



Catalog and Student Handbook

July 1, 2016 – June 30, 2017

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Roanoke VA 24017**

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www.UFairfax.edu**

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Roanoke, VA 24017

GOVERNING DOCUMENTS

The *University of Fairfax Catalog and Student Handbook* (CSH) is the governing document for all academic requirements and program-related information for the University of Fairfax. It also specifies rights, responsibilities, and specific policies and procedures as they apply to University of Fairfax students. All University of Fairfax students are bound by the rules, policies and procedures contained in these documents. The official version of the CSH is posted on the University's website. The CSH posted most recently to the website supersedes previous web and printed versions of this document and may be downloaded from the University's website.

This Catalog and Student Handbook is valid from August 1, 2016 through July 31, 2017. The University reserves the right to cancel or modify, for any reason, any course or program listed herein. If there is a conflict between the information stated in the catalog and student handbook with that contained in any other document, the information presented in the catalog and student handbook prevails. Policies, regulations, requirements and fees are subject to change without notice at any time at the discretion of the University of Fairfax.

NOTICE OF NONDISCRIMINATION

The University of Fairfax does not discriminate on the basis of gender, age, race, creed, national origin, sexual orientation or disability in admissions, employment or access to academic programs or student activities.

ACCREDITATION AND CERTIFICATION

The University of Fairfax is accredited by the Distance Education Accrediting Commission (DEAC). The Accrediting Commission is listed by the U.S. Department of Education as a nationally recognized accrediting agency and is a recognized member of the Council for Higher Education Accreditation (CHEA).



Distance Education Accrediting Commission
1601 18th St. NW, Suite 2
Washington, DC 20009
202.234.5100
<http://www.deac.org>

The University of Fairfax is certified by the State Council of Higher Education for Virginia in accordance with the provisions of Title 23, Chapter 21.1 of the Code of Virginia. The University of Fairfax has been granted the "Certificate to Operate an Institution of Postsecondary Education" authorizing the University of Fairfax to offer degrees, courses for degree credit, or programs of study leading to a degree or certificate in the Commonwealth of Virginia.



State Council of
Higher Education for Virginia

State Council of Higher Education for Virginia
101 N. 14TH St., 10TH FL, James Monroe Bldg.
Richmond, VA 23219
Tel: (804) 225-2600 Fax: (804) 225-2604
<http://www.schev.edu>

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STATEMENT OF MISSION AND GOALS

Mission

The mission of the University of Fairfax is to offer flexible, in-demand distance education programs that meet the needs of employers in a changing global marketplace. The University designs quality programs that foster critical thinking, effective communication, and collaboration in career-focused disciplines. The programs offer students practitioner-focused curricula that advance applied knowledge and research in applicable contemporary career fields.

Vision

The University supports this mission by developing curricula which are continually improved through outcomes assessment and consultation with practitioner faculty. UoF delivers its programs through an accessible, interactive, collaborative online educational environment which strengthens learning and facilitates critical thinking, problem-solving, and applied research competencies. Finally, it supports students with services that foster academic success.

Institutional Goals

- Offer relevant distance education degree programs that graduate individuals with the knowledge, skills, and abilities to meet the needs of employers in cybersecurity, information technology, and business-related disciplines.
- Support the changing global marketplace by preparing professionals to think critically and offer solutions to address industry challenges.
- Develop professionals with strong interpersonal skills able to effectively contribute to the advancement of their chosen discipline.
- Design programs that allow professionals to apply knowledge and research in an effort to enhance their chosen field.
- Promote a learner-centered culture that encourages diversity of thought and continued development of contemporary career fields.
- Foster a culture of continuous improvement that results in high quality distance education programs that meets students' academic goals and changing employer needs.

Institutional Objectives

The University of Fairfax measures the achievement of its institutional goals through the following objectives:

- Involve all stakeholders in researching and developing curriculum designed to prepare students for in-demand career fields while integrating the development of interpersonal skills necessary for industry flexibility.
- Develop practical measures that allow students to demonstrate mastery of critical knowledge, skills, and abilities to promote the advancement of their career-focused discipline.
- Provide relevant opportunities for adult students to achieve their academic goals by offering programs that focus on real-world application of current trends in cybersecurity, information technology, and business-related disciplines.
- Prepare graduates to contribute to the advancement of their chosen career field through research-focused projects and practitioner-focused curriculum.
- Implement a comprehensive outcomes assessment plan that actively supports a student achievement focused culture and proactive student support that results in graduates prepared to meet the needs of employers in demanding career fields.
- Offer quality programs through the consistent monitoring of institutional effectiveness and involvement of all stakeholders to assure graduates achieve their career goals.

Motto

The rationale for the founding of the University is encapsulated in the University motto: ***Secure Your Future*** or ***Munite Futurum*** in Latin, as displayed on the University's seal. In essence, the motto expresses that earning a University of Fairfax degree enables students and alumni to contribute to "securing the future" of the nation, while also helping to secure their own, as they become cybersecurity leaders in a field for which there is a continuing and ever-increasing demand.

