# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>SECTION</th>
<th>SUBJECT</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Letter from the President</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Background and Accreditation</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Mission Statement</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Programs of Study</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>4.1  Degree Programs</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>4.2  Dual Credential Programs</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>4.3  Certificate Programs</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>4.4  Professional Development &amp; Continuing Education</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>4.5  The Academic Program</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>Academic Calendar</td>
<td>19</td>
</tr>
<tr>
<td>6</td>
<td>Doctor of Business Administration Degree Programs (Not Available in MA)</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>6.1  Doctor of Business Administration Admission Requirements</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>6.2  Credential: Doctor of Business Administration, Program:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quality Systems Management (DBAQSM)</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>6.3  DBAQSM Course Descriptions</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>6.3.1  DBAQSM Specialization Health Systems Course Descriptions</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>(Not Available in Massachusetts)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.3.2  DBAQSM Specialization Homeland Security and Defense Course</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Descriptions (Not Available in Massachusetts)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Master of Science Degree Programs</td>
<td>31</td>
</tr>
<tr>
<td>7</td>
<td>7.1  Master of Science Admission Requirements</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7.2  Master of Science Categories of Acceptance</td>
<td>32</td>
</tr>
<tr>
<td>7</td>
<td>7.3  Credential: Master of Science, Program:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quality Systems Management (MSQSM)</td>
<td>32</td>
</tr>
<tr>
<td>7</td>
<td>7.4  MSQSM Course Descriptions</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>7.4.1  MSQSM Specialization Health Systems Course Descriptions</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>(Not Available in Massachusetts)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.4.2  MSQSM Specialization Homeland Security and Defense Course</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Descriptions (Not Available in Massachusetts)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7.5  MSQSM Course Descriptions (In Massachusetts)</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>Dual Credential Programs (Not Available in Massachusetts)</td>
<td>42</td>
</tr>
<tr>
<td>8</td>
<td>8.1  MSQSM plus Green Belt in Six Sigma</td>
<td>43</td>
</tr>
<tr>
<td>8</td>
<td>8.2  MSQSM plus Green Belt in Six Sigma Course Descriptions</td>
<td>43</td>
</tr>
<tr>
<td>9</td>
<td>Bachelor Degree Programs (Not Available in Massachusetts)</td>
<td>45</td>
</tr>
<tr>
<td>9</td>
<td>9.1  Bachelor Degree Completion Admissions Requirements</td>
<td>45</td>
</tr>
</tbody>
</table>
9.2 Credential: Bachelor of Science, Program: Bachelor Completion in Quality Systems Management (BSQSM) 47

9.3 BSQSM Course Descriptions 48

9.3.1 BSQSM Specialization Health Systems Course Descriptions 51

9.3.2 BSQSM Specialization Homeland Security and Defense Course Descriptions 51

10 Certificate Programs (Not Available in Massachusetts) 52

10.1 Post-Doctoral Certificates 52

10.2 Post-Doctoral Certificate Prerequisites 52

10.3 Post-Doctoral Certificate Course Descriptions 53

10.4 Credential: Certificate, Program: Master Black Belt in Six Sigma 55

10.5 Master Black Belt in Six Sigma Prerequisites 55

10.6 Master Black Belt in Six Sigma Course Descriptions 56

10.7 Credential: Certificate, Program: Black Belt in Six Sigma 57

10.8 Black Belt in Six Sigma Prerequisites 57

10.9 Black Belt in Six Sigma Course Descriptions 58

10.10 Black Belt in Six Sigma Course Descriptions (NGS MSQSM alumni) 59

10.11 Credential: Certificate, Program: Green Belt in Six Sigma 59

10.12 Green Belt in Six Sigma Prerequisites 60

10.13 Green Belt in Six Sigma Course Descriptions 61


10.15 Homeland Security Prerequisites 62

10.16 Homeland Security Course Descriptions 62

11 Course Numbering System 63

12 The Application Process 63

12.1 Documents and Fees Required in the Application Process 63

12.2 Cycle Time for Acceptance of Applications 64

13 Transfer Credits 65

13.1 Acceptance of Transfer of Credit to NGS 65

13.2 Transfer of Credit to Other Institutions 65

14 Tuition, Fees and Scholarships 66

14.1 Degree Programs 66

14.2 Certificate Programs & Individual Courses 68

14.3 Institutional Scholarships 68

15 Withdrawal, Drop Period and Refund Policies 70

16 Tuition Reimbursement 71

17 Accepted Forms of Payment 71

18 Federal Stafford Loan Program 71

19 Department of Veterans Affairs – Educational Benefits 73

20 Grading and Evaluation 76

21 Grades and Quality Points 76

21.1 Graduate Credit Grading 77

21.2 Undergraduate Credit Grading 77

21.3 W, F, and Incomplete Grades 78
| 41 | Commercial Support | 99 |
| 42 | Board of Trustees | 100 |
| 43 | Administration | 101 |
| | Key Points of Contact | 102 |
| 44 | Faculty | 104 |
| 44.1 | Degree Program QSM Faculty | 104 |
| 44.2 | Black Belt in Six Sigma Program Faculty | 117 |
| 44.3 | Green Belt in Six Sigma Program Faculty | 118 |
| 44.4 | Homeland Security Certificate Faculty | 120 |
| 44.5 | Environment Sustainability Faculty | 122 |
| 44.6 | Faculty Teaching in the State of Florida | 123 |
| 45 | Addendum for State of Florida | 126 |
| 46 | Addendum for State of Virginia | 130 |
| 47 | Addendum for Department of Veterans Affairs Educational Benefits - California | 131 |
| 48 | Addendum for Department of Veterans Affairs Educational Benefits - Florida | 132 |
| 49 | Addendum for Department of Veterans Affairs Educational Benefits - Texas | 133 |
| 50 | Handbook Revision Policy | 133 |
| 51 | Appendix A | 134 |
Publication program and format * references convey “The only program available in Massachusetts is the Master of Science in Quality Systems Management.”
1. LETTER FROM THE PRESIDENT

Dear Students,

I am very pleased you have selected The National Graduate School of Quality Management (NGS) to pursue your academic studies. We welcome you to our school and hope your experience will benefit you both personally and professionally. All of us here at NGS will put our best effort forth to support you and allow you to be successful and achieve your personal and professional goals. Together we can be successful.

Our school is fully accredited by the New England Association of Schools and Colleges (NEASC) through its Commission on Institutions of Higher Education. Program offerings include a Doctor of Business Administration (DBA) in Quality Systems Management, a Master of Science (MS) in Quality Systems Management, and a Bachelor of Science Degree Completion Program (BSc) in Quality Systems Management.

Our goal is to provide programs and courses which will meet your individual needs as adult learners. We believe in academic rigor and quality. We ensure all our courses are academically sound, challenging, current, and tailored to meet your needs. Your success and career advancement are important to us.

As you join our NGS family I wish you the very best for much success in all you do. Work hard, stay committed, and take advantage of all we have to offer. The investment you are now making is sure to result in a return on your investment. Good luck!

With regards,

Dr. Robert V. Antonucci
Interim President and Board Chair
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, and 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. (NEASC) 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.

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 Drive, Suite 100
Burlington, MA 01803-4514
Toll-Free: 855-886-3272
Phone: 781-425-7700
Fax: 781-425-1001
E-Mail: cihe@neasc.org

New England Association of Schools and Colleges (NEASC) Commission on Institutions of Higher Education (CIHE) action following the Spring 2011 five-year comprehensive evaluation continued NGS accreditation, with the next comprehensive evaluation scheduled for Fall 2016. 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 non-credit certificate programs include (not currently offered): 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, email: admissions@ngs.edu, or phone Enrollment Management at 800-838-2580 x505. Normal office hours are between 8am – 5pm, Monday through 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.

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 (currently not offered).

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 students to 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 which 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.

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 National Graduate School of Quality Management’s Doctor of Business Administration program provides comprehensive, doctoral-level instruction (application of theory) in business administration discipline with a focus in Quality Systems Management (QSM). The primary focus of the program is to develop leadership competencies in the body of knowledge known as Quality Systems Management (QSM) through the application of a holistic systems approach to leading and managing organizations and achieving continuous improvement as measured by tangible returns on investment. Student learning will be enhanced and demonstrated through the process of completing the coursework and a Doctoral Dissertation Project performing rigorous applied action research that must generate tangible results and add to the Quality Systems Management body of knowledge. Doctor of Business Administration in Quality Systems Management graduates will acquire in-depth knowledge, skills, and abilities enabling them to serve as QSM experts at senior levels within organizations.

**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. (Current students see attached letter in the Appendix concerning your Black Belt Certification with Juran Global.)
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. (Current students see attached letter in the Appendix concerning your Green Belt Certification with Juran Global.)

Degree Specializations (Not Currently Offered)
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 (Not Currently Offered)
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 (Not Currently Offered)
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.

Specialization Offerings
NGS will offer the published specializations (with specialization specific courses and faculty) to cohorts with a sufficient number of students seeking identical specializations as determined by the Dean of Academic Affairs. For a cohort of fewer students seeking an approved academic specialty, specialization specific courses and faculty will not be offered. Student area of emphasis will then be recognized through the project or dissertation.

Apply on line at www.ngs.edu or call the Department of Enrollment Management at 800-838-2580 x505.

4.2 Dual Credential Programs (Not Currently Offered)*

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 projects, 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 (Not Currently Offered)*

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.

Master Black Belt in Six Sigma
The Master 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.

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.

Healthcare
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 Dean of Academic Affairs and are held to the same high academic standards as the degree programs. Most are comprised of four courses taken over a four – six 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 at 800-838-2580 x505, 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
Individually, 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 Dean of Academic Affairs 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 a communication enabler 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 leading sponsoring organizations as evidenced in 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.

**Online Course Delivery for Bachelor of Science Completion and Master of Science Programs**

NGS online courses provide synchronous and asynchronous education with the same learning objectives and outcomes as traditional face-to-face courses. NGS online courses are delivered from the web based NGS Portal student learning management system designed to create a flexible and interactive learning environment allowing students/instructors continuous access to courses from any location at any time.

Students access course syllabi, lessons/modules, PowerPoint slides, content lessons, rubrics, individual and team assignments, reading assignments, case studies, supplemental material to support subject matter, schedules, resource links, research databases, software, e-books, tracker systems, and course evaluations from the NGS Portal online Course Material and Student Resources sections. Students submit assignments to the NGS Portal drop-box as directed by faculty. Grading, feedback and query responses provide one-on-one student-instructor interaction. Students communicate with their faculty and classmates in the NGS Portal online course discussion forums and chat rooms, in class discussions 24 hours a day/7 days a week, within the NGS Portal online Communication section. Weekly minimum online course portal requirements and weekly minimum responses to discussion questions are defined in the syllabus and assessed by faculty. Additional synchronous webinar instruction, provided by course faculty delivered by an audio-visual web conferencing system, facilitates synchronous class discussions and faculty/student audio-visual presentations. Course webinars are recorded and made available for asynchronous access in the NGS Portal online Course Material section. Review of the recorded webinars asynchronously and interaction with the faculty is mandatory for those unable to participate during the original synchronous conferencing.

**Online Student Participation**

There are two components to student course participation:

1. **Weekly Webinars**
2. **Online Discussion Forums**

1. **Weekly Webinars** (live sessions involving faculty and the cohort) are important elements of NGS student learning experiences. Attendance at the synchronous webinars is the preferred method of participation. Webinars include content delivery, sharing/discussions, team presentations of assignments, and project presentations throughout the program. If a student is unable to attend the live synchronous webinar he/she is expected to listen to the
recorded session of the webinar. This link is posted in the NGS Portal within two days after the live webinar.

2. **Online Discussion Forums** take place in the online NGS Portal classroom. Discussion participation requirements vary for each course and are explained in the syllabus and by each faculty member. Faculty define the parameters of participation for student-to-student and faculty-to-student discussions. These requirements differ for the BSc and MS Program. Each week faculty require responses to discussion question(s) associated with topics in the portal forums. The number of discussion questions or individual assignments may vary. Students are required to post an initial response as well as value-added responses to three peers each week. All responses are due prior to the start of the next Lesson (week); late responses may result in a reduction in the grade for that assignment. Make-up work or the actual deliverables according to the syllabus may be assigned by faculty for extended absences.

The National Graduate School fully supports the professional travel and military service of its students as those activities help them acquire practical experiences that add value to their contributions. When it is necessary for students to be absent for professional or military obligations, they should inform the faculty as soon as possible and also take steps to complete assignments which replace the online student participation.

All make-up work must be uploaded to the NGS Portal Digital Dropbox by the due date specified in the syllabus or by the faculty. In the event make-up work is not uploaded by the course end date, an extension should be requested by the student and approved by the faculty. Note, course final grades are due from faculty no later than six days after the last class meeting or by course end date. The National Graduate School and its faculty gladly accommodate necessary absences; however, students must follow the established coursework policies.

**Assessment**
Assessment of educational outcomes is conducted at the course level, the semester level, and program level. Faculty assesses 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 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**
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 which 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.

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.

Students are required to declare degree specializations when applying to the program. 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.
Specialization Offerings
NGS will offer the published specializations (with specialization specific courses and faculty) to cohorts with a sufficient number of students seeking identical specializations as determined by the Dean of Academic Affairs. For a cohort of fewer students seeking an approved academic specialty, specialization specific courses and faculty will not be offered. Student area of emphasis will then be recognized through the project or dissertation.

Area of Emphasis
NGS offers students, as adult learners, the opportunity to control the focus of their educational experience by deciding if they want to select an Area of Emphasis as a focus for their individual study. An Area of Emphasis does not change the structured curriculum. It is the student’s declaration of their specific focus. This specific focus is realized primarily through the project or dissertation. However, elective reading, and access to SME’s in that area can also support a specific study focus.

