (PT) *

M.B.A. Business Administration, Emory University

Smith, Tjuan (PT)

B.S. Mechanical Engineering, Tuskegee University
M.S. Industrial Engineering, FAMU-FSU College of Engineering

Staab, Maria (PT)

M.S. Civil Engineering, Wayne State University
Ph.D. Civil Engineering, Wayne State University

Tallow, Jennifer Buton (PT) *

M.B.A. International Business, Pace University



Vadlamani, Venkata (PT)

M.Eng. Engineering, University of Missouri, Columbia
M.B.A. Business Administration, Ottawa University

44.5 Homeland Security Certificate Faculty

Benjamin, Janiece (PT)

M.P.A. Public Administration, Troy State University
Ed.D. Education-Organizational Leadership, Nova southeastern University

Bensen, Virginia (PT)

B.A. Business Administration, Nova Southeastern University
Ed.D. Higher Education Leadership: Vocational-Technical-Occupational Education, Nova Southeastern University

Brown, Cheryl (PT) *

M.S. Quality Systems Management, The National Graduate School of Quality Management
D.B.A. Quality Systems Management, Specialization Health Systems, The National Graduate School of Quality Management

Caudle, Sharon (PT)

M.A., Security Studies (Homeland Security and Defense), Naval Postgraduate School

Clark, Quelanda (PT)

M.A. Human Relations & Business, Amberton University
D.M. Organizational Leadership, University of Phoenix

Davis, Danny Wayne (PT)

M.S. International Relations, Troy State University
Ph.D. Educational Human Resource Development, Texas A&M University

Dietzman, Brian (PT)

M.S. International Affairs, Texas A&M University

Hancock, William (PT) *

M.A. International Relations, University of Southern California

Jenkins, Alan (PT)

B.S. Engineering, Auburn University
M.S. Applied Science, Naval Postgraduate School
D.M. Organizational Leadership, University of Phoenix



Jones, Kevin (PT)

M.A. Organizational Leadership, International Studies in Leadership, Regent University

Kaufman, Ronald (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management

Krell, Robert (PT) *

B.S. Aero-Engineering, Syracuse University

M.S. Management, Massachusetts Institute of Technology

D.B.A. Government & Business Administration, George Washington University

McIntyre, David (FT) *

B.S. Engineering, United States Military Academy (West Point)

M.A. English & American Literature, Auburn University

Ph.D. Government and Politics, University of Maryland

Munn, John (PT)

M.P.A. Public Administration, Southern Methodist University

Ph.D. Public and Urban Administration, University of Texas at Arlington

Stinson, Peter (PT)

B.A. English: Literary Writing, Trinity College

M. Ed. Education, George Mason University

M. A. National Security and Strategic Studies, Naval War College

Webb, Michael (PT)

M.S. Organizational Leadership, Mercy College

Ph.D. Applied Management and Decision Sciences, Walden University

Wilkerson, John (PT)

M.A. Management, Webster University

44.6 Faculty Teaching in the State of Florida

Ackerman, George (PT)

M.B.A. Business Administration, Nova Southeastern University

J.D. Juris Doctor, Nova Southeastern University

Bednarczyk, A. Allen (PT)

M.S. Food Science, University of Maryland

Ph.D. Food Science, University of Maryland



Bishop, Kenneth (PT)

M.B.A. Business Administration, Rutgers – The State University

M.P.M. Project Management, DeVry University

Borchert, Robert (PT)

M.B.A. Management, Auburn University

M.S. Management, Troy State University

Borchert, Steven (FT)

M.B.A. Management, Rensselaer Polytechnic Institute

M.S. Manufacturing Engineering, Boston University

Bourcier, Denis (PT)

M.A. Quality Assurance, California State University-Dominquez Hills

M.S. Environmental Science, Washington State University

Ph.D. Toxicology, Utah State University

Bowyer, Dennis L. (PT)

M.S. Education, University of Southern California

M.S. Recreational and Residential Management-Community Health Education, West Virginia University

Master of Library Science, San Jose State University

Master of Knowledge Management, California State University, Northridge

Ed.D. Organizational Leadership, Pepperdine University

Braga, David (FT)

M.B.A., Business Administration, University of Phoenix

Ed.D. Education, Organizational Leadership, Pepperdine University

Braxton, Sandra (FT)