Accessible Education

The goals and objectives of the University of Fairfax are attained through the accessible, online delivery of its programs. Courses are delivered via the *Pearson Blackboard Learning Studio* (more familiarly known as *Blackboard*), utilizing both synchronous and asynchronous instruction. Project-driven courses may be accessed online from any location, at times which fit the busy schedules of adult students, thus providing working professionals the flexibility and convenience they need to easily communicate with faculty members and fellow students. Students' progress through their programs in groups or cohorts. The cohort model is designed to meet the unique needs of adult learners. Smaller groups provide opportunities for collaborative learning and support, as well as more personalized instruction and advising.

Historical Perspective

The University of Fairfax (UoF) was accredited by the Distance Education Accrediting Commission (DEAC) on January 20, 2012. The Accrediting Commission is listed by the U.S. Department of Education as a nationally recognized accrediting agency and is a recognized member of the Council for Higher Education Accreditation (CHEA). DEAC is the leader in accrediting global distance learning with more than 4 million students enrolled in DEAC accredited institutions. (www.deac.org).

The University's attainment of accreditation caps a 10 year history of student and alumni accomplishments in the cybersecurity sector. Successful University of Fairfax students and graduates serve as cybersecurity specialists, executives and policy-makers in the public and private sectors. Major employers including SAIC, Northrop Grumman, CSC, Lockheed Martin, Wells Fargo, Dell, NSA, DHS, Dept. of Treasury and Veterans Affairs hire and promote our students and alumni.

In order to reach the historic milestone of accreditation UoF conducted a comprehensive and rigorous process of self-evaluation; submitted its online doctoral degrees, master's degrees and graduate certificate program materials for review by subject matter specialists; and hosted onsite review teams of evaluators. As part of the evaluation process, DEAC conducted surveys of students and alumni which consistently resulted in over 95 % satisfaction.

The University of Fairfax was established in 2002 in response to the events of 9/11 and in support of the federal efforts to increase the nation's cybersecurity by providing high quality, online doctoral, master's and graduate certificate programs for adult learners. In contrast to other graduate institutions which offer information security/assurance only as a concentration as part of a degree program, UoF has dedicated the entire institution to degree and certificate programs in pursuit of excellence in cybersecurity.

This exclusive focus on cybersecurity distinguishes the University and provides professionals seeking to advance in the field, as well as their employers and clients, an innovative approach for addressing growing professional demand in a rapidly evolving area. Our students and alumni have benefited from this comprehensive cybersecurity focus and from our expert practitioner faculty, both of which have enabled them to be hired and promoted at senior levels by major employers.

The State Council of Higher Education for Virginia (SCHEV) certified UoF as an institution of higher learning in 2002. Over the next year, a select group of educators and senior cybersecurity practitioners from organizations including Ernst & Young, Anteon, CSC and the Defense Information Systems Agency (DISA), developed a curriculum designed to meet the needs of cybersecurity employers. This group of professionals became the initial faculty of the University.

In July 2003, the University enrolled its first cohort of graduate students in its unique cybersecurity graduate degree programs. The first graduates of UoF earned their Master of Science degrees in October 2004; the University awarded its first doctoral degrees in February 2007. Since 2004, online delivery of our programs has made the University's programs accessible to professionals worldwide and has even enabled faculty members and students on active duty to participate.

In January 2013, University of Fairfax Services, Inc., a subsidiary of American National University, Inc., took over operation of the University of Fairfax, bringing additional resources and expertise to the continuing growth and development of the University and its programs.

ACADEMIC PROGRAMS

The University of Fairfax is approved to offer the following graduate programs:

Doctorate in Information Assurance

Master of Science in Cybersecurity Management

Graduate Certificates in:

- Cybersecurity Best Practices (CBP)
- Information Security Professional Practices (ISPP)
- Information Security Analysis (ISA)
- Information Security Auditing (IAU)
- Information System Certification (ISC)
- Information Security Engineering (ISE)
- Information Security for the Enterprise (ISEN)

Doctorate in Information Assurance (DIA)

Description

This degree program helps students to advance their careers as consultants or professional managers in the Information Security and Assurance field. In this program, students undertake solution-oriented applied field research projects which address relevant industry problems and contribute to the advancement of knowledge in the practice of Information Assurance.

This program fosters the development of students who:

- Are recognized as practitioners with expertise in a specialized field of study relevant to the cybersecurity community
- Apply critical thinking and problem-solving skills in the analysis of information assurance issues
- Utilize an evidence-based approach to solution identification when addressing problems relevant to the cybersecurity community
- Demonstrate competence in conducting solution-focused field research relevant to information assurance practitioners
- Make continuing contributions to knowledge and practice in the field of cybersecurity

Program Objectives

Upon completion of this degree program, graduates will be able to:

- Analyze, assess and critique the applicability of best practices in addressing information assurance issues
- Demonstrate secondary research competencies in the investigation and identification of problems experienced by information assurance practitioners
- Develop evidence-based recommendations for solutions which address problems relevant to the cybersecurity community
- Empirically assess the feasibility of a proposed solution for a problem affecting the cybersecurity community
- Articulate a thorough understanding of a specialized field of study relevant to the cybersecurity community

Qualifying Exam

Doctoral students enrolled in the DIA program must pass the Qualifying Exam. This exam is used to evaluate mastery of the concepts and foundations of applied research and is administered at the conclusion of the RM9100 course.