Area of emphasis is not a specialization and is not recorded on transcript records. Area of emphasis is limited to areas within the range of NGS institutional expertise and mission. These include, but are not limited to, the following:

- Accounting
- Business Intelligence
- Engineering
- Data Science
- Finance
- Global Operations and Supply Chain Management
- Healthcare
- Homeland Security
- Human Resource Management
- Leadership
- Manufacturing
- Marketing
- Project Management
- Quality
- Strategy and Innovation

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

The Homeland Security Emphasis
NGS works with students in the BSc and MS Degree Programs, in a cohort format, prior to the start of the Orientation, for the option of a Homeland Security Emphasis. Students enroll in and complete a non-
credit bearing course, HSD501 Introduction to Homeland Security. This course includes five lessons and three webinars with two assessments.

**HSD501 Introduction to Homeland Security**
The content of this non-credit bearing course provides a foundation and body of knowledge about homeland security principles and best practices. The lessons include an introduction to the topic, homeland security essentials, preparedness and emergency management, risk, resilience and critical infrastructure, threats, hazards and natural disasters, as well as quality and homeland security. Delivery format includes prerecorded lessons and synchronous webinars. Students engage in discussions, complete notes for each lesson, and write a reflective scholarly paper. In addition to successfully completing the course (satisfactory/unsatisfactory grade), students are required to defend their business project that must have a homeland security focus.

**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](http://www.ngs.edu), under the Student Services links.

* The only program available in Massachusetts is the Master of Science in Quality Systems Management.

5. **ACADEMIC CALENDAR**

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

**2016-2017 Academic Calendar**
- Friday, January 1, 2016 (New Year’s Day)
- Tuesday, January 12, 2016 – Orientation BScQSM 116
- Wednesday, January 13, 2016 – Orientation MSQSM
- Monday, January 18, 2016 (Martin Luther King, Jr. Day)
- Tuesday, January 26, 2016 – Start BScQSM 116
- Wednesday, January 27, 2016 – Start MSQSM 116
- Monday, February 15, 2016 (President’s Day)
- Tuesday, March 15, 2016 – Orientation BScQSM 316
- Wednesday, March 16, 2016 – Orientation MSQSM 316
- Tuesday, March 22, 2016 – Start BScQSM 316
Wednesday, March 23, 2016 – Start MSQSM 316
Wednesday, March 23, 2016 – Orientation DBAQSM 316
Sunday, March 27, 2016 (Easter Sunday)
Thursday, March 31, 2016 – Start DBAQSM 316
Monday, May 30, 2016 (Memorial Day)
Saturday, June 4, 2016 – Commencement Ceremony
Monday, July 4, 2016 (Independence Day)
Tuesday, July 19, 2016 – Orientation BScQSM 716
Wednesday, July 20, 2016 – Orientation MSQSM 716
Tuesday, July 26, 2016 – Start BScQSM 716
Wednesday, July 27, 2016 – Start MSQSM 716
Monday, September 5, 2016 (Labor Day)
Tuesday, September 28, 2016 – Orientation BScQSM 1016
Wednesday, September 29, 2016 – Orientation MSQSM 1016
Tuesday, October 4, 2016 – Start BScQSM 1016
Wednesday, October 5, 2016 – Start MSQSM 1016
Monday, October 10, 2016 (Columbus Day)
Wednesday, October 20, 2016 – Orientation DBAQSM 1016
Thursday, October 27, 2016 – Start DBAQSM 1016
Friday, November 11, 2016 (Veterans Day)
Thursday, November 24, 2016 (Thanksgiving Day)
Sunday, December 24, 2016 (Christmas Eve)
Monday, December 25, 2016 (Christmas Day)
Sunday, January 1, 2017 (New Year’s Day)
Monday, January 2, 2017 (New Year’s Day observed)
Monday, January 16, 2017 (Martin Luther King, Jr. Day)
Tuesday, January 17, 2017 – Orientation BScQSM 117
Wednesday, January 18, 2017 – Orientation MSQSM 117
Tuesday, January 24, 2017 – Start BScQSM 117
Wednesday, January 25, 2017 – Start MSQSM 117
Monday, February 20, 2017 (Presidents’ Day)
Tuesday, March 14, 2017 – Orientation BScQSM 317
Wednesday, March 15, 2017 – Orientation MSQSM 317
Tuesday, March 21, 2017 – Start BScQSM 317
Wednesday, March 22, 2017 – Start MSQSM 317
Wednesday, March 22, 2017 – Orientation DBA 317
Thursday, March 30, 2017 – Start DBA 317
Tuesday, May 16, 2017 – Orientation BScQSM 517
Wednesday, May 17, 2017 – Orientation MSQSM 517
Tuesday, May 23, 2017 – Start BScQSM 517
Wednesday, May 24, 2017 – Start MSQSM 517
Monday, May 29, 2017 (Memorial Day)
Saturday, June 3, 2017 – Commencement Ceremony
Class Schedules 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;
- Statement of purpose (1000 words) articulating why you want to pursue a Doctor of Business Administration with The National Graduate School of Quality Management. If you have a research interest, we ask that you incorporate your research interest within the topic of the essay;
- Interview with the Academic Dean or Program Chair (phone or webinar);
- Access to and familiarity with computers (including the Internet);
- Intended degree specializations are required to be declared when applying to the program;
- Dissertation topics require approval of the Academic Affairs Curriculum Committee;
- 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 should sign and submit the NGS Learning Contract Form prior to the start of their program of study.
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 committee will use the writing sample essay as a basis of discussion to determine the applicant’s ability to articulate the applicant’s submission. The Academic Affairs Interview Committee will provide the DBA 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 admissions as stated above, submitted all required documentation prior to the start of the semester 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. If not all required documentation has been submitted by the start of the semester, these students will have until the end of the Drop Period (see section 15) to complete their enrollment file. After this period, students who still have incomplete files may be removed from their program of study.

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 30 month, 16 course, 60 credit program offered in four semesters. The program residency courses encompass prospectus/project development, dissertation proposal development, original research, and applied dissertation followed by 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 DBA Dissertation Committee.

Students begin work on their Doctoral Dissertation Projects during the first semester of the DBA program. As each new course is introduced, students are required to demonstrate competencies gained by applying their newly-acquired knowledge to their Doctoral Dissertation Projects. During the DBA program, the projects will go through several incremental and progressive stages.
• Stage 1: Students will present proposals for their Doctoral Dissertation Projects to their Dissertation Chairs for approval.
• Stage 2: Students will develop proposals that consist of the first three chapters of the Doctoral Dissertation Projects that include an introduction, literature review, and research methodologies.
• Stage 3: Students will implement their projects’ designs and document the results in Chapter four and conclusions and recommendations in Chapter five. Upon successful completion of Chapters one through five, students present their Doctoral Dissertation Projects in a final “Oral Defense” before the DBA Dissertation Committee.

Dissertation Chair is to supervise students from the development of the project proposal through the final dissertation oral defense. Dissertation Chairs will advise students of NGS’ standards for quality systems design and completion of doctoral research and provide academic guidance at each stage of the dissertation process.

The program is only offered in cohort group format. NGS will offer the published specializations (with specialization specific courses and faculty) to cohorts with a sufficient number of students seeking identical specializations as determined by the Dean of Academic Affairs. For a cohort of fewer students seeking an approved academic specialty, specialization specific courses and faculty will not be offered. Student area of emphasis will then be recognized through the project or dissertation.

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.

The DBA curriculum is grounded in a taxonomy consisting of eight skill sets, arranged in order of increasing complexity:
• Levels 1 & 2 KNOW/UNDERSTAND and REMEMBER requires a basic understanding of facts and concepts, the ability to demonstrate memory and understanding of the course material.

• Level 3 APPLY requires students to place their knowledge in context and expand their understanding through research.

• Level 4 ANALYZE requires students to use what they know and remember, and the knowledge gained from research, to formulate an explanation of what happened and why concerning specific cases.

• Level 5 EVALUATE requires students to assess the quality of answers developed or encountered during their analysis, exercise sound judgment to prioritize solutions and explain their priorities in terms of utility, cost effectiveness, etc.

• Level 6 CREATE requires students to develop new programs and policies to solve identified challenges. Creation should include both theoretical considerations of observed cause and effect, as well as practical considerations of resources available.

• Level 7 COMMUNICATE requires students to demonstrate persuasive delivery of their ideas, both through the structure of the concepts and the means of delivery.

• Level 8 COLLABORATE requires students to demonstrate the ability to effectively collaborate with others in practical settings of business, healthcare, education, and government.

At the end of the DBA program, if a student’s dissertation has not met the 90% criteria level within each rubric category as determined by the DBA Chair and DBA Dissertation Committee members, the student will be placed into a Dissertation Course, until such time they meet the 90% criteria level. Each dissertation course is eight weeks in length and students receive two credits per Dissertation Course. There is no limit on how many Dissertation Courses a student may take. However, the student shall complete and successfully defend their dissertation within five years after they finish the last program course. Each student remains with their assigned DBA Chair throughout the Dissertation Course(s) until such time they successfully defend.

Upon successful completion of the program graduates will possess a wide variety of knowledge, skills, and abilities to serve as Quality Systems Management experts at senior levels within organizations. Coursework has been specifically designed to build the following competencies:

• Ability to organize and lead teams to solve complex problems and improve business processes.

• Ability to communicate across all levels of an organization with confidence.

• Ability to lead major organizational change initiatives.

• Ability to think critically and conduct and synthesize scholarly research.

• Ability to analyze, construct, and present a business case for senior-level decision making.

• Ability to develop, collect, and track executive level dashboard metrics.

• Ability to identify, locate, evaluate, and effectively use information for problem solving and opportunity identification.
• Ability to contribute to and foster global competitiveness of the organization by promoting innovation, technology, and new marketing opportunities and minimizing threats.
• Ability to lead internal and external organizational assessment.

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).

1. **DOC 850 (B): Doctoral Dissertation Project I - Prospectus/Concept Development**

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

2. **DOC 902 Dissertation Track Course (30-month DBA Program)**

This required dissertation documentation course is designed to guide students through the verification of their research projects and dissertation writing as they prepare for final examination by a doctoral dissertation committee. There are twelve milestone completions, beginning with the writing of a research proposal and upon proposal approval by the committee and institutional review board, data collection and analysis, are conducted. Each of the twelve milestones typically follows an eight-week timeframe throughout four semesters over a 30-month period. The transcript will be recorded with a credit/no credit grade upon completion of all milestones, but note that there is no semester hour credit associated with the course. Students are assigned to the 902 section with their designated Dissertation Chair. (0 credits)

3. **QSM 840 (O): Research Methodologies and Scholarly Writing**

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. (4cr)

4. **SSM 874 (O): Statistical Principals, Lean, Six Sigma and Project Management**

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. (4cr)

5. **QSM 850 (O): QSM in Business Research and Application**

This course presents current management practices using Quality Systems Management Tools and Methodologies to drive continuous improvement and performance excellence in For-Profit Business organizations. In addition to researching and analyzing “best practice” strategies adopted by Business entities, doctoral students will research and build a foundation of knowledge on current societal, economic, legal and ethical issues affecting quality in the Business Sector. Emphasis will be placed on an analysis of how quality has influenced and continues to evolve within the Business Sector at small, medium, and large business enterprises. (4cr)

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 DBA Dissertation Committee will be required. (3cr)

7. **QSM 884 (O): Organizational Assessment/Baldrige and Strategic Planning Research and Application**

This course presents both an internal and external view of the Baldrige Criteria for Performance Excellence. Through the analysis of case studies and extensive literature research, students will identify how the criteria have evolved over the past 20 years from its initial focus of quality control in manufacturing to the current comprehensive application to all areas of business in all sectors: Business, Healthcare, Government, and Education. Emphasis is placed on using the criteria model both as an award assessment tool and as a management tool driving both day-to-day operational decision making and strategic planning for the future sustainment of organizations. (4cr)

8. **QSM 858 (O): Benchmarking & Reengineering**

Discussions include benchmarking strategies with benchmarking principles presented to lead students to make practical applications to doctoral dissertation projects. (4cr)

9. **QSM 886 (O): Business Intelligence**

The demand for analytical and process talent is experiencing unprecedented growth. This course includes how to find key information, interpret it using qualitative analytical software (NiVivo), and use it to refine organizational strategies, drive more informed decision-making and process mapping the execution. (4 cr)

10. **DOC 866 (B): Doctoral Dissertation Project III – Original Research Execution**

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

11. **QSM 872 (O): Financial Management/Cost of Quality**

Advanced principles of finance and accounting are taught with applications to business management. (4cr)


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. (4cr)
13. QSM 869 (O): QSM in Government Research and Application

This course presents current management practices using Quality Systems Management Tools and Methodologies to drive continuous improvement and performance excellence in Healthcare organizations. In addition to researching and analyzing successful “best practices” adopted by Healthcare organizations, doctoral students will research and build a foundation of knowledge on current societal, economic, legal and ethical issues affecting quality in the Healthcare Sector. Emphasis will be placed on an analysis of how quality has influenced the evolution of healthcare standards by which healthcare organizations are expected to perform established by The Joint Commission (TJC), formerly the Joint Commission on Accreditation of Healthcare Organizations (JCAHO). (4cr)


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

15. 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. (4cr)


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. (4cr)

17. DOC 854 (O): Colloquium

Students must present at a recognized Quality Conference or Forum. All presentations must receive DBA Dissertation Committee approval prior to presentation. The colloquium can be taken at any time during the DBA program. (4cr)