B.A. Management of Human Resources, Spring Arbor University

M.A. Organization Management, Spring Arbor University

Ph.D. Organization and Management, Capella University

Brewer, Danny (FT)

B.S. Business Administration, Xavier University

M.S. Business Administration, Xavier University

Ed.D. Higher Education, Nova Southeastern University

Brown, Cheryl (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management

D.B.A. Quality Systems Management, Specialization Health Systems, The National Graduate School of Quality Management



Brown, Kim, (PT)

M.B.S. Biomedical Sciences, University of South Carolina School of Medicine

Burrell, Darrell (PT)

Ph.D. Health Education (and Executive Leadership Coaching), A.T. Still University

M.S. Management, National Louis University

M.A. Humanities/Sales and Marketing Management, Prescott College

Carter, Margaret (FT)

Ed.D. Organizational Leadership, Pepperdine University

Chakey, Dennis (PT)

M.B.A., Business Administration, University of Pittsburgh, KATZ Graduate School

Chestnut, Jacqueline (PT)

M.S. Industrial Engineering, North Carolina AT&T State University

Ph.D. Industrial Engineering, Mississippi State University

Chokshi, Daksha J. (PT)

M.S. Industrial Engineering, University of Miami

M.S. Management of Technology, University of Miami

Christy, Paul (PT)

M.A. Organizational Management, Ashford University

Clopper, Herschel (PT)

Ph.D. Chemical Engineering, Rice University

Crother-Laurin, Cynthia (PT)

M.A. Educational Leadership and Organizations, University of California, Santa Barbara

Ph.D. Educational Leadership and Organizations, University of California, Santa Barbara

Day, Jeffrey (FT)

M.A. Human Resources Development, Webster University

Diaz, Gustavo (PT)

M.Eng. Industrial Engineering, The Pennsylvania State University

M.A. Mathematics, The Pennsylvania State University

Fraher, Amy (PT)

Ed.D. Leadership Studies, University of San Diego



Gobeille, Alice (FT)

M.S. Quality Systems Management, The National Graduate School of Quality Management
D.M. Organizational Leadership, University of Phoenix

Gursky, Elin (PT)

M.S. Speech, University of Michigan
Sc.D. Epidemiology, Johns Hopkins University School of Hygiene and Public Health

Hancock, William (PT)

M.A. International Relations, University of Southern California

Herbeck, George (PT)

M.S. Public Administration, Central Michigan University
D.B.A. Management, Argosy University

Jones, Jeanne (PT)

M. A. Liberal Studies, North Central College

Kadrie, Mountasser Alex (PT)

M.H.A. Healthcare Administration, Chapman University
Ph.D. Healthcare Administration, Capella University

Kenyon, James (PT)

M.S. Statistics, University of Connecticut
Ph.D. Statistics, University of Connecticut

Keogh, Matthew (PT)

M.B.A. Computer Resources and Information Management, Webster University
M.S. Electronic Commerce, National University
Ph.D. Business Organization and Management, E-Business, Capella University

King, Lydell (FT)

B.S. Criminal Justice-General Military Science, Troy University
M.S. Human Resource Management, Troy University
D.B.A. Quality Systems Management, The National Graduate School of Quality Management

Kovalcik, John (FT)

M.B.A. Business, University of New Haven

Krebs-Schneider, Lynn (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management



Krell, Robert (PT)

B.S. Aero-Engineering, Syracuse University
M.S. Management, Massachusetts Institute of Technology
D.B.A. Government & Business Administration, George Washington University

Lakhani, Murtuza Ali (PT)

M.B.A. Business Administration, University of Phoenix
D.M. Management, University of Phoenix

Landry, Melvin (PT)

M.S. Environmental Engineering, Columbia Southern University

Leite, Christy (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management

McCormack, Kevin (FT)

M.B.A. General Management, University of Houston
D.B.A. Business Administration-Management, Nova Southeastern University

McIntyre, David (FT)

B.S. Engineering, United States Military Academy (West Point)
M.A. English & American Literature, Auburn University
Ph.D. Government and Politics, University of Maryland

McKethan, Herman (PT)

M.S. Environmental Engineering, Columbia Southern University

Morrall, Abraham (PT)

B.S. Sociology, Charleston Southeastern University/Baptist College at Charleston
M.S. Management and Human Relations, Abilene Christian University
D.B.A. Human Resource Management, Nova Southeastern University

Mortensen, Heidi (PT)