Comprehensive Exams (Level I)

Doctoral students enrolled in the DIA program must pass two Level I Comprehensive Exams completed in CEX8220 and CEX8230 . Each Level I Comprehensive Exam consists of a 25-30 page research paper on a specified topic in Information Security and must demonstrate mastery of content and literature-based research skills, while utilizing APA format and citation requirements. If necessary, students may repeat any or all of the Level I Comprehensive Exams.

Credit Requirements

The *Doctorate in Information Assurance* consists of a minimum of 62 semester credits , including 48 credits of pre-dissertation courses (consisting of 30 credits of Information Security content taken from core and specialization courses, 6 credits of research methods courses, 6 credits of research methodologies courses, 6 credits of research-preparation courses) and 14 credits of dissertation development courses.

To ensure that doctoral students make steady progress towards the completion of their dissertations, the University has developed the *Dissertation Project Plan*. This plan consists of a series of deliverables students produce in research methods courses and dissertation courses.

Finally, prior to conferral of the degree, the doctoral candidate must successfully defend the doctoral dissertation in an oral presentation before the Dissertation Committee.

Earning Graduate Certificates

DIA students complete the requirements for graduate certificates as they progress through their programs. Upon completion of the required courses, they may elect to receive the applicable graduate certificate(s) listed under the *Graduate Certificate Program* section in this document, by submitting a *Graduate Certificate Request* found in the Student Information Center.

Master of Science in Cybersecurity Management (MSCSM)

Description

This degree program prepares students to be strategic and tactical contributors in the development, implementation and evaluation of enterprise level security programs. Specializations allow students to pursue a program of study which relates to their professional interests and goals.

This program fosters the development of students who:

- Are recognized as knowledgeable and qualified practitioners in a specialized field of information security
- Possess a depth of knowledge in current cybersecurity practices
- Apply critical thinking and problem-solving skills in the analysis of issues relevant to the cybersecurity community
- Utilize secondary research competencies in the investigation and selection of best practice solutions to information security challenges
- Demonstrate the knowledge and skills necessary to address a specialized area of information security management

Program Objectives

Upon completion of this degree program, students will be able to:

- Compile, analyze, and assess the applicability of best practices in addressing information security issues relevant to the cybersecurity community
- Evaluate the impact of business constraints and processes on the implementation of information security programs
- Integrate principles and techniques of risk analysis, project planning and change management in the development of information security strategies
- Demonstrate secondary research skills in the investigation and selection of best practice solutions to address information security challenges
- Demonstrate mastery of theory, concepts and skills in addressing specialized aspects of information security management

Credit Requirements

The MSCSM degree program consists of 36 semester credits beyond a baccalaureate degree.

Earning Graduate Certificates

MSCSM students may complete the requirements for a graduate certificates as they progress through their programs. Upon completion of the required courses, they may elect to receive the applicable graduate certificate(s) listed under the *Graduate Certificate Program* section in this document, by submitting a *Graduate Certificate Request* found in the Student Information Center

Information Security Analysis (ISA)

Students develop competencies in implementing an enterprise strategic security plan by integrating effective security policies, standards, procedures and controls.

Information Security Auditing (IAU)

Students develop competencies in forensically analyzing cyber evidence, enforcing data process controls, certifying information protection programs, and managing risk and compliance.

Information System Certification (ISC)

Students develop competencies in supporting a management structure to certify and accredit information systems by developing policies, standards and procedures in accordance with a prescribed set of criteria.

Information Security Engineering (ISE)

Students develop competencies in assessing network vulnerabilities and attack methods as well as in designing and deploying counter-measures and resilient security architectures.

Information Security Research (ISR)

Doctoral students who have completed a minimum of 36 semester credits of a University of Fairfax doctoral degree program, but wish to discontinue studies, may be awarded an MSISM degree in *Information Security Research*.

Graduate Certificate Program

Description

Graduate certificates represent a level of achievement of technical competencies and project experience which relate to specialized fields of practice in Information Security. This program fosters the development of students who:

- Are recognized as qualified practitioners in a specialized field of study relevant to the cybersecurity community
- Demonstrate the knowledge and skills necessary to address issues in a specialized area of study in cybersecurity
- Apply critical thinking and problem-solving skills in the performance of tasks associated with a specialized field of study in cybersecurity

Program Objectives

Upon completion of a graduate certificate, students will be able to:

- Compile, analyze, and assess the applicability of best practices in addressing information security issues
- Demonstrate mastery of theory, concepts and skills in addressing specialized aspects of information security management

Credit Requirements

Graduate certificates vary from 6 semester credits to 18 semester credits. However, the majority of offerings are 12 credits. Requirements for earning a graduate certificate cannot be satisfied through transfer credit.