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 Dean of Academic Affairs.
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 DBA Dissertation Committee guidance. (3cr)

DOC 882 (O): Doctoral Implementation II  
Includes electronic juried review by the DBA Dissertation Committee. (3cr)

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 DBA 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 DBA Dissertation Committee. (3cr)

DOC 899 (O): Dissertation Course  
This dissertation course series allows students to continue work on dissertation requirements with their Chair in order to meet or exceed the 90% of the dissertation rubric. Students and Chair use a focused competency based assessment to create a development plan. Pre-established outcome goals, using DBA milestones, established by the NGS curriculum and implemented by the DBA Chair prior to the start of each course are set. Pre-established collaboration with the Dissertation Chair is maintained on a regular basis. Presentation to the DBA Dissertation Committee will be required. This two-credit course assigns a letter grade using the following criteria-90% of achieved goals=A, 80% of goals met=B, and 70% of stated goals in time frame=C. (Note There are no Incomplete grade reporting forms used during this course series.) (2cr)

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 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)
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)

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)

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)

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 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 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)

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 850 QSM in Business Research and Application, QSM 885 QSM in Healthcare Research and Application, QSM 869 QSM in Government Research and Application and QSM 808 Integrated Studies in Quality Systems Management I 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. (4cr)

**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. (4cr)

**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. (4cr)

**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. (4cr)
6.3.2  **DBAQSM, Specialization Homeland Security and Defense Course Descriptions**

QSM 850 QSM in Business Research and Application, QSM 885 QSM in Healthcare Research and Application, QSM 869 QSM in Government Research and application and QSM 808 Integrated Studies in Quality Systems Management I 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. (4cr)

**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. (4cr)

**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. (4cr)

**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. (4cr)

7. **MASTER OF SCIENCE DEGREE PROGRAMS**

7.1 **Master of Science Program Admission Requirements**

To apply the following is required:
- Undergraduate degree and official 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;
- Statement of purpose (500 words) describing
  1. Your commitment to teamwork and collaborative learning
  2. Your commitment to achieving tangible results;
- 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 should sign and submit the NGS Learning Contract Form prior to the start of their program of study.

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 in 7.1

• 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. If not all required documentation has been submitted by the start of the semester, these students will have until the end of the Drop Period (see section 15) to complete their enrollment file. After this period, students who still have incomplete files may be removed from their program of study.

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.

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, three 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 one 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 two 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 three provides practical methodologies for applying quality systems principles to assess organizational achievements.

The program is only offered in a cohort group format. NGS will offer the published specializations (with specialization specific courses and faculty) to cohorts with a sufficient number of students seeking identical specializations as determined by the Dean of Academic Affairs. For a cohort of fewer students seeking an approved academic specialty, a specialization of specific courses and faculty will not be offered. Student area of emphasis will then be recognized through the project or dissertation.

The purpose of the MSQSM is:

- To provide students, particularly working adults and other non-traditional students, with a business related graduate education which 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 quality systems a management 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 workplace and responses to research in the field.

Coursework has been specifically designed to build the following competencies:

1. The ability to analyze the customers’ wants and needs within the identified environment and translate those into the customers’ requirements
2. The ability to design and implement a data collection plan.
3. The ability to analyze the performance of specific processes to include: creating appropriate metrics and collecting data

4. The ability to select and apply the appropriate quality and project management tools and concepts in managing process improvement

5. The ability to analyze the performance of a specific process in order to meet customer and business requirements

6. The ability to identify, evaluate and implement solutions for process improvement

7. The ability to analyze how the internal and external environment impact process improvement

8. The ability to analyze how the internal and external environment impact the process improvement

9. The ability to sustain continuous process improvement

10. The ability to recognize new opportunities, leverage new systems and technologies

11. The ability to read, write, express themselves orally

12. The ability to plan and conduct effective research and analyze results

13. The ability to form, participate, facilitate and lead teams.
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).

1. **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)

2. **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)

3. **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)

4. **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)

5. **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)

6. **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 one. 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)

7. **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)

8. **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)

9. **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)

10. **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)

11. 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)

12. 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)

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 Dean of Academic Affairs.

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 MSQSM, 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 countermeasures 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). (See section7.4 for course descriptions)

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 non-credit 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 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)

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 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 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)

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 one. 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 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 accredited 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;
- Access to and familiarity with computers (including the Internet);
- An official High School transcript of graduation (waved for those submitting transcripts with a conferred degree);
• Intended degree specializations are required to be declared no later than the end of the second course;
• 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 should sign and submit the NGS Learning Contract Form prior to the start of their program of study.

**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 admissions as stated above, submitted all required documentation prior to the start of the semester 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 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. If not all required documentation has been submitted by the start of the semester, these students will have until the end of the Drop Period (see section 15) to complete their enrollment file. After this period, students who still have incomplete files may be removed from their program of study.

**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](http://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, three 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 only offered in a cohort group format. NGS will offer the published specializations (with specialization specific courses and faculty) to cohorts with a sufficient number of students seeking identical specializations as determined by the Dean of Academic Affairs. For a cohort of fewer students seeking an approved academic specialty, and specialization specific courses and faculty will not be offered. Student area of emphasis will then be recognized through the project or dissertation.

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.
Core Competencies:

1. Ability to operate effectively and contribute to process improvement team dynamics
2. Ability to communicate effectively and engage all participants in the key project
3. Ability to define the process-based problem or opportunity for improvement
4. Ability to identify and collect data (baseline data) with respect to current process performance
5. Ability to analyze current process performance data, explore best practices
6. Ability to recommend appropriate options for improvement, support the development of pilot solutions and implementation plans
7. Ability to identify performance measures and reviews necessary to monitor/control the improved process

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).

1. 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)

2. **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)

3. **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)

4. **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)

5. **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)

6. **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)

7. **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)

8. **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)

9. **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)

10. **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 Dean of Academic Affairs.

**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 lessons learned from 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 course 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. NGS certificate programs award non-credit certificates. Certificate programs are for those seeking to enhance their professional development or are transitioning to a new field in a specific discipline. Currently NGS is not enrolling for any of the following certificate programs.

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)

The NGS Post-Doctoral certificate programs provide a structured process which 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 certificate program’s curriculum consists of three stand-alone but integrated non-credit certificates; a concept certificate, a research certificate, and a writing certificate. The complete program is one year long composed of three periods of four 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 of 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.

**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.

**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.

**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.

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

**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.

**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/her 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.

**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.

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

**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.

10.4 Credential: Certificate, Program: Master Black Belt in Six Sigma
*(Not Available in Massachusetts)*
The Master 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 Master Black Belt body of knowledge is generally understood to be the high level in a three-part hierarchy of knowledge (in ascending order): green belt, black belt, and master black belt.

It is worth noting the accepted sense of what constitutes the master black belt level of knowledge, and what is consequently expected of an earned master black belt has changed over time. Originally, master black belt programs almost exclusively emphasized statistical knowledge and analysis. In the 21st century, it is more generally thought that master 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 Master Black Belt program are thus derived what appear to be “success indicators” from the applicant’s background and experience.

The Master Black Belt in Six Sigma non-credit certificate program is an integrated 4 month, 4 course 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 Master 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 Master Black Belt in Six Sigma Prerequisites

- Ten 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 to both.

10.6 Master 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 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)

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)

10.7 Credential: Certificate, Program: Black Belt in Six Sigma
(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 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 non-credit certificate program is an integrated four month, four course 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.

### 10.8 Black Belt in Six Sigma Prerequisites

- Five 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 to both.

10.9 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.

**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.

**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.

**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.
10.10  **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.

**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.

**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.

**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.

10.11  **Credential: Certificate, Program: Green Belt in Six Sigma**
*(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 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 non-credit certificate program is an integrated two month, two course curriculum of two 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.

10.12 Green Belt in Six Sigma Prerequisites

- Two 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 to both programs.

10.13 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.

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.

(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 non-credit certificate program is an integrated four month, four course 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.

10.15 Homeland Security Prerequisites

- Five 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

10.16 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 overall 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 countermeasures 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 eight 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 three 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](http://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)

• Statement of Purpose
  o DBA Applicants – One Statement of Purpose (1000 words) - articulating why you want to pursue a Doctor of Business Administration with The National Graduate School of Quality Management. If you have a research interest, we ask that you incorporate your research interest within the topic of the essay;
  o MS Applicants – One Statement of Purpose (500 words) - describing
    a. Your commitment to teamwork and collaborative learning
    b. Your commitment to achieving tangible results;

• 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 or 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 when applying to the program.

• MA resident submission of Proof of Health Insurance and Proof of Immunizations (for blended MS students)

• 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.

12.2 Cycle Time for Acceptance of Applications

Applications for admission are reviewed on a rolling basis. In order to reserve a seat for preferred cohort start date, students are asked to submit a completed application form as early as possible. For questions about the application process, email admissions@ngs.edu or phone Enrollment Management at 800-838-2580 x505.

13. TRANSFER CREDITS

13.1 Acceptance of Transfer Credits to NGS

Students wishing to receive transfer credit for coursework completed at other institutions and programs should request and seek approval from the Dean of Academic Affairs. Final approval of
transfer credit rests with the Dean of Academic Affairs. Grades earned from other institutions with transfer credit will not be averaged into the NGS GPA. 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, are required to have official transcripts mailed directly to the Office of the Registrar for evaluation of transfer credits. Undergraduate courses must have been taken over the past ten years, but this policy does not apply to a conferred Associate Degree. Transfer credits are evaluated only from an official transcript; official course syllabi from the term the course was taken may also be required. NGS will accept a maximum of 75 undergraduate program transfer credits for students meeting admission requirements. Courses completed with a “D” will not be considered toward Bachelor of Science Degree Completion Program admission requirements. The considerations that decide transfer decisions are applied consistently.

Students who 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 three 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.

**DBA Transfer Credit Policies**

DBA students are permitted to transfer up to nine credits of upper level doctorate graduate credits that are no more than seven years old. The academic credits must be from an accredited institution, recognized by the U.S. Secretary of Education and/or the Council for Higher Education. Official transcripts are mailed directly to the Office of the Registrar for evaluation of transfer credits and a copy of the course syllabi must be forwarded to the appropriate contact. The NGS DBA Program Chair and Dean of Academic Affairs evaluate the content of each prospective transferable course to determine alignment with the specific NGS course for credit approval. If NGS approves of the transfer credit then the student is required to audit the course where the transfer credit is being applied, and is responsible for the content of NGS course. The student must also work with Academic Affairs to assure they have earned 60 credits by the end of the DBA Program. This transfer process plan must be completed along with the DBA admission process and approved prior to the start date of the first DBA course.

**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, FEES AND SCHOLARSHIPS**

**General:** Tuition and fees are subject to change at the discretion of NGS. Tuition and fees are payable 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 in financial arrears are not eligible for graduation.

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.

Scholarships for Department of Defense (DoD) & Department of Homeland Security (DHS) Spouses: NGS grants scholarships to spouses or dependents 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 Jay Beirne, 800-838-2580 x123, with a copy of your marriage certificate by email financialaid@ngs.edu or fax 800-838-2581.

Course Enrollment: Once completing the application process, students are automatically enrolled in the program courses and financially responsible for the courses attempted.

Financial Hold: Students with a balance due for two courses or more will receive a notice of Financial Hold indicating beginning the next course will not be permitted until overdue tuition and fees have been paid. Contact Michelle Disher at the Bursar’s Office for more information or an acceptable payment plan at 800-838-2580x509 or email bursar@ngs.edu.

Students not clearing the overdue balance will receive a notice of course drop. Students maintaining a financial arrears status will be dropped (dis-enrolled) from their current course. Students dropped (dis-enrolled) from two consecutive courses will be administratively withdrawn from the degree/certificate program by the Office of the Registrar. If you have a Federal Stafford Loan, Veteran’s Benefits, and/or other entitlements, the change in enrollment will be reported to appropriate agencies.

A status of Financial Hold prevents a student from enrolling in subsequent classes, accessing any NGS academic resources, certificates, transcripts and diplomas.

### 14.1 Degree Programs

#### 2016-2017 Degree Program Tuition

<table>
<thead>
<tr>
<th>Programs</th>
<th>Program Tuition</th>
<th>Tuition Per 3 Credit Course</th>
<th>Tuition Per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DBA (60 cr.)</strong></td>
<td>$44,900.00^</td>
<td>$2,245.00*</td>
<td>$748.33</td>
</tr>
<tr>
<td><strong>MS (36 cr.)</strong></td>
<td>$20,800.00</td>
<td>$1,733.34</td>
<td>$577.78</td>
</tr>
<tr>
<td><strong>MS, Active Duty, Full Time DoD, DHS or Government Employee (36 cr.)</strong></td>
<td>$18,900.00^</td>
<td>$1,575.00</td>
<td>$525.00</td>
</tr>
</tbody>
</table>
Independent Study courses and dissertation courses have the same tuition per credit hour as regular program courses.

*DBA Private Industry/Corporate Tuition is $2,993.32 for four-credit courses.
^ASQ membership qualifies for reduced rate. DBA tuition is $37,500; MS degree and BS degree completion tuition are equivalent to the Military rates for each program as stated above.

Tuition rates subject to change

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 $350 for BS Degree Completion Program.