D.HSc. (Health Services), A.T. Still University, Arizona School of Health

Mustard, Lewis (PT)

M.A. Humanities: California State University Dominguez Hills
Ph.D. Health Administration, The Union Institute & University

Norton, Fred (PT)

M.B.A. Industrial Management, University of Dallas



O'Connor, Darlene (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management
D.B.A. Quality Systems Management, The National Graduate School of Quality Management,
Healthcare Specialization

Oestmann, Eric (PT)

Ph.D. Human Services: Health Care Administration-Management, Capella University

Ott, Luke (PT)

M.B.A. Business Administration, Emory University

Pack, Jeanette (PT)

B.S.N. Nursing, Mercy College of Detroit
M.S.N. Nursing, Wayne State University
D.M. Leadership, University of Phoenix

Prosser, Danny (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management

Rahman, Asgar (PT)

M.B.A. Business Administration, Auburn University

Schmacker, Eric (PT)

B.S. Systems Engineering, United States Military Academy, West Point
M.H.A. Health Administration, Baylor University
Ph.D. Health Services Research, University of Florida Gainesville

Schuttler, Richard (PT)

Ph.D. Applied Management and Decision Sciences, Walden University

Sette, Zara (PT)

B.A. Industrial and Labor Relations and Elementary Education, State University of New York Potsdam
J.D. Law, Quinnipiac College, School of Law

Singh, Raj (PT)

M.S. Educational Policy Planning and Administration, University of Southern California Rossier
Graduate School of Education
Engineer's Degree in Industrial and Systems Engineering, University of Southern California
Ph.D., Educational Policy Planning and Administration, University of Southern California Rossier
Graduate School of Education

Srulowitz, David (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management



Tallow, Jennifer Buton (PT)
M.B.A. International Business, Pace University

Vallera, Barbara (PT)
B.A. English, University of Connecticut
M.S. Executive Healthcare Management, Rensselaer Polytechnic Institute
M.S. Management, Rensselaer Polytechnic Institute
D.M. Organizational Leadership, University of Phoenix

Wild, Cheryl L. (PT)
B.S. Mathematics Purdue University
M.S. Education, Purdue University
Ph.D. Education, Purdue University

Yacus, George (PT)
M.U.S. Urban Studies, Old Dominion University
Ph.D. Urban Services, Urban Management, Old Dominion University

44.7 Faculty Teaching in the State of Massachusetts

Ackerman, George (PT)
M.B.A. Business Administration, Nova Southeastern University
J.D. Juris Doctor, Nova Southeastern University

Albert, Kathleen (PT)
B.S. Business Administration/Liberal Studies, Neumann College/University
M.S. Educational, Neumann College/University

Barrett, Wayne (PT)
M.B.A. Business Administration, Suffolk University

Bednarczyk, A. Allen (PT)
M.S. Food Science, University of Maryland
Ph.D. Food Science, University of Maryland

Book, Gary (PT)
M.A. Organizational Management, University of Phoenix

Borchert, Robert (PT)
M.B.A. Management, Auburn University
M.S. Management, Troy State University



Borchert, Steven (FT)

M.B.A. Management, Rensselaer Polytechnic Institute
M.S. Manufacturing Engineering, Boston University

Bourcier, Denis (PT)

M.A. Quality Assurance, California State University-Dominquez Hills
M.S. Environmental Science, Washington State University
Ph.D. Toxicology, Utah State University

Bowyer, Dennis L. (PT)

M.S. Education, University of Southern California
M.S. Recreational and Residential Management-Community Health Education, West Virginia University
Master of Library Science, San Jose State University
Master of Knowledge Management, California State University, Northridge
Ed.D. Organizational Leadership, Pepperdine University

Braga, David (FT)

M.B.A., Business Administration, University of Phoenix
Ed.D. Education, Organizational Leadership, Pepperdine University

Braxton, Sandra (PT)

B.A. Management of Human Resources, Spring Arbor University
M.A. Organization Management, Spring Arbor University
Ph.D. Organization and Management, Capella University

Brewer, Danny (FT)

B.S. Business Administration, Xavier University
M.S. Business Administration, Xavier University
Ed.D. Higher Education, Nova Southeastern University

Brown, Cheryl (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management
D.B.A. Quality Systems Management, Specialization Health Systems, The National Graduate School of Quality Management

Brown, Kim, (PT)