Multiple Graduate Certificates

Students may earn multiple graduate certificates concurrently or sequentially. Credits earned toward a graduate certificate may also apply to one or more additional graduate certificate(s).

Degree Seeking Candidates Earning Graduate Certificates

Degree candidates complete the requirements for graduate certificates as they progress through their programs. Upon completion of the required courses, they may elect to receive the applicable graduate certificate(s), by submitting a *Graduate Certificate Request* found in the Student Information Center.

Graduate certificate students who have earned a grade of “B” or better in graduate certificate courses may request that those credits be applied to meet degree requirements upon acceptance into a University of Fairfax degree program.

Graduate Certificate Options

The University of Fairfax offers a variety of graduate certificates to meet the needs of information security professionals.

Cybersecurity Best Practices (CBP)

Students explore the 8 domains of Information Security and prepare for an industry related certification exam which demonstrates mastery of subject knowledge in the discipline.

Information Security Professional Practices (ISPP)

Students develop competencies in assessing threats and vulnerabilities of information systems, designing security procedures and practices that are executed in the protection of data and information systems, and analyzing the validity and reliability of information to ensure that an information system will operate at a proposed level of trust.

Information Security Analysis (ISA)

Students develop competencies in implementing an enterprise strategic security plan by integrating effective security policies, standards, procedures and controls.

Information Security Auditing (IAU)

Students develop competencies in forensically analyzing cyber evidence, enforcing data process controls, certifying information protection programs, and managing risk and compliance.

Information System Certification (ISC)

Students develop competencies in supporting a management structure to certify and accredit information systems by developing policies, standards and procedures in accordance with a prescribed set of criteria.

Information Security Engineering (ISE)

Students develop competencies in assessing network vulnerabilities and attack methods as well as in designing and deploying counter-measures and resilient security architectures.

Information Security for the Enterprise (ISEN)

Students explore the ten domains of Information Security and examine effective approaches to implementing security awareness programs within an enterprise.

Over the past academic year, July 1, 2015 through June 30, 2016, the total number of students enrolled and the percentage of Virginia residents who made up those enrollments per program is as follows:

Program	Number Enrolled	% of VA Residents in Program
Master of Science in Cybersecurity Management	39	10%
Doctorate of Information Assurance	59	19%
Grad Certificates	32	22%
TOTAL	130	17%

At the end of this past academic year, the total number of students that completed/ graduated from each program as well as the percentage of those who claimed Virginia residence is as follows:

Program	Number Graduate	% of VA Residents
Master of Science in Cybersecurity Management	15	7%
Doctorate of Information Assurance	2	0%
Grad Certificates	15	20%
TOTAL	32	13%

ADMISSIONS

Program Admission Requirements

Applicants are evaluated individually based on their professional experience, academic credentials from accredited institutions and admissions interview, to assess their potential for completing the relevant academic program successfully. The table below summarizes the minimum requirements for admission to each program offered by the University.

Program Name	Relevant Professional Experience	Required Degrees from Accredited Institution(s)
DIA	Min. 5 Years	Master's
MSCSM	Min. 0 Years	Baccalaureate
Graduate Certificate	Min. 0 Years	90 Semester Credits

** completed all required pre-dissertation coursework of a doctoral program*

***must accumulate 2 more years of field experience while in the masters program*

International Credentials

Applicants with international credentials must arrange for a course-by-course evaluation of their transcripts to confirm equivalence to an accredited degree from the U.S. The University of Fairfax accepts evaluations provided by World Education Services (WES), American Association of Collegiate Registrars and Admissions Officers (AACRAO), Educational Credential Evaluators (ECE) or *International Educational Research Foundation (IERF)*. If the academic records are in a language other than English, an English translation is required that is as close to word-for-word as possible.

English Language Proficiency

Applicants for any degree program whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate proficiency in English and meet one of the following requirements:

1. TOEFL®
 - a. Internet-based test; a passing score of 80 or greater.
 - b. Computer-based test; a passing score of 213 or greater.
 - c. Paper-based test; a passing score of 6.5 or greater.
2. Complete IELTS® with a passing score of 6.5 or greater.
3. Demonstrate successful completion of an English as a Second Language program from any approved ESL school located in the United States.

Admission Status

Formal Admission

Applicants who meet the admissions requirements of the University and submit official transcripts are granted formal admission.

Conditional Admission

Applicants who meet the admissions requirements of the University and submit unofficial transcripts are granted conditional admission. In all cases, official transcripts must be received prior to the start of the student's third session in order to remain enrolled.