2016-2017 Degree Program Fee Schedule

- **Application fee** – DBA Program = $100.00, MS Program = $50.00, BS Completion Program = $25 (due with application; non-refundable)
- **Administrative fee per semester** – $50.00 (due at the beginning of each semester)
- **Research library fee** - DBA Program = 750.00, MS Program = $500, BS Completion Program = 250.00 (due at the beginning of Course 1)
- **Primer books and materials fee** – MS Program = $110, BS Completion Program = $110 (due at the beginning of Course 1)
- **Onsite Enrichment fee** - $100.00 per session for DBA Program
- **Graduation fee** – $150.00 (due at the end of the last semester)
- **Returned Check Fee** – $25.00

14.2 Certificate Programs & Individual Courses

2016-2017 Certificate Program Tuition
<table>
<thead>
<tr>
<th>Certificates</th>
<th>Program Tuition</th>
<th>Tuition Per Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six Sigma Black Belt Certificate</td>
<td>$2,900.00</td>
<td>$725.00</td>
</tr>
<tr>
<td>Six Sigma Green Belt</td>
<td>$1,400.00</td>
<td>$700.00</td>
</tr>
</tbody>
</table>

2016-2017 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.

14.3 Institutional Scholarships

The National Graduate School offers aid in the form of institutional scholarships for qualified students. Scholarship award amount is based on full-time enrollment of at least 12 credits. Less than full-time may alter the award amount. Qualified students are limited to one institutional scholarship award per program, except in the case of the Alumni Scholarship (see below). The eligible scholarship is applied at the start of the chosen program of study unless otherwise stated. Please speak with an Enrollment Manager for details on institutional scholarships.

Below is the list of academic, or “merit” scholarships based on a cumulative Grade Point Average of official transcripts:

**DBAQSM**

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>GPA Requirement</th>
<th>Amount Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>3.75 – 4.00</td>
<td>$5,000</td>
</tr>
<tr>
<td>Academic 1</td>
<td>3.50 – 3.74</td>
<td>$4,000</td>
</tr>
<tr>
<td>Academic 2</td>
<td>3.25 – 3.49</td>
<td>$3,000</td>
</tr>
<tr>
<td>Academic 3</td>
<td>3.00 – 3.24</td>
<td>$2,000</td>
</tr>
</tbody>
</table>
MSQSM

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>GPA Requirement</th>
<th>Amount Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>3.75 – 4.00</td>
<td>$5,000</td>
</tr>
<tr>
<td>Academic 1</td>
<td>3.50 – 3.74</td>
<td>$4,000</td>
</tr>
<tr>
<td>Academic 2</td>
<td>3.25 – 3.49</td>
<td>$3,000</td>
</tr>
<tr>
<td>Academic 3</td>
<td>3.00 – 3.24</td>
<td>$2,000</td>
</tr>
</tbody>
</table>

BScQSM

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>GPA Requirement</th>
<th>Amount Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic 1</td>
<td>3.50 – 4.00</td>
<td>$2,000</td>
</tr>
<tr>
<td>Academic 2</td>
<td>3.00 – 3.49</td>
<td>$1,500</td>
</tr>
<tr>
<td>Academic 3</td>
<td>2.50 – 2.99</td>
<td>$1,000</td>
</tr>
<tr>
<td>Academic 4</td>
<td>2.00 – 2.49</td>
<td>$500</td>
</tr>
</tbody>
</table>

Below is a list of non-academic scholarships with qualification descriptions:

**MSQSM Active Military Scholarship - $5,000**
This scholarship is awarded to any active military personnel, their spouse or dependents that enroll in the MSQSM program. This scholarship is applied at the start of the program and cannot be applied retroactively or used in combination with another scholarship.

**Dr. Joseph A. DeFeo and Juran Global Scholarship Fund – $2,500 each**
This scholarship is funded through a partnership with Juran Global and is offered to current NGS students. Eligible students for this scholarship will have successfully completed a minimum of two courses within their program of study. This scholarship is awarded annually to one male and one female student in the BScQSM, MSQSM, or DBAQSM programs. There is a specific submission window and criteria students need to complete for scholarship eligibility. An email with information on submission requirements, submission deadlines and the scholarship committee will be sent out to all students at the time of the submission window. Please contact the Director of Enrollment Management with any questions regarding this scholarship at jalonso@ngs.edu.

**Alumni Scholarship - $500**
This scholarship is awarded to NGS BScQSM graduates enrolling into the MSQSM program, or for MSQSM graduates enrolling into the DBAQSM program. This scholarship will be applied at the start of
the chosen program and cannot be applied retroactively. The Alumni Scholarship can be used with another eligible scholarship.

15. WITHDRAWAL, DROP PERIOD & REFUND POLICIES

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 ten business days that your withdrawal has been processed, please contact Jay Beirne, Registrar at 800-838-2580 x123. 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.

NGS has designated a timeframe known as the Drop Period when new students enrolled in the first course of their intended programs may withdraw from their program without financial or academic penalty. The Drop Period for all degree programs and certificate programs is fourteen (14) days from the start of the first course.

Students considering withdrawing from their program during this period should contact their Enrollment Manager and the Financial Aid Office prior to doing so. If a student fails to attend any classes and does not submit any assignments within the 14 day Drop Period, he or she may be withdrawn from the chosen program. A student who attends class beyond the Drop Period will be considered a fully enrolled student and responsible for all applicable financial obligations. Students who initiate a withdrawal after the stated Drop Period will be issued the appropriate refund as outlined in section 15.3. Students whose names appear on the final roster for the course will receive a final grade based on the completion of course requirements and attendance requirements as outlined in section 21 (Grades and Quality points) and section 24 (Attendance Policy).

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 second meeting of the first course, 60% if the student withdraws after the third 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 Michelle Disher at the Bursar’s Office at bursar@ngs.edu or 800-838-2580 x509 or facsimile 617 847-6316.

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. Michelle Disher at the Bursar’s Office may be reached at 800-838-2580 x509 or bursar@ngs.edu or facsimile 617-847-6316.

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

18. FEDERAL STAFFORD LOAN PROGRAM

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. Please note that Stafford loans, both subsidized and unsubsidized, have an origination fee of 1.068% of the principal amount of the loan.

Award Year 2015-2016

The following applies for the DBA and Master’s students:
Unsubsidized: Maximum award is $20,500 (if you qualify)
Fixed interest rate of 5.84% - interest is charged from the date the loan is disbursed
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 4.29% - interest is paid by the Department of Education while you are in-school at least half-time; if you drop below half-time you then will be charged interest
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 4.29% - interest is charged from the date the loan is disbursed
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 5.41%. 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 $43,350.36 with an estimated 10-year standard monthly payment of $468.53 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 $21,105.69 with an estimated 10 year standard monthly payment of $228.11 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 3.86%. The subsidized portion of the BS Degree Completion Program is at a fixed interest rate of 3.86% for academic year 2013-2014. 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 $12,762.89 with an estimated 10-year standard monthly payment of $128.37 for students borrowing the full amount of the loan of ($12,500) for the one year program.

Federal Stafford Loans are automatically placed in the standard 10-year repayment plan but there are repayment plan options for income-based or contingent, graduate, or extended repayment up to 25 years. 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 Jay Beirne at 800-838-2580 Ext 123; e-mail 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 Directors listed below or Jay Beirne at VABenefits@ngs.edu or 800-838-2580x123 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.

**Applying for Veteran Benefits**

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. Dependents should complete VA Form 22-5490 or VA Form 22-1990e for Chapter 33 after transfer of benefits has been approved by the Department of Defense. Once accepted, the VA will physically mail to the student their Certificate of Eligibility (CoE).

**Student Submission Requirements**

The student then submits the following to NGS Main Campus Administration (VABenefits@ngs.edu), NGS Certifying Official, or local Campus Director for processing:

- Certification of Eligibility (CoE)
- Request which specific courses (or all) to be certified for VA education benefits
- Report any aid or assistance that is designated for the sole purpose of reducing the student’s tuition and fee cost, such as, any scholarships, grants, Federal, State, or employer-based aid or military tuition assistance (excluding loans and title IV funds)
- Indication of intent (or not) to attend optional on-site sessions designed to enrich online courses if offered for the chosen degree program and specific course
- Students who have received VA benefits for enrollment at a previous institution must file a Request for Change of Program or Place of Training (VA Form 22-1995)

**Enrollment Certification**
Once the Certificate of Eligibility and information listed above is received from the student, the VA enrollment certification is completed by the NGS Certifying Official/Campus Director at the following campus locations below. The NGS Virginia Campus Certifying Official currently serves NGS online cohort Veteran students. The NGS Certifying Officials also inform the VA of any changes in the student’s enrollment. Only students fully accepted as degree seeking students/matriculated can be certified for education benefits beyond the second semester.

**Student Responsibilities**

It is the student’s responsibility to continue to make satisfactory progress toward program completion and to notify the institution’s certifying official of any withdrawal, change in enrollment status, or change in place or program of study. Veteran students should also notify the institution’s certifying officials of any change to address, phone, or email.

Students receiving Chapter 30, 1606, and 1607 must verify their enrollment monthly by Web Automated Verification of Enrollment (WAVE) or by Interactive Voice Response (IVR). Currently, the monthly verification of enrollment has not been added to WAVE for Chapter 33 and Chapter 35. WAVE allows students to verify their enrollment on the Internet. WAVE is on the Education Service website at [www.gibill.va.gov/wave/index.do](http://www.gibill.va.gov/wave/index.do). Chapter 30, 1606 and 1607 can also use the WAVE system to update address information, report a change in enrollment, view remaining entitlement, etc.

**Benefit Processing**

It is at the Veteran’s Administration’s discretion to adjust your benefit in accord with their certification policy, your eligibility, and remaining entitlement. Chapter 33 tuition benefits are sent directly to the institution. MGIB benefits are sent to the students obliging the student to submit invoice payments directly to the School. The Department of Education recommends Veteran students complete the FAFSA application to qualify for Federal Stafford loan program to supplement limitations of entitlement (see below for the FAFSA process).

**In-Residence vs. Distance Training Defined**

Department of Veterans affairs enrollment certification rules require enrollment to be designated In-Residence verses Distance courses defined as:

In-Residence training for undergraduate students consists of regularly scheduled standard class sessions (at least once every two weeks). The total number of hours of classroom instruction (based on 50 minutes of instruction per hour) must equal, or be greater than, the number of credit hours awarded for the course multiplied by the number of weeks in the term. In-Residence training for graduate students consists of at least two regularly scheduled standard class sessions, research (either on or off campus), or a combination of both. Distance Learning consists of interaction between the student and the instructor (who is physically separated from the student) through the use of communications technology instead of regularly scheduled, conventional classroom or laboratory sessions. Communications technology includes mail, telephone, audio or videoconferencing, computer technology (on-line internet courses or email), or other electronic means such as one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber, optics, satellite, or wireless communications devices.
If a course does not meet the VA definition of residence training it is considered distance training. This distinction can determine how much housing allowance a student is entitled to receive.

*Veteran students should note: there is an official roster where students must sign-in and sign-out when attending optional on-site sessions available to all enrolled program students designed to enrich online courses. It is at the Veteran Administration’s discretion to adjust your benefit in accord with their policy for in-residence certifications.*

The School revised policy March 15, 2013 as follows:

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. 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 Veteran Certifying Officials**

NGS Main Campus Administration:
Jay Beirne
Monday - Friday 8am – 5pm
The National Graduate School of Quality Management
186 Jones Road
Falmouth, MA  02540
Phone 800-838-2580 x111, facsimile 800-838-2581
Email VABenefits@ngs.edu, or jbeirne@ngs.edu

**Federal Stafford Loan Process**

The Federal Stafford Loan Process is provided here for students to supplement limitations of entitlement. The Free Application for Federal Student Aid (FAFSA) is used by the government to determine your eligibility and Expected Family Contribution (EFC) for Federal loans. To start the loan process, click on the links below to download and print a step-by-step instructions page and two additional forms that are required to be submitted as originals:

1. [www.studentloans.gov](http://www.studentloans.gov)
2. Apply for PIN
3. Complete FAFSA
4. Complete Online Entrance Counseling
5. Wait 24 hours after receiving PIN number and complete the Master Promissory Note
6. **Complete Verification Worksheet**

For more information on the loans, contact Jay Beirne at 800-838-2580x123 or email financialaid@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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94%</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>84%</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>70%</td>
</tr>
<tr>
<td>F</td>
<td>less than 70%</td>
</tr>
</tbody>
</table>

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.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.70</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94%</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>84%</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>74%</td>
</tr>
<tr>
<td>C-</td>
<td>70%</td>
</tr>
<tr>
<td>D+</td>
<td>67%</td>
</tr>
<tr>
<td>D</td>
<td>64%</td>
</tr>
<tr>
<td>D-</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>less than 60%</td>
</tr>
</tbody>
</table>

21.3  W, F, and Incomplete Grades

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.

“W” 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).

Incomplete Grades
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 a student has not fully completed the course requirements or has not fully participated, but may potentially pass the course by completing the 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 requesting to be assigned an incomplete and notifying the course instructor of the circumstances that may lead to receiving an incomplete grade; request 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 decision to issue an incomplete grade is at the discretion of the instructor.

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. An extension of an additional thirty (30) days may 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.

F Grades
Students receiving failing grades are automatically expelled.

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 both the Request for Readmittance form (available online or from the Registrar’s Office) as well an application for readmission. Enrollment requirements for re-admitted students are processed on application by the DBA Admission Committee or BS-MS Admissions 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 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. This includes any financial obligations. That student may request to receive his or her diploma at the next NGS degree conferral date 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” (C- not accepted)
- Receive no more than two grades that are “C”
- Have a master’s degree and be fully accepted
- Have successfully completed the Doctoral Dissertation Project and present an oral defense to the DBA 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” (C- not acceptable)
- Receive no more than two 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” (D- not acceptable)
- Receive no more than two 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 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

Beginning 2013-2014 Academic Year

At the end of the DBA program, if a student’s dissertation has not met the 90% criteria level within each rubric category as determined by the DBA Program Chair and DBA Dissertation Committee members, the student will be placed into a Dissertation Course, until such time they meet the 90% criteria level. Each dissertation course is eight weeks in length and students receive two credits per Dissertation Course. There is no limit on how many Dissertation Courses a student may take. However, the student shall complete and successfully defend their dissertation within five years after they finish the last program course. Each student remains with their assigned DBA Chair throughout the Dissertation Course(s) until such time that they successfully defend.