M.Bs. Biomedical Sciences, University of South Carolina School of Medicine

Burrell, Darrell (PT)

Ph.D. Health Education (and Executive Leadership Coaching), A.T. Still University
M.S. Management, National Louis University
M.A. Humanities/Sales and Marketing Management, Prescott College



Carter, Margaret (FT)

Ed.D. Organizational Leadership, Pepperdine University

Chakey, Dennis (PT) *

M.B.A., Business Administration, University of Pittsburgh, KATZ Graduate School

Chestnut, Jacqueline (PT)

M.S. Industrial Engineering, North Carolina AT&T State University

Ph.D. Industrial Engineering, Mississippi State University

Clark, Quelanda (PT)

M.A. Human Relations & Business, Amberton University

D.M. Organizational Leadership, University of Phoenix

Clopper, Herschel (PT)

Ph.D. Chemical Engineering, Rice University

Collier, Mitch Wayne (PT)

M.B.A. Business Administration, Duke University

Crother-Laurin, Cynthia (PT)

M.A. Educational Leadership and Organizations, University of California, Santa Barbara

Ph.D. Educational Leadership and Organizations, University of California, Santa Barbara

Davis, Danny Wayne (PT)

M.S. International Relations, Troy State University

Ph.D. Educational Human Resource Development, Texas A&M University

Dawson, Maurice (PT)

M.B.A. Business Administration, Colorado Technical University

D.C.Sc. Computer Science and Information Systems, Colorado Technical University

Day, Jeffrey (FT)

M.A. Human Resources Development, Webster University

Dietzman, Brian (PT)

M.S. International Affairs, Texas A&M University

Ehlinger, Ernie (PT)

M.S. Human Resource Development, Marymount University

Feltham, Alan (PT)

M.A. Business and Industrial Sciences, Anna Maria College



Gobeille, Alice (FT)

M.S. Quality Systems Management, The National Graduate School of Quality Management
D.M. Organizational Leadership, University of Phoenix

Gursky, Elin (PT)

M.S. Speech, University of Michigan
Sc.D. Epidemiology, Johns Hopkins University School of Hygiene and Public Health

Hall, Howard (PT)

M.S. Quality Systems Management, National Graduate School of Quality Management

Herbeck, George (PT)

M.S. Public Administration, Central Michigan University
D.B.A. Management, Argosy University

Homick, Michael W. (PT)

B.S. Professional Aeronautics, Embry-Riddle Aeronautical University
M.S. Management of Technology, Murray State University of KY
Ed.D. Higher Education Leadership, NOVA Southeastern University
D.B.A. Business Administration, University of Derby Buxton/California University

Jones, Jeanne (PT)

M. A. Liberal Studies, North Central College

Jones, Kevin (PT)

M.A. Organizational Leadership, International Studies in Leadership, Regent University

Kadrie, Mountasser Alex (PT)

M.H.A. Healthcare Administration, Chapman University
Ph.D. Healthcare Administration, Capella University

Kaufman, Ronald (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management

Keen, Alvin (PT)

B.S. Business Administration: Finance, Real Estate, and Law, California State University Long Beach
M.B.A. Finance, Pepperdine University

Kelley, Jerome (PT)

M.S. Organizational Development, Bowling Green State University
M.B.A. Business, Indiana Wesleyan University



Kenyon, James (PT)

M.S. Statistics, University of Connecticut
Ph.D. Statistics, University of Connecticut

Keogh, Matthew (PT)

M.B.A. Computer Resources and Information Management, Webster University
M.S. Electronic Commerce, National University
Ph.D. Business Organization and Management, E-Business, Capella University

King, Lydell (FT)

B.S. Criminal Justice-General Military Science, Troy University
M.S. Human Resource Management, Troy University
D.B.A. Quality Systems Management, The National Graduate School of Quality Management

Kirkgasser, John (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management
D.B.A. Quality Systems Management, The National Graduate School of Quality Management

Kling, Terry (PT)

M.S. Nuclear Engineering, Air Force Institute of Technology

Kornreich, Samuel (PT)

M.S. Quality Systems Management with Green Belt, The National Graduate School of Quality Management

Kovalcik, John (FT)

M.B.A. Business, University of New Haven

Krell, Robert (PT)

B.S. Aero-Engineering, Syracuse University
M.S. Management, Massachusetts Institute of Technology
D.B.A. Government & Business Administration, George Washington University