Provisional Admission

Applicants who do not meet the admissions requirements of the University may submit a petition for consideration of an exception. If the petition is approved, the student is granted provisional admission and must comply with additional requirements, as determined on an individual basis, depending on the exception granted. For these applicants, formal admission will be granted upon successful completion of the requirements specified in the letter approving the student's petition.

Admission Procedures

All Programs

To be admitted to a degree or certificate program, applicants must:

- complete and submit the Application for Admission along with a \$75 application fee.
- complete and submit the Application for Financial Assistance
- complete and submit the Application for Doctoral Program if applicable.
- submit proof of graduation or previous credits earned. (Acceptable documents include an Issued to Student transcript or copy of a diploma.)
- submit a resume or summary of employment history.
- complete a telephone interview with an Admissions Officer.
- request an official academic transcript from the institution which awarded the applicant's highest degree earned, to be received by the University no later than the end of the student's first academic session.
- submit TOEFL or IELTS scores, if applicable.

Some of the information provided in the application materials is used by the University in making admissions decisions and may be verified through official transcripts, reference checks, and/ or credit reports. Students are notified of admissions decisions through email and U.S. mail service.

CURRICULA

Doctorate in Information Assurance (DIA)

Course # Course Title

Core Courses:

IA7020 *Information Security Systems and Organizational Awareness*
IA7030 *Legal and Ethical Practices in Information Security*
IA7040 *Information Security and Organizational Change*
IA8010 *Business and Security Risk Analysis*
IA9110 *Certification and Accreditation*

Specialization Courses:

IA8021 *Cloud Cybersecurity*
IA8031 *Cybersecurity Insurance*
IA8190 *Forensic Evaluation and Incident Response Management*
IA9150 *Strategic and Technical Trends Information Security*
IA9201 *Research Topics in Information Security*

Pre Dissertation

RM8500 *Research Foundations*
RM9100 *Qualitative and Quantitative Analysis*

Research Methodologies:

CEX8220 *Security Program Strategies and Implementation*
CEX8230 *Legal and Ethical Management Issues in Information Security*
IA9130-CX *Comp Exam*

Phase I:

RM9150 *Feasibility Problem Driven Research*
RM9200 *Designing Solutions to Information Security Problems*

Phase II:

RES8115 *Dissertation Proposal (Chapter 1)*
RES8125 *Dissertation Proposal (Chapter 2)*
RES8135 *Dissertation Proposal (Chapter 2, Continued)*
RES8145 *Dissertation Proposal (Chapters 3 and 4.1, IRB)*

Phase III:

DST8115 *Dissertation Manuscript (Chapters 4 & 5)*

Phase IV:

DST8130X *Final Dissertation Manuscript & Defense*

Phase V:

Final Dissertation

Minimum credits required for DIA: 62¹

¹ Credit hours may exceed the minimum stated if dissertation deliverables are not completed within expected timeframes.

Master of Science in Cybersecurity Management (MSISM)

Course # Course Title

Core Courses:

IA7000	<i>Security in the Digital Age</i>
IA8030	<i>Design, Development and Evaluation of Security Controls</i>
IA8050	<i>Security Risk and Vulnerability Assessment</i>
IA8070	<i>Design and Development of Security Architectures</i>
IA8060	<i>Intrusion Detection, Attacks and Countermeasures</i>
IA8125	<i>Information Security Policy Planning and Analysis</i>
IA8080	<i>Security Solution Implementation</i>
IA7070	<i>Security Policies, Standards, and Procedures</i>
IA7401	<i>Ethical Hacking</i>

Research Methods:

RM8250	<i>Web-Based Research Methods in Information Security</i>
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Electives: (choose 2)

PM8100	<i>Information Security Project Management</i>
IA88210	<i>Risk Management and Compliance</i>
IA8140	<i>Business Continuity Planning and Recovery</i>

Credits required for MSISM: 36

Graduate Certificates

Cybersecurity Best Practices-CISSP (CBP)

<i>Course #</i>	<i>Course Title</i>
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IA7020	<i>Information Security Systems and Organizational Awareness</i>
IA7030	<i>Legal and Ethical Practices in Information Security</i>
IC7000	<i>Official CISSP Review Seminar</i>

Credits required for Certificate: 6

Information Security Professional Practices (ISPP)

IA7020	<i>Information Security Systems and Organizational Awareness</i>
IA7030	<i>Legal and Ethical Practices in Information Security</i>
IA8010	<i>Business and Security Risk Analysis</i>
IA8020	<i>Security Policies, Standards and Procedures</i>
IA8030	<i>Design, Development and Evaluation of Security Controls</i>
IA8190	<i>Forensic Evaluation and Incident Response Management</i>

Credits required for Certificate: 18

Information Security Analysis (ISA)

IA8125	<i>Information Security Policy Planning and Analysis</i>
IA8020	<i>Security Policies Standards and Procedures</i>
IA8030	<i>Design, Development and Evaluation of Security Controls</i>
IA8190	<i>Forensic Evaluation and Incident Response Management</i>