23.1 Assessment of Student Dissertation Progress
NGS assesses student progress through a variety of project courses typically at the beginning 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 Semester IV/DOC 867

NGS assesses student dissertation project progress during and at the end of semester four (DOC 867). Faculty members determine whether the dissertation project is sufficiently developed to proceed to the DBA Dissertation 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 867 into Continuing DBA Students and DBA-Candidates

All DBA students enrolled in DOC 867 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 867.

1) Dissertations judged as meeting those standards during DOC 867 are awarded course grades of A or B, and student authors designated as “DBA-Candidates”. 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.” In no case may students skip or be waived from attending DOC 867. In no case is a DBA-Candidate automatically assured of proceeding to a Dissertation Defense.

2) Dissertations judged as unable to meet those standards during DOC 867 are awarded course grades of C. Student authors are designated as “Continuing Doctoral Students (CDS),” and enroll in DOC 899 Dissertation Course. CDSs are given a specific list of improvements to be made by the end of the Dissertation Course. CDSs who do not complete those improvements to the satisfaction of the Dissertation Chair will continue to enroll in subsequent Dissertation Courses.

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 Chair and dissertation review team during DOC 867 according to a pre-agreed schedule. The Chair will provide timely, detailed and specific feedback, will maintain a record of that feedback in the “DBA Tracker,” and will assure members of the DBA Dissertation Committee receive final, completed copies of the dissertation and that member comments are entered into the DBA Tracker. DBA-Candidates must demonstrate they have completed the DBA Dissertation Committee improvements to the Chair’s satisfaction. The Chair must formally sign off on the release of the dissertation.

The Chair will formally inform the Registrar the Dissertation is ready to be discussed at the “Oral Defense.” Both the Registrar and the Chair 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 Confidentially 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 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 Chair. 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.

DBA Dissertation Committees will be comprised of two to four members. When appropriate, 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 may 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. DBA-Candidates that the DBA Dissertation Committee approves eligible for oral defense may defend, either in-person or online, no sooner than two weeks from the date the Chair of the Dissertation Committee informs the DBA-Candidate of eligibility. 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 30 Days of the DOC 867 course end date.**

Academic Affairs will advise DBA-Candidates of their scheduled Defense Dates. 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 30 days of degree conferral date**

The Registrar may provide upon request letters reading “completed requirements”, within 30 days of successful oral defense and meeting all DBA completion requirements. Degrees will be available on NGS transcripts within 30 days of conferral date.

23.13 **DBA Dissertation Course Information**

**DOC 899 Dissertation Course Description**

Students continue to work on their dissertation striving to meet or exceed 90% of the dissertation rubric requirements. Pre-established collaboration with the Dissertation Chair is maintained on a regular basis. Presentation to the DBA Dissertation Committee will be required.

**Definition of Dissertation Course Hours**

At the end of the DBA program, if a student’s dissertation has not met the 90% criteria level within each rubric category as determined by the DBA Chair and DBA Dissertation Committee members, the student will be placed into a Dissertation Course, until such time they meet the 90% criteria level. Each dissertation course is eight weeks in length and students receive two credits per Dissertation Course. There is no limit on how many Dissertation Courses a student may take. However, the student shall complete and successfully defend their dissertation within five years after they finish the last program course. Each student remains with their assigned DBA Chair throughout the Dissertation Course(s) until such time that they successfully defend.

**Financial Information:** Dissertation Courses have the same tuition per credit hour as the student’s program courses.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Course Length</th>
<th>Number of Credits/Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOC 899</td>
<td>Dissertation</td>
<td>8 Weeks</td>
<td>2 Credits</td>
</tr>
</tbody>
</table>

24 **ATTENDANCE POLICY**

The NGS believes 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 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 as determined by the course instructor. 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 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 DBA Admission Committee or BS-MS Admissions Committee explaining why readmission should be considered. The admissions committee will determine whether a student will be readmitted 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.

24.8 Independent Study – Beginning 2013-2014 Academic Year

Students may be interested in enrolling in a specific required course to meet current program cohort course completion requirements due to late cohort launch enrollment, transfer between two cohorts, temporary withdrawal, resolved financial hold course dis-enrollment, etc. Students with appropriate need and circumstance may contact Student Services at studentservices123@ngs.edu or 1-800-838-2580 x123. Enrollment in a specific required course to meet current program cohort course completion requirements must be approved by the Dean of Academic Affairs and coordinated with the Registrar. [i.e. EDU 501(O) Best Practices for Master’s Education – Independent Study]*.

*Online independent study courses are not available to Massachusetts residents.
25. STUDENT QUALITY ADVISORY COUNCIL

The Student Quality Advisory Council is elected by students at each site and represents the diverse backgrounds of the class. The Council meets to review strengths and areas for improvement.

The Student Quality Advisory Council functions as an internal customer review board; its fundamental purpose is to advise The National Graduate School of Quality Management on ongoing and/or evolving internal customer satisfaction, needs, and requirements. The Council also suggests ways to improve internal customer management mechanisms and retention. In making its recommendations, the Council uses the Baldrige framework of strengths and areas for improvement.

The Student Quality Advisory Council is comprised of a representative from each cohort group or class location which is currently enrolled. These representatives are encouraged to meet with the Director of Student Services at the end of every class, and are scheduled to meet at the end of each semester.

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 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 which reflects the school’s 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 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’s 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 cell phones, and / or failing to comply with the request of an NGS faculty member. If the student exhibits disruptive behavior, faculty members will ask the student 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 the student does not comply with the course of action and continues to engage in disruptive behavior, the student 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
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
(copies of signed form must be included in student file before the end of the first semester)

26.5 NGS Alcohol and Substance Abuse Policy

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 Services Links.

27. STUDENT GRADE APPEAL

When a student feels the 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 the 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. Contact Marijo Gorney at 800-838-2580 x101 or keeperofrecords@ngs.edu for questions.

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 principal emphasis is to provide electronic access to academic and research level information via the NGS Virtual Library at http://portal.ngs.edu/ICS/NGS_Resources/. 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 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 electronic journals and e-books for Quality Systems Management and related fields of study. Through the NGS Virtual Library students can access commercial databases that NGS subscribes to as well as open access resources that have been identified as supportive and relevant to the curriculum.

To accommodate students nationwide, access to the Virtual Library resources is via the Internet through the Portal. Some links are also found on the NGS homepage. The NGS Librarian is available to provide the following services:

* Library Research Assistance: e-mail the Librarian to discuss recommended research strategies or to answer specific reference questions: librarian@ngs.edu.
* Individual or class-based training in the use of online databases appropriate for class projects and assignments and theses and dissertations: Contact the NGS librarian@ngs.edu.

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 which includes specific recommendations for improvement.

Any student experiencing academic difficulty should first consult with the faculty member assigned to the course or his/her Chair for DBA students. Due to the cohort structure of the Program, NGS recommends the student also seek counsel from members of his/her team. Students may consult the NGS Portal creative writing support center resources for written communication and report writing help. Extensive support is available for an additional cost.

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 studentservices123@ngs.edu, or 1-800-838-2580x123.

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 which 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 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 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 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 three 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 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 against 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 to the Director Standards of Practice and Accreditation. If a student is not satisfied with the outcome of the school grievance process, they are encouraged to enter the ombudsman process by contacting the International Ombudsman Association, 390 Amwell Road, Suite 402, Hillsborough, NJ 08844, phone 908-359-0246, [http://www.ombudsassociation.org/contact](http://www.ombudsassociation.org/contact).

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: studentservices123@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 the complaint with the Director Standards of Practice and Accreditation. 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.

If a student is not satisfied with the outcome of the school grievance process, they are encouraged to enter the ombudsman process by contacting the International Ombudsman Association, 390 Amwell Road, Suite 402, Hillsborough, NJ 08844, phone 908-359-0246, http://www.ombudsassociation.org/contact. Students seeking assistance with strict confidentiality may begin initially with the formal stage, affording the Standards of Practice, Confidentiality 3.1

“The Ombudsman holds all communications with those seeking assistance in strict confidence and takes all reasonable steps to safeguard confidentiality, including the following:
The Ombudsman does not disclose confidential communications unless given permission to do so in the course of informal discussions with the Ombudsman, and even then at the sole discretion of the Ombudsman; the Ombudsman does not reveal, and must not be required to reveal, the identity of any individual contacting the Ombudsman Office, nor does the Ombudsman reveal information provided in confidence which could lead to the identification of any individual contacting the Ombudsman Office, without that individual’s express permission; the Ombudsman takes specific action related to an individual’s issue only with the individual’s express permission and only to the extent permitted, unless such action can be taken in a way that safeguards the identity of the individual contacting the Ombudsman Office. The only exception to this privilege of confidentiality is where there appears to be imminent risk of serious harm, and where there is no other reasonable option. Whether this risk exists is a determination to be made by the Ombudsman. " (Journal of the International Ombudsman Association, 2011, Vol. 4, No. 2, pp. 6)

Upon Ombudsman notice of a formal complaint to the President, the matter, along with the informal stage findings and recommendations, will be referred 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 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 all full-time students attending class in Massachusetts must be covered by health insurance. Thus, the law requires 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 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 who 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 the academic work submitted by the certificate recipient was completed by another person, was plagiarized or is considered the “intellectual property” of another;
- Discovery that the 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 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 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 volunteer professionals who are well respected in their fields. They are selected to be Board of Trustees members based upon their experience and ability to provide for the overall governance of and strategic direction for The National Graduate School of Quality Management. The trustees have extensive experience in executive quality management, in higher education, law and finance. They 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 its Advisory Board, a non-voting group which offers strategic advice and counsel to the Board of Trustees and to the school’s management team. Inquiries regarding Board membership and Board members should be directed to the Office of the President, The National Graduate School of Quality Management.

Chair:
Robert V. Antonucci, Ed.D.
Interim President
Former President, Fitchburg State University
Former. Commissioner of Education, State of Massachusetts

Vice Chair:
Mark J. Lowenstein, Esq.
Chair, SCORE Cape Cod; Non-profit consultant, ESCO of New England;
Former Associate Professor of Business, College of St. Joseph, VT

Member:
Dana Ashworth, Jr.
Treasurer
Executive Consultant
**Member:**
Jerome (Jerry) Weber, Ph.D.
Regents’ Professor Emeritus, University of Oklahoma

**Member:**
Brian J. Carroll, J.D.
Campus President, Vatterott College, Kansas City, MO
Former Chair of Medical Board

**Member:**
Lloyd Barker
Director, Corporate Quality, Alcoa, Inc.

**Member:**
Paulette Di Angi, Ph.D., RN, CPHQ
Director of Institutional Effectiveness & Associate Professor of Inter-Professional Students, MHG Institute of Health Professions

**43. ADMINISTRATION**

Administration officers of The National Graduate School of Quality Management are listed below.

**Interim President:**
Robert Antonucci, Ed.D.
Interim President and Chief Executive Officer:
Robert V. Antonucci, Ed.D.
Ed.D., Boston University
M.Ed., Fitchburg State College
BS Fitchburg State University
rantounucci@ngs.edu

Contact the Office of the President:
presidentsoffice@ngs.edu

**Chief Financial Officer and Chief Administrative Officer:**
Charles H. Ritch
M.B.A., Northeastern University
B.S., Colby College
critch@ngs.edu

**Interim Dean of Academic Affairs and Chief Academic Officer:**
Eileen Sullivan, Ed.D.
Ed.D., Boston University
M.A., University of Maryland
Dean of Enrollment Management and Chief International Officer:
John J. Alonso, M.S.
M.S., Bay Path University
B.A., Saint Edward’s University
jalonso@ngs.edu

Financial Affairs/Bursar:
Mary Orlando
Marina Bay Management Services
B.S., Northeastern University
morlando@ngs.edu

Registrar and Director, Financial Aid & Regulatory:
John (Jay) E. Beirne
MS QSM, National Graduate School of Quality Management with LSSBB
B.A., Salem State University
jbeirne@ngs.edu

Director of Information Technology:
Elaine M. Moore
M.S., University of Phoenix
B.S., Worcester State University
emoore@ngs.edu

Librarian:
Cecilia Mullen
M.L.S., University of Washington
cmullen@ngs.edu

---

Key Points of Contact

**Academic Affairs:** Pippi Sawyer, 800-838-2580 x124
academicaffairs@ngs.edu

**Admissions:** Karen DiGloria, 800-838-2580 x125, Patricia Halpin, 800-838-2580 x104 or Lisa Melchiorri 800-838-2580 x 166
admissions@ngs.edu
Alumni Affairs: Harold Gilmore, Ph.D., 800-838-2580
alumniaffairs@ngs.edu

Campus Security: Elaine Moore, 800-838-2580 x110
security@ngs.edu

Communication & Marketing: Sara Fleck, 800-838-2580 x147
sfleck@ngs.edu

Federal Stafford Loans: Jay Beirne, 800-838-2580 x123
financialaid@ngs.edu

Institutional Advancement: Allan Wilson, 800-838-2580 x 115
advancement@ngs.edu

Keeper of Records (Transcripts & Degree Verifications): Marijo Gorney, 800-838-2580 x101
keeperofrecords@ngs.edu

Library Services: Cecilia Mullen, 800-838-2580 x132
librarian@ngs.edu

NGS Programs Info: Enrollment Management Department, 800-838-2580 x505
info@ngs.edu

Registrar (Grade Reports & Degree Verifications): Jay Bierne, 800-838-2580 x123
registrar@ngs.edu

Student Services: Pippy Sawyer-DBA
Maura Burke- BSc & MS
studentservices123@ngs.edu

Technology & Web Services: Elaine Moore, 800-838-2580 x110
technicalsupport@ngs.edu

Tuition Assistance and Tuition Account Statements: Michelle Disher, 800-838-2580 x509 or facsimile 617 847-6316
bursar@ngs.edu

Veteran Benefits: Jay Beirne, 800-838-2580 x123
VABenefits@ngs.edu
44. FACULTY

NGS employs approximately 246 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.