Lakhani, Murtuza Ali (PT)

M.B.A. Business Administration, University of Phoenix
D.M. Management, University of Phoenix

Landry, Melvin (PT)

M.S. Environmental Engineering, Columbia Southern University

McCormack, Kevin (FT)

M.B.A. General Management, University of Houston
D.B.A. Business Administration-Management, Nova Southeastern University



McIntyre, David (FT)

B.S. Engineering, United States Military Academy (West Point)
M.A. English & American Literature, Auburn University
Ph.D. Government and Politics, University of Maryland

McKethan, Herman (PT)

M.S. Environmental Engineering, Columbia Southern University

Mortensen, Heidi (PT)

D.HSc. (Health Services), A.T. Still University, Arizona School of Health

Murrin, Patricia (PT)

B.S. Memorial University of Newfoundland
M.S. Animal Sciences, University of Maine

Mustard, Lewis (PT)

M.A. Humanities, California State University Dominguez Hills
Ph.D. Health Administration, The Union Institute & University

Norton, Fred (PT)

M.B.A. Industrial Management, University of Dallas

O'Connor, Darlene (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management
D.B.A. Quality Systems Management, Specialization Health Systems, The National Graduate School of Quality Management

Oestmann, Eric (PT)

Ph.D. Human Services: Health Care Administration-Management, Capella University

Pack, Jeanette (PT)

B.S.N. Nursing, Mercy College of Detroit
M.S.N. Nursing, Wayne State University
D.M. Leadership, University of Phoenix

Rahman, Asgar (PT)

M.B.A. Business Administration, Auburn University

Reilly, Kevin (PT)

M.B.A. Management, Bryant College



Robinson, Denean (PT)

M.S. Management, University of Maryland University College
Ed.D, Higher Education Administration, Argosy University

Schmacker, Eric (PT)

B.S. Systems Engineering, United States Military Academy, West Point
M.H.A. Health Administration, Baylor University
Ph.D. Health Services Research, University of Florida Gainesville

Schuldt, Richard (PT)

B.S. Chemical Engineering, Iowa State University
M.S. Statistics, University of Texas Austin

Seabron, Deborah (PT)

M.S. Quality Systems Management, National Graduate School of Quality Management

Seymour, James (PT)

M.M. Management: Health Care Management, Cambridge College

Shefsky, Douglas (PT)

M.M. Operations Management, Northwestern University Kellogg School of Management

Sherman, Susan (PT)

Ed.D. Education: Education Leadership: Curriculum and Instruction, University of Phoenix

Singh, Raj (PT)

M.S. Educational Policy Planning and Administration, University of Southern California Rossier
Graduate School of Education
Engineer's Degree in Industrial and Systems Engineering, University of Southern California
Ph.D., Educational Policy Planning and Administration, University of Southern California Rossier
Graduate School of Education

Smith, Tjuan (PT)

B.S. Mechanical Engineering, Tuskegee University
M.S. Industrial Engineering, FAMU-FSU College of Engineering

Srulowitz, David (PT)

M.S. Quality Systems Management, The National Graduate School of Quality Management

Stinson, Peter (PT)

B.A. English: Literary Writing, Trinity College
M. Ed. Education, George Mason University
M. A. National Security and Strategic Studies, Naval War College



Tallow, Jennifer Buton (PT)

M.B.A. International Business, Pace University

Vadlamani, Venkata (PT)

M.Eng. Engineering, University of Missouri, Columbia

M.B.A. Business Administration, Ottawa University

Vallera, Barbara (PT)

B.A. English, University of Connecticut

M.S. Executive Healthcare Management, Rensselaer Polytechnic Institute

M.S. Management, Rensselaer Polytechnic Institute

D.M. Organizational Leadership, University of Phoenix

Visselli, Eric (PT)

M.B.A. Management, Rensselaer Polytechnic Institute

Voogd, Sandra (PT)

M.S. Management, Rensselaer Polytechnic Institute

Wild, Cheryl L. (PT)

B.S. Mathematics Purdue University

M.S. Education, Purdue University

Ph.D. Education, Purdue University

45. ADDENDUM FOR STATE OF FLORIDA

NGS has teaching sites nationwide, all of which are appropriate and adequate for the educational programs and the anticipated initial number of faculty and students. NGS is licensed (# 3247) by the Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, 888-224-6684.