Credits required for Certificate: 12

Information Security Auditing (IAU)

IA8030	<i>Design, Development and Evaluation of Security Controls</i>
IA8110	<i>Certification and Accreditation</i>
IA8190	<i>Forensic Evaluation and Incident Response Management</i>
IA8210	<i>Risk Management and Compliance</i>

Credits required for Certificate: 12

Information System Certification (ISC)

<i>Course #</i>	<i>Course Title</i>
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IA8030	<i>Design, Development and Evaluation of Security Controls</i>
IA8110	<i>Certification and Accreditation</i>
IA8140	<i>Business Continuity Planning and Recovery</i>
IA8190	<i>Forensic Evaluation and Incident Response Management</i>

Credits required for Certificate: 12

Information Security Engineering (ISE)

- IA8050 *Security Risk and Vulnerability Assessment*
- IA8060 *Intrusion Detection, Attacks and Countermeasures*
- IA8070 *Design and Development of Security Architectures*
- IA8080 *Security Solution Implementation*

Credits required for Certificate: 12

Information Security for the Enterprise (ISEN)

- IA7020 *Information Security Systems and Organizational Awareness*
- IA7030 *Legal and Ethical Practices in Information Security*
- IA7040 *Information Security and Organizational Change*
- PM8100 *Information Security Project Management*

Credits required for Certificate: 12

ACADEMIC POLICIES AND PROGRAM EXPECTATIONS

Academic Calendar

The University's Academic Calendar is published for each calendar year. The Academic Calendar is posted in the *Student Information Center* in *Blackboard*.

Academic Term

The University operates on a semester-based schedule with three semesters per calendar year (trimester). The academic terms (Spring, Summer and Fall) are each 16 weeks in length and consist of two eight-week course sessions (Course Session I and II). Course sessions begin in January, March, May, July, September and November.

Academic Year

The academic year consists of two academic terms, or 32 weeks. The University offers continuous enrollment, whereby a student may begin a program of study in any course session. The course session in which a student starts a program of study determines the student's academic year.

Academic Credit Policy

The curriculum at the University of Fairfax is based on a semester hour of credit. Assignment for credit must be equivalent and conform to commonly accepted and traditionally defined units of academic measurement. The University assigns one semester credit for 15 hours of academic engagement and 30 hours of preparation, a formula commonly referred to as a Carnegie Unit of Credit.

Unless otherwise noted, courses offered at the University are three semester credits. Each course, therefore, must meet student workload requirements of 45 hours of academic engagement and 90 hours of preparation. This academic effort may consist of contact hours, learning activities and assignments used in meeting individual course requirements.

Academic Integrity Policy

The principles of academic integrity encompass standards of honesty and truth. Each member of the University has a responsibility to uphold the standards of the community and to take action when others violate them. Faculty members have an obligation to educate students about the standards of academic integrity and to report violations of these standards to the President.

The University of Fairfax regards academic honesty and scholarly integrity to be essential to the education of our students. Violations are not tolerated. Students may be dismissed for violation of the University of Fairfax standards of academic conduct.

Professional Conduct Policy

Students are expected to abide by all public laws and generally accepted professional standards, to comply with all regulations and policies of the University, and to conduct themselves professionally when interacting with fellow students, faculty and staff.

The University of Fairfax reserves the right to place on probation or dismiss students who engage in unsatisfactory conduct such as dishonesty; failure to adhere to rules and regulations; destruction or theft of property; participation in activity that impinges on the rights of others; or possession or consumption of alcoholic beverages or illegal drugs at any time on the school premises. In any case of probation or dismissal students may appeal.

Attendance

Attendance in the first week of the course is evidenced by participation in the discussion threads. Registered students who do not participate (i.e., post to discussion threads) by Saturday of Week 1 are dropped from the course.

Leaves of Absence

The University does not grant Leaves of Absence. Students who do not attend for a session will be withdrawn from their program of study. Students who wish to re-enter the University after withdrawing should complete a re-entry application.

Participation

The University's learning management platform (*Blackboard*) enables students to conveniently access coursework. Students are required to participate by posting to asynchronous threaded discussions as outlined in the course and by attending online synchronous class sessions (*SyncSessions*) as scheduled. Participation is a graded component in the calculation of the course grade. In addition, students are encouraged to participate each week in online chat room sessions facilitated by the professor in each course.

Technology Requirements

Students must have personal access to a Windows-enabled computer with a minimum of 512 MB RAM, high speed internet connectivity, and the appropriate office suite of software to support word-processing, presentation development and spreadsheet capabilities. In addition, a web-cam and microphone/headset are required.

Change of Status

If any personal information changes for a student, such as Address/Phone/Email/Employer, the student must submit updated information using the *Student Profile Change Form* which is available in the Student Information Center (SIC).

Name Change Request

To request a name change to a student's academic record the following information must be provided to the office of Student Services:

- Copy of social security card
- Completed *Student Profile Change Form*
- A notarized letter requesting the name change
- Driver's License or other Government Issued ID reflecting the name change.