44.1 Degree Program QSM Faculty

Barrett, Wayne
B.S. Industrial Engineering, University of Massachusetts Amherst
B.S. Mechanical Engineering, University of Massachusetts Amherst
M.S. Business Administration, Suffolk University

Bednarczyk, A. Allen
B.S. Chemistry, Loyola College
M.S. Food Science, University of Maryland
Ph.D. Food Science, University of Maryland

Benjamin, Janiece
B.A. Business Administration, Elizabeth City State University
M.A. Public Administration, Troy State University
Ed.D. Education-Organizational Leadership, Nova southeastern University

Bensen, Virginia
B.A. Management, International College of Naples
M.B.A. Business Management, Nova Southeastern University
Ed.D. Programs for Higher Educations, Nova Southeastern University

Bishop, Kenneth
B.B.A. Business Management, Texas Christina University
MBA, Management and Finance, Rutgers-The State University
Blossom, Aaron Paul
B.S. Psychology, Michigan State University
M.S. Operations Research, Michigan State University
Ph.D. Production and Operations Management, Michigan State University

Book, Gary
B.A. Chemistry, Southern Illinois University
M.A. Organizational Management, University of Phoenix

Borchert, Robert
B.S. Columbus State University
M.B.A. Management, Auburn University
M.S. Management, Troy State University

Borchert, Steven
B.B.A. Eastern Connecticut State University
M.B.A. Operations Management, Rensselaer Polytechnic Institute
M.S. Manufacturing Engineering, Boston University
M.S. Aerospace Management, Embry Riddle Aeronautical University
DBA, Quality Systems Management, The National Graduate School of Quality Management

Bowles, Robert E.
B.S. Business Administration, Accounting, Old Dominion University
M.P.A. Old Dominion University

Bowyer, Dennis L.
B.S. Forestry, West Virginia University
M.S. Education University of Southern California
M.S. Public Health Education, Emphasis in Public Administration, West Virginia University
Master of Library and Information Science, San Jose State University
Master of Knowledge Management California State University Northridge
Ed.D. Organizational Leadership, Pepperdine University

Boyne, Matthew
B.S. United States Naval Academy
M.S. Colorado Technical University
M.A. Project Management Communications, Seton Hall University
Ed.D. Learning Technology & Knowledge Management, Pepperdine University

Braga, David
B.S. Aeronautics, San Jose State University
M.B.A., Business, University of Phoenix
Ed.D. Education, Pepperdine University
Bratcher, James  
B.A. Communication, Journalism, Campbell University  
M.A. Public Administration, Webster University  
M.A. Human Resources Development, Webster University  

Braxton, Saundra  
B.A. Organization Development, Spring Arbor University  
M.A. Organization Management, Spring Arbor University  
Ph.D. Organization Management, Capella University  

Buckles, Richard  
B.S. Psychology, California State University, Los Angeles  
M.S., Industrial/Organizational Psychology, California State University, Los Angeles  
Ph.D. Organizational Psychology, California Western University  

Burrell, Darrell  
M.S. Humanities/Sales and Marketing Management, Prescott College  
M.S. Human Resources Management and Development, National Louis University  
D.H.S. Health Education (and Executive Leadership Coaching), A.T. Still University  

Carter, Margaret  
B.S. Urban Government & Administration, Georgia State University  
M.B.A., Business Administration, Embry-Riddle Aeronautical University  
Ed.D. Organizational Leadership, Pepperdine University  

Caudle, Sharon  
B.A., Social Services and Corrections, University of Nevada at Reno  
MPA, Public Administration, George Washington University  
MS, Homeland Security and Homeland Defense, Naval Postgraduate School  

Chakey, Dennis  
B.S. Computer Science, University of Pittsburgh  
M.B.A., Business Administration, University of Pittsburgh, KATZ Graduate School  

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

Christy, Paul  
B.A. Organizational Management, Cabrini College  
M.A. Organizational Management, Ashford University
Clark, Quelanda  
B.S. Government, Texas Woman’s University  
M.A. Human Relations & Business, Amberston University  
D.M. Organizational Leadership, University of Phoenix  

Clopper, Herschel  
B.S., Engineering, Massachusetts Institute of Technology  
M.S., Engineering, Massachusetts Institute of Technology  
M.B.A., Business Administration, Babson Institute  
Ph.D. Chemical Engineering, Rice University  

Collier, Mitch Wayne  
B.S. and B.A. Decision Science, East Carolina University  
M.B.A., Duke University  

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

Crother-Laurin, Cynthia  
B.S. Industrial Technology, California Polytechnic State University, San Luis Obispo  
M.A. Industrial and Technical Studies, California Polytechnic State University, San Luis Obispo  
M.A. Leadership and Organizations, University of California, Santa Barbara  
Ph.D. Leadership & Organizations, University of California, Santa Barbara  

Davis, Danny Wayne  
B.A. History, Texas A&M University  
M.S. International Relations, Troy State University  
Ph.D. Educational Human Resource Development, Texas A&M University  

Day, Jeffrey  
B.A. Management, Park College  
M.A. Management, Human Resources Development, Webster University  

DeBella, Theron  
B.S. Manufacturing Engineering, Central Connecticut State University  
M.B.A. Management, Rensselaer Polytechnic Institute  

Diaz, Gustavo  
B.S. Chemical Engineering, The University of Costa Rica  
B.E. Industrial Engineering, The University of Costa Rica  
M.E. Industrial Engineering, The Pennsylvania State University  
M.A. Mathematics, The Pennsylvania State University
**Dietzman, Brian**  
B.S. International Affairs, George Institute of Technology  
M.S. International Affairs, Texas A&M University

**DiNunno, Cindy**  
B.S. Mechanical Engineering, Penn State University  
M.S. Quality Systems Management, The National Graduate School

**Downing, Victor**  
B.A. Sociology/Anthropology, University California at Santa Cruz  
M.S. Biblical Studies, Dallas Theological Seminary  
M.S. Management, Goddard College

**Dunn, Frederick**  
B.A. Sociology/Anthropology, University California at Santa Cruz  
M.S. Biblical Studies, Dallas Theological Seminary  
M.S. Management, Goddard College

**Ehlinger, Ernie**  
B.A. Political Science, St. Mary’s University  
M.S. Human Resource Development, Marymount University

**Eklund, James**  
B.A. Psychology, California State University Los Angeles  
M.B.A. Management, Pepperdine University  
M.S. Quality Systems Management, The National Graduate School  
D.M. Management-Organizational Leadership, University of Phoenix

**Ellis, Mattie**  
BBA, Business Management, University of Detroit  
MBA, Business Management, Central Michigan University

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

**Ficalora, Joseph**  
B.S. Physics, Lasers and Optics, Rensselaer Polytechnic Institute  
M.S. Electrical Engineering, Fiber Optics, Stevens Institute of Technology
Forselius, Richard
B.S. Industrial Engineering, University of New Haven
M.B.A. Business Administration, University of New Haven
Sc.D. Management Systems, University of New Haven

Furman, Lynn
B.S. Business Administration, Computer Science, Oakland University
M.S. Business Administration, Boston University
M.P.A. University of Oklahoma

Guion, Christy
B.S., Industrial Technology, East Carolina University
M.S., Industrial Technology, East Carolina University
Ph.D., Organization and Management: Management Education

Gorman, Joseph
B.S. Business Management, Sterling College
M.A. Management, Webster University

Gursky, Elin
B.S. Speech and Hearing Sciences, Kean University
M.S. Speech and Language Pathology, University of Michigan
Sc.D. Epidemiology, Johns Hopkins University School of Hygiene and Public Health

Halams, Kennedy Kelechi
B.A. History, Abia State University
MBA E-Business, University of Phoenix

Hall, Howard
B.S. Aviation Management, Southern Illinois University
M.S. Quality Systems Management, National Graduate School

Hancock, William
B.S. Engineering, National Security, United States Military Academy, West Point
M.A. International Relations, University of Southern California

Hansen, Brad
B.A. Business Administration, Thomas Edison State College
M.S. Quality Systems Management, The National Graduate School

He, Zhen
B.Eng. Industrial Management Engineering, Tianjin University
M.Eng. Management Engineering, Tianjin University
Ph.D. Management Science and Engineering, Tianjin University
Homick, Michael W.
B.S. Professional Aeronautics, Embry-Riddle Aeronautical University
M.S. Management of Technology, Murray State University of KY
D.B.A. Business Administration, University of Derby Buxton/California University

Howe, William
B.A. English, Northwestern University
M.A. English, University of Massachusetts Amherst
M.Ed. Education, Harvard University
M.A. Sociology, Stanford University
Ph.D. Educational Administration, Stanford University

Jenkins, Alan
B.S. Electrical Engineering, Auburn University
M.S. Physics/Applied Science, Naval Postgraduate School
D.M. Management/Organizational Leadership, University of Phoenix

Jones, Kevin
B.A. Occupational Education, Southern Illinois University
M.A. Organizational Leadership, Regent University
DBA, Quality Systems Management, The National Graduate School of Quality Management

Kaufman, Ronald
B.S. Accounting, Norfolk State University
M.S. Quality Systems Management, The National Graduate School

Keen, Alvin
B.S. Business Administration in Finance, California State University Long Beach
M.S. Studies of Future, University of Houston – Clear Lake
MPM Project Management, Keller Graduate School of Management
MBA, Finance, Pepperdine University

Kelley, Jerome
B.S. Management, University of West Florida
M.S. Organizational Development, Bowling Green State University
M.B.A. Business, Indiana Wesleyan University

Keogh, Matthew
B.A. Chemistry, University of Virginia
M.B.A. Computer Resources and Information Management, Webster University
M.S. Electronic Commerce, National University
Ph.D. Business Organization and Management, Capella University
King, David
B.B.A. Management, College of William and Mary
M.A. Mental Health Counseling, Regent University, Virginia Beach
Ph.D. Industrial-Organizational Psychology, Capella University

King, Lydell
B.S. Criminal Justice-General Military Science, Troy University
M.S. Human Resource Management, Troy University

Kling, Terry
B.S. Chemical Engineering, Oklahoma State University Stillwater
M.S. Nuclear Engineering, Air Force Institute of Technology

Kovalcik, John
B.S. Electrical Engineering, Fairleigh Dickinson University
M.A. Business, University of New Haven

Krebs, Lynn
B.A. Legal Administration, University of West Florida
M.S. Quality Systems Management, The National Graduate School

Krell, Robert
B.S. Aerospace Engineering, Syracuse University
M.A. Management, Massachusetts Institute of Technology
D.B.A. Government & Business, George Washington University

Lakhani, Murtuza Ali
B.E. Electronics, Communications Osmania University
M.S. Electrical Engineering, Arizona State University
M.B.A., University of Phoenix
Ph.D. Management, Organizational Leadership, University of Phoenix

Larson, Paul
B.S. General Science, Alfred University
MBA, Management & Industrial Relations, University of Bridgeport

Leavitt, Robert
B.S. Human Resource Mgmt., Pepperdine University
M.S. Management, Salve Regina University
M.S. National Security Decision Making, Naval War College
Leite, Christy
B.S. Industrial Engineering, California Polytechnic State University  
M.S. Quality Systems Management, The National Graduate School  
DBA, Quality Systems Management, The National Graduate School of Quality Management

McIntyre, David
B.S. Engineering, United States Military Academy (West Point)  
M.A. English & American Literature, Auburn University  
Ph.D. Political Science, University of Maryland

McManus, Robert
B.A. Adult & Community Education Programs, Lincoln University  
M.H.S. Adult & Community Education Programs, Lincoln University  
Ed.D. Educational Administration, Morgan State University

Miller, John
B.S. Industrial Engineering, Southern Illinois University  
M.S. Quality Systems Management, The National Graduate School

Morrall, Abraham
B.S. Sociology, Charleston Southeastern University  
M.S. Personnel Management, Abilene Christian University  
D.B.A. Human Resource Management, Nova Southeastern University

Munn, John
B.B.A. Public Administration, Texas Tech University  
M.P.A. Public Administration, Southern Methodist University  
Ph.D. Urban and Public Affairs, University of Texas Arlington

Murrin, Patricia
B.S. Memorial University of Newfoundland  
M.S. Animal Science, University of Maine  
M.B.A. Operations Management, University of Albany  
DBA, Quality Systems Management, The National Graduate School of Quality Management

Nogales, Patti
B.A. Philosophy, Math, & Comp. Literature, St. John’s College  
M.A. English, Northern Arizona University  
Ph.D. Philosophy of Language, Stanford University
O’Connor, Darlene
B.S. Economics, Eastern Connecticut State University
B.S. Accounting, Eastern Connecticut State University
M.S. Management Information Systems, Rensselaer at Hartford
M.S. Quality Systems Management, The National Graduate School
DBA, Quality Systems Management, The National Graduate School of Quality Management

Ott, Luke
B.A. Humanities, University of Toledo
M.B.A. Business Administration, Emory University