The NGS Florida administrative office is located at: The National Graduate School of Quality Management, 9220 Bonita Beach Road, Suite 200/16, Bonita Springs, FL 34135, phone 239-221-7115 or 800-838-2580 x117, facsimile 508-772-4355, and mail: floridaadministration@ngs.edu. Normal office hours are 9am – 2pm Monday, Wednesday, and Friday, except holidays.

The classrooms are of adequate air conditioned/heated space to comfortably accommodate the cohort of students. They are equipped with tables and chairs which can be configured for lecture or break out groups. An LCD projector and laptop, and additional instructional aids, as required by the professor, are provided. All materials and the book list are posted on line to be readily accessed by registered students. Critical online library resources are provided to registered students through national databases in Quality Systems Management, Homeland Security, and Six Sigma. These databases, available at no cost to



students and faculty in Florida, provide the latest research in NGS fields to enable and accelerate students' own research in individual courses and workplace projects.

Classes in Florida are held on weekends (Sat.) between 8 AM and 5 PM and week nights (Mon. – Fri.) between 4 PM and 10 PM. Actual times and dates are posted on line in the NGS Portal in each cohort schedule.

Teaching sites in the State of Florida:

The National Graduate School of Quality Management
The Florida Campus
9220 Bonita Beach Road, Suite 200/16
Bonita Springs, FL 34135

Information regarding compliance with relevant local safety and health standards is available to students upon request.

2012-2013 Holidays

- Sunday, January 1, 2012 (New Year's Day)
- Monday, January 16, 2012 (Martin Luther King, Jr. Day)
- Monday, February 20, 2012 (President's Day)
- Sunday, April 8, 2012 (Easter Sunday)
- Monday, May 28, 2012 (Memorial Day)
- Wednesday, July 4, 2012 (Independence Day)
- Monday, September 3, 2012 (Labor Day)
- Wednesday, September 26, 2012 (Yom Kippur)
- Monday, October 8, 2012 (Columbus Day)
- Sunday, November 11, 2012 (Veterans Day)
- Thursday, November 22, 2012 (Thanksgiving Day)
- Monday, December 24, 2012 (Christmas Eve) Thru December 31, 2012
- Tuesday, January 1, 2013 (New Year's Day)
- Monday, January 21, 2013 (Martin Luther King, Jr. Day)
- Monday, February 18, 2013 (President's Day)
- Sunday, March 31, 2013 (Easter Sunday)
- Monday, May 27, 2013 (Memorial Day)
- Thursday, July 4, 2013 (Independence Day)
- Monday, September 2, 2013 (Labor Day)
- Saturday, September 14, 2013 (Yom Kippur)
- Monday, October 14, 2013 (Columbus Day)
- Monday, November 11, 2013 (Veterans Day)
- Thursday, November 28, 2013 (Thanksgiving Day)
- Tuesday, December 24, 2013 (Christmas Eve) Thru December 31, 2013



Refund Policy If a student decides to withdraw, the student must notify the NGS Registrar, 186 Jones Rd., Falmouth, MA 02540 in writing or by email to registrar@ngs.edu before he or she has withdrawn. The length of time the student is enrolled shall be determined by the date on which the student notifies the college in writing that he or she has withdrawn. Refunds will be made within 30 days of receipt of such notification.

A student is recorded as having terminated his or her program of study if more than seven (7) consecutive days on which the student's classes were held, or twenty-one (21) calendar days, whichever is less, have passed since the last date of actual attendance at the NGS Florida site. If earlier written notice of termination is received by the institution, the date of that written notice becomes the termination date.

Tuition will be refunded at the rate of 100% if the student does not attend any portion of the first course, 90% if the student withdraws after the first meeting of the first course, 60% if the student withdraws after the second meeting of the first course, and 0% at the end of the course. A \$150 administrative fee will be charged for students completing less than fifty (50%) percent of the course.

Refunds are issued to repay Stafford loans, The Department of Veteran's Affairs, and Military Tuition Assistance and any other tuition subsidy before refunds are made to the student. (For students attending classes in Georgia or Florida, please see addenda for additional information.)

Textbooks are not covered by these refund policies. Questions about the refund policy should be directed to the bursar at bursar@ngs.edu.