Standards of Academic Progress

Academic progress is evaluated at the end of each session. Students must demonstrate satisfactory academic progress by meeting the University's established standards for academic progress in each of three areas:

- Cumulative grade point average
- Maximum coursework allowed
- Completion rate

Cumulative Grade Point Average

Students must maintain a minimum cumulative grade point average (CGPA) of 3.0 in order to remain in good academic standing.

Maximum Coursework Allowed

Students may attempt no more than 1.5 times the number of credit hours associated with the program in which they are enrolled. A student who exceeds this maximum and has not graduated may be dismissed.

Completion Rate

Students must earn credit toward graduation at a pace (rate of progress) that ensures successful program completion within the maximum coursework allowance. At least one course must be completed during an academic session in which they are enrolled. The completion rate is the ratio of credit hours passed to credit hours attempted. A student must maintain a minimum completion rate of 66.6 percent of attempted credit hours.

Academic Standing

Good Academic Standing

Academic standing is evaluated at the end of each course session. Students enrolled in a degree program are considered to be in good academic standing if: they maintain a minimum CGPA of 3.0 or higher, have attempted no more than 1.5 times the number of credit hours associated with their designated program, and have maintained a completion rate greater than 66.6 percent of attempted credit hours.

Academic Warning

Students who fail to maintain a status of good academic standing are placed on academic warning.

Students placed on academic warning must obtain academic advising from the President and are given an academic plan for returning to the status of good standing.

Academic Probation

Academic probation constitutes conditional permission for students to continue to enroll in courses. Students failing to return to a status of good standing or whose CGPA remains below 3.0 for consecutive academic sessions (i.e., more than one academic session) are placed on academic probation.

Students on academic probation must obtain academic advising from the President and are given an academic plan for returning to the status of good standing. A student placed on academic probation may submit a written appeal of the decision to the Academic Affairs Committee.

Academic Dismissal

A student may be dismissed from an academic program if one or more of the following apply:

- the student has failed to make progress toward returning to the status of good standing within the timeframe identified in the academic plan set forth by President;
- the student has exceeded the maximum coursework allowed for the program in which they are enrolled;
- the student has failed to meet rate of progress standards established by the University;
- the student has committed an act of substantial academic and/or professional misconduct in violation of the Professional Conduct Policy described in the University of Fairfax Student Handbook;
- the student has exceeded the time limit for completion of their designated degree program, unless the Registrar has issued written approval for a time extension.

A student who is dismissed may submit a written appeal of the decision to the Chief Academic Officer (CAO).

Computing a Cumulative Grade Point Average (CGPA)

A cumulative grade point average (CGPA) summarizes a student's academic performance in all coursework completed. The CGPA is also used in determining the student's academic standing. To compute the CGPA, the letter grade for each course is first converted to a grade point value (GPA Value as noted under Grading Scale) and multiplied by the number of credits designated for the course to determine GPA Points (GPAPTS) earned. GPAPTS are displayed on the transcript for each course. To determine the CGPA, the sum of all GPAPTS earned is divided by the total number of credits attempted. Courses assigned an "I", "W", "P", "NP" or "AUD" are not used in computing a grade point average.

Grading Scale

The University uses a grading scale based on letter grades as outlined below.

Grade	GPA Value	Academic Designators	
A	4.0	Incomplete	I
A-	3.7	Drop	W
B+	3.3	Withdrawal	W
B	3.0	Progress	P*
B-	2.7	No Progress	NP*
C+	2.3	Audit	AUD
C	2.0		
F	0.0		

*In dissertation courses, the grades of “P” and “NP” are assigned instead of letter grades.

Incompletes

In some cases issues create a situation where students need additional time to complete course requirements. Extensions for individual assignments can be requested and granted by professors, except when such an extension goes beyond the end of the term.

A student may request an incomplete from his/her instructor if he/she meets all of the following requirements:

- Student is unable to complete course work due to a circumstances beyond the student’s control. **The student must provide third party documentation.**
- Incomplete was requested of the course instructor by the student prior to the last day of week seven of the course and was approved by the Dean of Academics and Student Services
- Student was active in the course at least 14 days prior to the end of the last day of the course
- Student’s grade must be 70% or above at the time that the incomplete is requested.

When granted:

- A student will have up to 14 days following the last day of the term to complete his/her course work when an incomplete is granted.
- No penalty will be assessed on these assignments.
- At the end of the designated time period, a grade change form will be completed to change a student’s “I” grade to the grade earned.
- If a student fails to complete the terms for the incomplete process, the student’s “I” will revert to the grade earned prior to the incomplete status.
- Additional time will not be granted beyond the initial 2-week extension.

Students must request a grade of Incomplete no later than Saturday of *Week 7 of the session*.