Pack, Jeanette
B.S.N. Nursing, Mercy College of Detroit
M.S.N. Psychiatric Clinical Nurse Specialist, Wayne State University
Ph.D. School of Public Leadership/HealthCare Administration, Capella University
D.M. Organizational Leadership, University of Phoenix

Prosser, Danny
B.S. Mathematics, University of North Carolina at Pembroke
M.S. Quality Systems Management, The National Graduate School

Rahman, Asgar
B.S. Pater Science and Engineering, University of Minnesota
M.B.A. Operations Management, Auburn University
M.S. Global Supply Chain Management, Indiana University

Rivers, Maggie
B.S. Business Administration, Columbia College
M.S. Management, Florida Institute of Technology

Sapp, Donald
B.S. Management, Excelsior College
M.A. Human Resources Development and Human Resources Management, Webster University

Santiano, Barbara
B.S. Marketing, UMASS-Dartmouth
M.S. Total Quality, Anna Maria College
J.D. Law, Massachusetts School of Law

Schmacker, Eric
B.S. Systems Engineering, United States Military Academy, West Point
MHA Health Administration, Baylor University
Ph.D. Health Services Research, Management & Policy, University of Florida Gainesville
Schmitz, Peter
B.S. Mechanical Engineering, Michigan State University
M.S. Mechanical Engineering, Michigan State University
M.B.A. Marketing and General Management, Lebow College of Business

Schnetker, Ted
B.S. Electrical Engineering, Case Institute of Technology
M.Eng. Product Design and Project Management, University of Wisconsin
M.A. Organizational Development and Analysis, Case Western Reserve University
M.B.A. Business Administration, Case Western Reserve University
Ph.D. Organization and Management, Capella University

Schuldt, Richard
B.S. Chemical Engineering Iowa State University
M.S. Statistics, University of Texas Austin

Seabron, Deborah
B.A. Accounting & Business Management, University of the Incarnate Word
M.S. Quality Systems Management, National Graduate School

Shefsky, Douglas
B.S. Mechanical Engineering, Washington University in St. Louis
M.B.A. Operations Management, Northwestern University Kellogg School of Management

Sherman, Susan
B.A., Foreign Studies, Stonehill College
M.S., Business Management, Central Michigan University
Ed.D., Education-Curriculum and Instruction, University of Phoenix

Sinibaldi, Frank
B.S. Chemical Engineering, Virginia Polytechnic Institute
M.S. Applied & Mathematical Statistics, Rutgers University

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

Smith, Tjuan
B.S. Mechanical Engineering, Tuskegee University
M.S. Industrial Engineering, FAMU-FSU College of Engineering
Srulowitz, David
B.S. Computer Science, Park University
B.S. Behavioral Science, United States Air Force Academy
M.S. Quality Systems Management, The National Graduate School

Staab, Maria
B.S. Chemical Engineering, Wayne State University
M.S. Civil Engineering, Wayne State University
Ph.D. Environmental Engineering, Wayne State University

Stinson, Peter
B.A. Literary Writing, Trinity College
M.A. Education, George Mason University
M.S. National Security and Strategic Studies, Naval War College

Sturnick, Helena
B.A. English and History, University of North Dakota
M.A. English/American Literature, Miami University
Ph.D. English/Victorian Manuscripts & Rare Books, Ohio State University

Suarez, J. Gerald
B.S. Psychology and Education, Inter-American University
M.S. Psychology, University of Puerto Rico
Ph.D. Industrial/Organizational Psychology, University of Puerto Rico

Tallow, Jennifer Buton
B.A. Spanish and Mathematics, State University of New York Cortland
M.B.A. International Business, Pace University

Teti, Peter
B.S. Industrial Engineering/Operations Research, University of Massachusetts at Amherst
M.S. Operations Management, RPI

Uhlfelder, Helene
B.A. Psychology, University of Georgia, Athens
M.A. Special Education, University of Georgia, Athens
Ph.D. Educational Psychology, Georgia State University

Vadlamani, Venkata
B.S. Electrical & Electronics Engineering, Annamalai University
M.E. Engineering, University of Missouri, Columbia
MBA, Management, Ottawa University
**Vallera, Barbara**  
B.A. English, University of Connecticut  
M.S. Executive Healthcare Management, Rensselaer Polytechnic Institute  
M.S. Management/OB, Rensselaer Polytechnic Institute  
M.S. Professional Education, Secondary Education, Central Connecticut State University  
D.M. Organizational Leadership, University of Phoenix

**Visselli, Eric**  
B.A. Management, Southern Connecticut State University  
MBA, Management, Rensselaer Polytechnic Institute

**Voogd, Sandra**  
B.A. Education, Eastern Washington University  
M.S. Operations Management, Rensselaer Polytechnic Institute

**Wagner, Marissa**  
B.B.A. Business Administration, University of San Diego  
M.B.A. Business, Pepperdine University

**Webb, Michael**  
B.A. Leadership, Bellevue University  
M.S. Organizational Leadership, Mercy College  
Ph.D. Applied Management and Decision Sciences, Walden University

**Wild, Cheryl L.**  
B.S. Mathematics/Computer Science, Purdue University  
M.S. Educational Research & Statistics, Purdue University  
Ph.D. Educational Research & Statistics, Purdue University

**Wilkerson, John**  
B.S. Education, Central State University  
M.A. Business Management, Webster University

**Williams, Gina**  
B.S. Business Management, University of Phoenix  
M.S. Quality Systems Management, The National Graduate School

**Williams, Leland**  
B.S. Business Administration, University of Missouri St. Louis  
M.B.A. Business Administration, Washington University in St. Louis  
M.S. Management, Maryville University

**Yacus, George**  
B.S. American Political Systems, United States Naval Academy  
M.S. Management, United Stated Naval Postgraduate School
M.U.S. Urban Studies, Old Dominion University
Ph.D. Management, Old Dominion University

44.2 Black Belt in Six Sigma Program Faculty

**Barrett, Wayne**
B.S. Industrial Engineering, University of Massachusetts Amherst
B.S. Mechanical Engineering, University of Massachusetts Amherst
M.S. Business Administration, Suffolk University

**Chakey, Dennis**
B.S. Computer Science, University of Pittsburgh
M.B.A., Business Administration, University of Pittsburgh, KATZ Graduate School

**Collier, Mitch**
B.S. and B.A. Decision Science, East Carolina University
M.B.A., Duke University

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

**Ficalora, Joseph**
B.S. Physics, Lasers and Optics, Rensselaer Polytechnic Institute
M.S. Electrical Engineering, Fiber Optics, Stevens Institute of Technology

**Guion, Christy**
B.S., Industrial Technology, East Carolina University
M.S., Industrial Technology, East Carolina University
Ph.D., Organization and Management: Management Education

**Gobeille, Alice**
B.S. Chemistry, Bridgewater State College
M.S. Quality Systems Management, The National Graduate School
Ph.D. Management in Organizational Leadership, University of Phoenix

**Kaufman, Ronald**
B.S. Accounting, Norfolk State University
M.S. Quality Systems Management, The National Graduate School

**Keogh, Matthew**
B.A. Chemistry, University of Virginia
M.B.A. Computer Resources and Information Management, Webster University
M.S. Electronic Commerce, National University
Ph.D. Business Organization and Management, Capella University

Rahman, Asgar
B.S. Pater Science and Engineering, University of Minnesota
M.B.A. Operations Management, Auburn University
M.S. Global Supply Chain Management, Indiana University

Schuldt, Richard
B.S. Chemical Engineering Iowa State University
M.S. Statistics, University of Texas Austin

Sinibaldi, Frank
B.S. Chemical Engineering, Virginia Polytechnic Institute
M.S. Applied & Mathematical Statistics, Rutgers University

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

Teti, Peter
B.S. Industrial Engineering/Operations Research, University of Massachusetts at Amherst
M.S. Operations Management, RPI

44.3 Green Belt in Six Sigma Program Faculty

Borchert, Steven
B.S. Columbus State University
M.B.A. Management, Auburn University
M.S. Management, Troy State University

Boyne, Matthew
B.S. United States Naval Academy
M.S. Colorado Technical University
M.A. Project Management Communications, Seton Hall University
Ed.D. Learning Technology & Knowledge Management, Pepperdine University

Clopper, Herschel
B.S., Engineering, Massachusetts Institute of Technology
M.S., Engineering, Massachusetts Institute of Technology
M.B.A., Business Administration, Babson Institute
Ph.D. Chemical Engineering, Rice University
DiNunno, Cindy  
B.S. Mechanical Engineering, Penn State University  
M.S. Quality Systems Management, The National Graduate School

Ehlinger, Ernie  
B.A. Political Science, St. Mary’s University  
M.S. Human Resource Development, Marymount University

Kelley, Jerome  
B.S. Management, University of West Florida  
M.S. Organizational Development, Bowling Green State University  
M.B.A. Business, Indiana Wesleyan University

Lakhani, Murtuza Ali  
B.E. Electronics, Communications Osmania University  
M.S. Electrical Engineering, Arizona State University  
Ph.D. Management, Organizational Leadership, University of Phoenix

Murrin, Patricia  
B.S. Memorial University of Newfoundland  
M.S. Animal Science, University of Maine  
M.B.A. Operations Management, University of Albany

Ott, Luke  
B.A. Humanities, University of Toledo  
M.B.A. Business Administration, Emory University

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

Srulowitz, David  
B.S. Computer Science, Park University  
B.S. Behavioral Science, United States Air Force Academy  
M.S. Quality Systems Management, The National Graduate School

Staab, Maria  
B.S. Chemical Engineering, Wayne State University  
M.S. Civil Engineering, Wayne State University  
Ph.D. Environmental Engineering, Wayne State University
Tallow, Jennifer Buton
B.A. Spanish and Mathematics, State University of New York Cortland
M.B.A. International Business, Pace University

Vadlamani, Venkata
B.S. Electrical & Electronics Engineering, Annamalai University
M.E. Engineering, University of Missouri, Columbia
MBA, Management, Ottawa University

44.4 Homeland Security Certificate Faculty

Benjamin, Janiece
B.A. Business Administration, Elizabeth City State University
M.A. Public Administration, Troy State University
Ed.D. Education-Organizational Leadership, Nova southeastern University

Bensen, Virginia
B.A. Management, International College of Naples
M.B.A. Business Management, Nova Southeastern University
Ed.D. Programs for Higher Educations, Nova Southeastern University

Brown, Cheryl
M.S. Quality Systems Management, The National Graduate School

Caudle, Sharon
B.A., Social Services and Corrections, University of Nevada at Reno
MPA, Public Administration, George Washington University
MS, Homeland Security and Homeland Defense, Naval Postgraduate School

Clark, Quelanda
B.S. Government, Texas Woman’s University
M.A. Human Relations & Business, Amberston University
D.M. Organizational Leadership, University of Phoenix

Davis, Danny Wayne
B.A. History, Texas A&M University
M.S. International Relations, Troy State University
Ph.D. Educational Human Resource Development, Texas A&M University

Dietzman, Brian
B.S. International Affairs, George Institute of Technology
M.S. International Affairs, Texas A&M University
Hancock, William
B.S. Engineering, National Security, United States Military Academy, West Point
M.A. International Relations, University of Southern California

Jenkins, Alan
B.S. Electrical Engineering, Auburn University
M.S. Physics/Applied Science, Naval Postgraduate School
D.M. Management/Organizational Leadership, University of Phoenix

Jones, Kevin
B.A. Occupational Education, Southern Illinois University
M.A. Organizational Leadership, Regent University

Kaufman, Ronald
B.S. Accounting, Norfolk State University
M.S. Quality Systems Management, The National Graduate School

Krell, Robert
B.S. Aerospace Engineering, Syracuse University
M.A. Management, Massachusetts Institute of Technology
D.B.A. Government & Business, George Washington University

McIntyre, David
B.S. Engineering, United States Military Academy (West Point)
M.A. English & American Literature, Auburn University
Ph.D. Political Science, University of Maryland

Munn, John
B.B.A. Public Administration, Texas Tech University
M.P.A. Public Administration, Southern Methodist University
Ph.D. Urban and Public Affairs, University of Texas Arlington

Stinson, Peter
B.A. Literary Writing, Trinity College
M.A. Education, George Mason University
M.S. National Security and Strategic Studies, Naval War College

Webb, Michael
B.A. Leadership, Bellevue University
M.S. Organizational Leadership, Mercy College
Ph.D. Applied Management and Decision Sciences, Walden University
Wilkerson, John  
B.S. Education, Central State University  
M.A. Business Management, Webster University

44.5 Environment Sustainability Faculty

Bednarczyk, A. Allen  
B.S. Chemistry, Loyola College  
M.S. Food Science, University of Maryland  
Ph.D. Food Science, University of Maryland

Andreas, Christine  
B.A. Biology/Religion, LaSalle University  
M.S. Environmental Sciences, Rutgers University  
Ph.D. Environmental Sciences, Rutgers University

Bourcier, Denis  
B.S. Natural Resource Studies, University of Massachusetts Amherst  
M.A. Quality Assurance, Washington State University  
Ph.D. Toxicology, Utah State University

Clopper, Herschel  
B.S., Massachusetts Institute of Technology  
M.S., Massachusetts Institute of Technology  
M.B.A., Babson Institute  
Ph.D. Chemical Engineering, Rice University

Coronel, Rina  
B.S. Sociology, University of Massachusetts  
M.B.A. Management, Fitchburg State College  
Ph.D. Organizational & Management/Information Technology, Capella University