**Additional information regarding NGS (License # 3247) may be obtained by contacting the Commission for Independent Education
Florida Dept. of Education
325 West Gaines St., Suite 1414
Tallahassee, FL. 32399-0400
(888) 224-6684**

46. ADDENDUM FOR STATE OF GEORGIA

Addendum for Students Attending Classes in the State of Georgia: Refund Policy

Prior to beginning classes, all monies paid by the prospective student, including application fees, are refunded if he/she requests same within three (3) business days of making a payment or signing a contract. The one-time application fee (\$50) is non-refundable; however, any student who withdraws from the institution is not liable for an unpaid portion of that fee. Students will not be charged the normal \$150 administrative fee. The cost of textbooks will be refunded if a student withdraws before completing 50% of a course and the textbooks are in a condition that does not prevent them from being used or sold to new students. A student is recorded as having terminated his or her program of study if more than seven (7) consecutive days on which the student's classes were held, or twenty-one (21) calendar days, whichever is less, have passed since the last date of actual attendance at the NGS Georgia site. If earlier written notice of termination is received by the institution, the date of that written notice



becomes the termination date. Refunds are calculated from the last date of attendance, and refunds will be issued within thirty-days (30) of recording termination. A written notice of withdrawal by the student is not necessary. (Students who feel that extenuating circumstances such as injury or prolonged illness have prohibited completion of a course or program of study are encouraged to follow the Student Grievance Procedure outlined in this Handbook).

NGS courses are accelerated and typically run for six weeks with six four-hour class meetings. Tuition is billed by semester (four courses) and is expected to be paid by the end of each sequence of four courses. Refunds will be made at the rate of 100% if the student does not attend any portion of a course. Thereafter, a 90% refund of course charges is made if the student attends no more than one class meeting. A 75% refund is made if the student attends no more than two (2) class meetings. A 50% refund is made if the student attends no more than three (3) class meetings. Absent truly exceptional circumstances, no tuition refund is made after a student begins the 4th class meeting. If NGS changes a program of study, or course time or location, in such a way that a student who has started the program or course is unable to continue, it will make arrangements in a timely manner to accommodate the needs of each student enrolled in the program, or refunds of all money paid by the student for the program or study or course will be made if alternative arrangements agreeable to both NGS and the student are not possible.

47. ADDENDUM FOR STATE OF VIRGINIA

The National Graduate School of Quality Management Virginia Administrative Office:
2111 Wilson Blvd., Suite 700, Arlington, VA 22201

Teaching sites in the State of Virginia:
NGS, 2111 Wilson Blvd., Suite 700, Arlington, VA 22201

Student Grievance Procedure:

Informal Stage: Students who wish to file a complaint alleging that a violation of NGS policy has caused them personal injury or harm should contact the Student Services department at the NGS administration offices within one month of the occurrence. Email: studentservices@ngs.edu.

An appropriate NGS staff member will be designated to first hear the complaint. He or she will investigate the complaint and give guidance to the complainant and if mutually agreeable, arrange for a written statement or agreement to resolve the matter. If resolution that is satisfactory to all parties cannot be reached at this point, the complainant may proceed to the formal stage.

Formal Stage: The formal process begins with the complainant filing a written, signed, formal complaint with the Director of Regulatory Affairs. Upon the receipt of a formal written complaint, the Director will refer the matter, along with the informal stage findings and recommendations, to a formal hearing committee appointed by the President to hear the complaint.



The hearing committee will receive all information presented by the parties or the investigating official and recommend its findings to the President.

Students attending classes in Virginia who are not satisfied with the findings of NGS shall contact Private & Out-of-State Postsecondary Education, State Council of Higher Education for Virginia, James Monroe Building, 101 N. 14th Street, 9th Floor, Richmond, VA 23219, (804) 225-2600.

At no stage of this process shall either party have legal counsel present. Effort shall be made at each level of review to keep discussion confined to persons who need to know about the matter, but no absolute guarantee of confidentiality can be given under the circumstances.

Reprisal against any student exercising his/her right to initiate a complaint is prohibited; however, the student must apply civility to all communications. Adherence to this policy is required in the informal and formal stage of the grievance process, as well as day-to-day interactions within the NGS Community. Violation of the civility in correspondence policy may lead to revocation of access to student privileges, immediate and/or indefinite suspension, and an official recording on the academic record.