Crother-Laurin, Cyndi  
B.S. Industrial Technology, California Polytechnic State University, San Luis Obispo  
M.A. Industrial and Technical Studies, California Polytechnic State University, San Luis Obispo  
M.A. Leadership and Organizations, University of California, Santa Barbara  
Ph.D. Leadership & Organizations, University of California, Santa Barbara

McKethan, Herman  
B.S. Environmental Health Sciences, California State University, Los Angeles  
M.S. Environmental Engineering, Columbia Southern University
Oestmann, Eric  
B.S. Composite Science/Management, Black Hills State University  
M.S. Physical Therapy, University of South Dakota  
Ph.D. Health Care Administration-Management, Capella University  
Ph.D. Health Care Administration-Management & Research Methods, Capella University

Ruiz, Efrain-Enrique  
B.S. Agricultural Engineering, University of Georgia  
M.S. Natural Resources, University of Georgia  
Ph.D. Environmental Engineering, University of Tennessee

Sette, Zara  
B.A. Industrial Labor Relations & Primary Education, State University of New York Potsdam  
M.S. Labor/Management & Environmental Studies, State University of New York Stony Brook  
J.D. Law and Management, Quinnipiac Law University

Webber, Ian  
B.S., University of London, England  
D.Sc., Royal College of Advanced Technology, Salford, England  
Ph.D. Nuclear Chemistry, Carleton University

44.6 Faculty Teaching in the State of Florida

Bednarczyk, A. Allen  
B.S. Chemistry, Loyola College  
M.S. Food Science, University of Maryland  
Ph.D. Food Science, University of Maryland

Bishop, Kenneth  
B.B.A. Business Management, Texas Christina University  
MBA, Management and Finance, Rutgers-The State University

Borchert, Robert  
B.S. Columbus State University  
M.B.A. Management, Auburn University  
M.S. Management, Troy State University

Borchert, Steven  
B.B.A. Eastern Connecticut State University  
M.B.A. Operations Management, Rensselaer Polytechnic Institute  
M.S. Manufacturing Engineering, Boston University  
M.S. Aerospace Management, Embry Riddle Aeronautical University
**Bowyer, Dennis L.**
B.S. Forestry, West Virginia University  
M.S. Education University of Southern California  
M.S. Public Health Education, Emphasis in Public Administration, West Virginia University  
Master of Library and Information Science, San Jose State University  
Master of Knowledge Management California State University Northridge  
Ed.D. Organizational Leadership, Pepperdine University

**Braga, David**
B.S. Aeronautics, San Jose State University  
M.B.A., Business, University of Phoenix  
Ed.D. Education, Pepperdine University

**Braxton, Saundra**
B.A. Organization Development, Spring Arbor University  
M.A. Organization Management, Spring Arbor University  
Ph.D. Organization Management, Capella University

**Carter, Margaret**
B.S. Urban Government & Administration, Georgia State University  
M.B.A., Business Administration, Embry-Riddle Aeronautical University  
Ed.D. Organizational Leadership, Pepperdine University

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

**Christy, Paul**
B.A. Organizational Management, Cabrini College  
M.A. Organizational Management, Ashford University

**Davis, Danny Wayne**
B.A. History, Texas A&M University  
M.S. International Relations, Troy State University  
Ph.D. Educational Human Resource Development, Texas A&M University

**Day, Jeffrey**
B.A. Management, Park College  
M.A. Management, Human Resources Development, Webster University
Diaz, Gustavo
B.S. Chemical Engineering, The University of Costa Rica
B.E. Industrial Engineering, The University of Costa Rica
M.E. Industrial Engineering, The Pennsylvania State University
M.A. Mathematics, The Pennsylvania State University

Hancock, William
B.S. Engineering, National Security, United States Military Academy, West Point
M.A. International Relations, University of Southern California

Keogh, Matthew
B.A. Chemistry, University of Virginia
M.B.A. Computer Resources and Information Management, Webster University
M.S. Electronic Commerce, National University
Ph.D. Business Organization and Management, Capella University

King, Lydell
B.S. Criminal Justice-General Military Science, Troy University
M.S. Human Resource Management, Troy University

Kovalcik, John
B.S. Electrical Engineering, Fairleigh Dickinson University
M.A. Business, University of New Haven

Krebs, Lynn
B.A. Legal Administration, University of West Florida
M.S. Quality Systems Management, The National Graduate School

Krell, Robert
B.S. Aerospace Engineering, Syracuse University
M.A. Management, Massachusetts Institute of Technology
D.B.A. Government & Business, George Washington University

Lakhani, Murtuza Ali
B.E. Electronics, Communications Osmania University
M.S. Electrical Engineering, Arizona State University
M.B.A., University of Phoenix
Ph.D. Management, Organizational Leadership, University of Phoenix

Leite, Christy
B.S. Industrial Engineering, California Polytechnic State University
M.S. Quality Systems Management, The National Graduate School
McIntyre, David  
B.S. Engineering, United States Military Academy (West Point)  
M.A. English & American Literature, Auburn University  
Ph.D. Political Science, University of Maryland

McManus, Robert  
B.A. Adult & Community Education Programs, Lincoln University  
M.H.S. Adult & Community Education Programs, Lincoln University  
Ed.D. Educational Administration, Morgan State University

Morrall, Abraham  
B.S. Sociology, Charleston Southeastern University  
M.A. Personnel Management, Abilene University  
D.B.A. Human Resource Management, Nova Southeastern University

Ott, Luke  
B.A. Humanities, University of Toledo  
M.B.A. Business Administration, Emory University

Sette, Zara  
B.A. Industrial Labor Relations and Primary Education, State University of New York Potsdam  
M.S. Professional Studies, University of New York Stony Brook  
J.D. Quinnipiac College, School of Law

Sturnick, Helena  
B.A. English and History, University of North Dakota  
M.A. English/American Literature, Miami University  
Ph.D. English/Victorian Manuscripts & Rare Books, Ohio State University

Tallow, Jennifer Buton  
B.A. Spanish and Mathematics, State University of New York Cortland  
M.B.A. International Business, Pace University

Wild, Cheryl L.  
B.S. Mathematics/Computer Science, Purdue University  
M.S. Educational Research & Statistics, Purdue University  
Ph.D. Educational Research & Statistics, 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

The NGS Florida administrative office is located at: The National Graduate School of Quality Management, 130 South Indian River Drive Suite 202, Ft. Pierce, FL 34950 and mail: floridaadministration@ngs.edu.

Florida students attend online courses. 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.

Once a week students will attend an online webinar with faculty, typically a Tuesday or Wednesday evening. 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
130 South Indian River Drive, Suite 202
Ft. Pierce, FL 34950

Information regarding compliance with relevant local safety and health standards is available to students upon request.

2016-2017 Academic Calendar
Friday, January 1, 2016 (New Year’s Day)
Tuesday, January 12, 2016 – Orientation BScQSM 116
Wednesday, January 13, 2016 – Orientation MSQSM
Monday, January 18, 2016 (Martin Luther King, Jr. Day)
Tuesday, January 26, 2016 – Start BScQSM 116
Wednesday, January 27, 2016 – Start MSQSM 116
Monday, February 15, 2016 (President’s Day)
Tuesday, March 15, 2016 – Orientation BScQSM 316
Wednesday, March 16, 2016 – Orientation MSQSM 316
Tuesday, March 22, 2016 – Start BScQSM 316
Wednesday, March 23, 2016 – Start MSQSM 316
Wednesday, March 23, 2016 – Orientation DBAQSM 316
Sunday, March 27, 2016 (Easter Sunday)
Thursday, March 31, 2016 – Start DBAQSM 316
Monday, May 30, 2016 (Memorial Day)
Saturday, June 4, 2016 – Commencement Ceremony
Monday, July 4, 2016 (Independence Day)
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 second meeting of the first course, 60% if the student withdraws after the third 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 Michelle Disher at the Bursar’s Office at bursar@ngs.edu or 800-838-2580 x509 or facsimile 617 847-6316.

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

Grievances to be filed against NGS (License #3247) or questions about licensing should be submitted to:

The Commission for Independent Studies
Florida Dept. of Education
325 West Gaines St., Suite 1414
Tallahassee, FL. 32399-0400
(888) 224-6684

*“Semester Credit Hour” means either:
(a) A unit consisting of a minimum of fifteen hours of instruction appropriate to the level of credential sought, during a semester, plus a reasonable period of time outside of instruction which the institution requires a student to devote to preparation for learning experiences, such as preparation for instruction, study of course material, or completion of educational projects; or
(b) Planned learning experiences equivalent to the learning and preparation described in paragraph 6E-1.003(44)(a), F.A.C., above, as determined by duly qualified instructors responsible for evaluating learning outcomes for the award of credits.
46. 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:
Courtyard Marriott, 2899 Jefferson Davis Hwy., Arlington, VA 22202
Crystal City Marriott, 1999 Jefferson Davis Hwy., Arlington, VA 22202
Hilton Garden Inn, Arlington Courthouse Plaza Hotel, 1333 No. Courthouse Rd., Arlington, VA 22201
Marriott Crystal City Gateway, 1700 Jefferson Davis Hwy., Arlington, VA 22202
Marriott Residence Inn, Capital View, 2850 South Potomac Ave., Arlington, VA 22202

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: studentservices123@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 the complaint with the Director Standards of Practice and Accreditation. 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.

If a student is not satisfied with the outcome of the school grievance process, they are encouraged to enter the ombudsman process by contacting the International Ombudsman Association, 390 Amwell Road, Suite 402, Hillsborough, NJ 08844, phone 908-359-0246, http://www.ombudsassociation.org/contact. Students seeking assistance with strict confidentiality may begin initially with the formal stage, affording the Standards of Practice, Confidentiality 3.1

“The Ombudsman holds all communications with those seeking assistance in strict confidence and takes all reasonable steps to safeguard confidentiality, including the following:

The Ombudsman does not disclose confidential communications unless given permission to do so in the course of informal discussions with the Ombudsman, and even then at the sole discretion of the Ombudsman; the Ombudsman does not reveal, and must not be required to reveal, the identity of any individual contacting the Ombudsman Office, nor does the Ombudsman reveal information provided in confidence that could lead to the identification of any individual contacting the Ombudsman Office, without that individual’s express permission; the Ombudsman takes specific action related to an individual’s issue only
with the individual’s express permission and only to the extent permitted, unless such action can be taken in a way that safeguards the identity of the individual contacting the Ombudsman Office. The only exception to this privilege of confidentiality is where there appears to be imminent risk of serious harm, and where there is no other reasonable option. Whether this risk exists is a determination to be made by the Ombudsman.” (Journal of the International Ombudsman Association, 2011, Vol. 4, No. 2, pp. 6)

Upon Ombudsman notice of a formal complaint to the President, the matter, along with the informal stage findings and recommendations, will be referred 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

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):

47. 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
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.

48. **ADDENDUM FOR DEPARTMENT OF VETERANS AFFAIRS EDUCATIONAL BENEFITS – FLORIDA**

**2016-2017 Academic Calendar**

- Friday, January 1, 2016 (New Year’s Day)
- Monday, January 18, 2016 (Martin Luther King, Jr. Day)
- Monday, February 15, 2016 (President’s Day)
- Sunday, March 27, 2016 (Easter Sunday)
- Monday, May 30, 2016 (Memorial Day)
- Saturday, June 4, 2016 – Commencement Ceremony
- Monday, July 4, 2016 (Independence Day)
- Monday, September 5, 2016 (Labor Day)
- Monday, October 10, 2016 (Columbus Day)
- Friday, November 11, 2016 (Veterans Day)
- Thursday, November 24, 2016 (Thanksgiving Day)
- Sunday, December 24, 2016 (Christmas Eve)
- Monday, December 25, 2016 (Christmas Day)
- Sunday, January 1, 2017 (New Year’s Day)
- Monday, January 2, 2017 (New Year’s Day observed)
- Monday, January 16, 2017 (Martin Luther King, Jr. Day)
- Monday, February 20, 2017 (Presidents’ Day)
- Saturday, June 3, 2017-Commencement Ceremony

Class Schedules for each learning site are listed on the NGS web site at [www.ngs.edu](http://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.
49. 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.

Campus Director, Texas 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.)

50. 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
March 21, 2016

Dear Students:

In response to our students, and in collaboration with Juran Global, we are pleased to be able to offer this streamlined process for Juran Global Lean Six Sigma Green and Lean Six Sigma Black Belt certification. We have reviewed and revised the process for your cohorts. The following outlines the new policy:

All Cohorts from 1/15 onward:
- Once BSc students have completed their NGS degree programs, Juran Global will award LSS Green Belt Certifications.
- Once MS students have completed their NGS degree programs, Juran Global will award LSS Black Belt Certifications.
- There are no fees required.
- The only requirements are the successful completion of your degree program and submission of an electronic copy of your completed project for record keeping by Juran Global.

Here are more detailed instructions:
1. Within three months of the completion of the degree program at NGS, the student contacts Academic Affairs (academicaffairs@ngs.edu) to request either the Green Belt (BSc) or Black Belt (MS) certification.
2. Academic Affairs will submit, and verify, the following information to Juran:
   a. Student’s full name
   b. NGS degree and date of degree completion
   c. Project name and project description
   d. Project Champion and name(s) of any partners on project
   e. An electronic copy of the Bachelors Business Project (BBP) or Masters Business Project (MBP)
3. Upon verification of all documents, Juran Global will issue either a Lean Six Sigma Green or Black Belt certificate to the NGS student.

Thank you for your assistance. NGS will be reviewing policies and procedures for earning Lean Six Sigma Green and Black Belts over the summer for future cohorts. As always, your input is appreciated. Please contact us with any questions or concerns.

Regards,

Office of Academic Affairs
The National Graduate School
academicaffairs@ngs.edu