Certified to Operate:

The National Graduate School of Quality Management is certified to operate by the State Council of Higher Education for Virginia (SCHEV):

Private & Out-of-State Postsecondary Education, State Council of Higher Education for Virginia, James Monroe Building, 101 N. 14th Street, 9th Floor, Richmond, VA 23219, (804) 225-2600.

48. ADDENDUM FOR DEPARTMENT OF VETERANS AFFAIRS EDUCATIONAL BENEFITS – CALIFORNIA

Maintaining Good Academic Standing – A student whose cumulative grade point average falls below the minimum after each of the first two semesters will not be permitted to continue in the program.

Site Location:

Naval Base San Diego
3975 Norman Scott Road
Naval College Office
Building #3280
San Diego, California 92135

Campus Coordinator Office:

The National Graduate School of Quality Management
2121 5th Avenue – Suite #205
San Diego, California 92101



Training Time for Graduate Students – Full time training is defined as three credits for graduate students. (Note: Courses are accelerated in nature as the graduate programs are accelerated, and completed within one year at the master’s degree level and two years for the doctorate degree level.)

49. ADDENDUM FOR DEPARTMENT OF VETERANS AFFAIRS EDUCATIONAL BENEFITS – FLORIDA

Florida Academic Calendar included below:

- Sunday, January 1, 2012 (New Year’s Day)
- Monday, January 16, 2012 (Martin Luther King, Jr. Day)
- Monday, February 20, 2012 (President’s Day)
- Sunday, April 8, 2012 (Easter Sunday)
- Monday, May 28, 2012 (Memorial Day)
- Wednesday, July 4, 2012 (Independence Day)
- Monday, September 3, 2012 (Labor Day)
- Wednesday, September 26, 2012 (Yom Kippur)
- Monday, October 8, 2012 (Columbus Day)
- Sunday, November 11, 2012 (Veterans Day)
- Thursday, November 22, 2012 (Thanksgiving Day)
- Monday, December 24, 2012 (Christmas Eve) Thru December 31, 2012
- Tuesday, January 1, 2013 (New Year’s Day)
- Monday, January 21, 2013 (Martin Luther King, Jr. Day)
- Monday, February 18, 2013 (President’s Day)
- Sunday, March 31, 2013 (Easter Sunday)
- Monday, May 27, 2013 (Memorial Day)
- Thursday, July 4, 2013 (Independence Day)
- Monday, September 2, 2013 (Labor Day)
- Saturday, September 14, 2013 (Yom Kippur)
- Monday, October 14, 2013 (Columbus Day)
- Monday, November 11, 2013 (Veterans Day)
- Thursday, November 28, 2013 (Thanksgiving Day)
- Tuesday, December 24, 2013 (Christmas Eve) Thru December 31, 2013

Class Schedules for each learning site are listed on the NGS web site at www.ngs.edu in the NGS Portal for registered students’ access. Students missing class due to religious holidays are encouraged to plan ahead and attend another cohort’s class if possible. Otherwise, please make arrangements with your instructor ahead of time.



50. ADDENDUM FOR DEPARTMENT OF VETERANS AFFAIRS EDUCATIONAL BENEFITS – TEXAS

Maintaining Good Academic Standing – A student whose cumulative grade point average falls below the minimum after each of the first two semesters will not be permitted to continue in the program.

Texas Campus Coordinator Office:

The National Graduate School of Quality Management
Alamo Colleges
Workforce Center of Excellence
203 Norton Street, Room 169
San Antonio, TX 78211

Texas Main Campus Instructional Location:

The National Graduate School of Quality Management
Alamo Colleges
Workforce Center of Excellence
203 Norton Street
San Antonio, TX 78211

Texas Off-Campus Instructional Location:

Northeast Baptist Hospital
8811 Village Drive
San Antonio, Texas 78217

Training Time for Bachelor and Graduate Students – Full time training is defined as three credits per course for bachelor and graduate students. (Note: Courses are accelerated in nature as the bachelor and graduate programs are accelerated, and completed within one year at the bachelor and master's degree level and two years for the doctorate degree level.)

51. HANDBOOK REVISION POLICY

NGS reserves the right to revise the policies contained herein at any time. The current revision is always posted for current students on the NGS website. Recommendations concerning improvements to the contents of this handbook/catalog are encouraged and may be submitted at any time to:

The National Graduate School of Quality Management, ATTN: Director, Standards of Practice and Accreditation, 186 Jones Road, Falmouth, Massachusetts 02540