Certain coursework, such as discussion thread postings and syncSession assignments are time-sensitive and integral to the interaction within a course. These assignments are not eligible for the extension granted through an Incomplete Grade. Only assignments associated with major course deliverables will be considered as part of the assignments granted extension under the Incomplete Grade.

PLEASE NOTE, IF GRANTED AN INCOMPLETE, THE STUDENT MUST SUBMIT ALL OUTSTANDING COURSEWORK VIA THE COURSE IN WHICH THE INCOMPLETE WAS GIVEN NO LATER THAN 14 CALENDAR DAYS AFTER THE COURSE IN WHICH THE INCOMPLETE WAS GIVEN HAS ENDED. ALL OUTSTANDING ASSIGNMENTS MUST BE UPLOADED TO THE COURSE IN WHICH THE GRADE OF INCOMPLETE WAS GRANTED TO THE APPROPRIATE ASSIGNMENT DROP BOXES FOR THOSE ASSIGNMENTS.

To request an Incomplete, you must email a Request for Incomplete form and documentation of the circumstances to the President at academics@ufairfax.edu. If agreed to by your professor, the President will issue an approval with a schedule for assignment completion.

Withdrawals

Students who withdraw from a course are given a grade of “W”. Students who do not submit all coursework and do not officially withdraw from a course, or do not receive approval for an Incomplete, may receive a grade of “F”.

Audited Courses

Students who wish to audit a course must receive prior approval from the President and adhere to the same attendance requirements as all other class members. Although audit students are not required to complete projects, they may do so. The audit designator (“AUD”) appears on transcripts and signifies neither credit nor grade.

A previously audited course may be taken for credit at a later date. In addition, a student may audit a course previously taken and passed. Tuition and fees apply to all audited courses.

Repeated Courses

Students must repeat a course for which a grade of “F” has been assigned. Students may repeat courses within their program of study (at the tuition rate in effect at the time they repeat) in order to improve their CGPA or to enhance their understanding of course material, with permission from the President. Only the highest grade earned is included in calculating the CGPA. A record of all registrations remains on the transcript, with the notation Repeat. Credit for the same course is awarded only once. Students may repeat a single course no more than three times unless approved by the President.

Program Modifications

Course Substitutions

Students may receive approval to substitute an elective course for a core or specialization course if the student has requisite knowledge of the content of the course being replaced. Students may request the approval from the President by submitting the *Petition for Course Substitution Form*. Documentation such as academic transcripts, a detailed job description, resume and/or evidence of a relevant license or certification may be required.

Transfer of Course Credits

A maximum of nine semester credits may be transferred into a degree program. No transfer credit will be applied to programs of study where a doctoral student has been granted advanced standing. Requirements for earning a graduate certificate cannot be satisfied through transfer credit. The University does not award academic credit for non-academic experience.

To receive transfer credit for a course, the following criteria must be met:

- The student must have taken the course for graduate credit as part of a degree or graduate certificate program from an accredited institution;
- The course taken was equivalent to the University of Fairfax course in content, level, and credit hours;
- The student earned at least a grade of “B” (courses taken on a pass/fail basis are not eligible for transfer); and
- Information Security courses must have been completed within the five years preceding initial enrollment at the University of Fairfax.

Students and graduates should note that when seeking to transfer credits to another educational institution, the receiving institution has full discretion as to which credits are transferable. All University of Fairfax school officials must accurately represent the transferability of any courses or programs.

Student Identity Verification

Each student must submit a digital image of his/her government issued ID card to a secure Dropbox in the *Student Information Center*. The images are used by faculty members/proctors to validate each student’s identity during proctored exams. Students establish web-cam sessions during the proctored exams so that the proctor may compare the student appearing on-camera with the image on the previously submitted ID card to verify that they are the same.

Continuous Enrollment/Governing Rules

Students are governed by graduation requirements in effect at the time of initial enrollment, provided their enrollment has been continuous. Continuous enrollment is interrupted when a student is not enrolled for a session. For each interruption of continuous enrollment, students are governed by graduation requirements and policies in effect at the time of resumption of enrollment.

Time Limit

Doctoral students must complete their degree in not less than two nor more than seven years from the date of initial enrollment. Students enrolled in the MS degree program are given up to five years from the date of initial enrollment to complete degree requirements. However, students may petition the Registrar to receive an extension.

Graduation Requirements

In the academic session following a student's last course, the Registrar certifies that the student has completed all requirements for graduation. If certified and all financial obligations have been met, a certificate or diploma indicating the degree and applicable specialization(s) is issued.

All Graduates

In order to graduate, all students must:

- complete the minimum number of credit hours designated for the chosen degree program.
- satisfy all program requirements including completion of courses for the chosen degree and specialization(s).
- achieve the minimum cumulative GPA designated for the chosen degree program.
- pay all tuition and fees and fulfill all other administrative obligations to the University of Fairfax.

Graduates of the Doctoral Program

In addition to the above, doctoral candidates must produce and successfully defend an approved dissertation as specified in the University of Fairfax Dissertation Handbook for their designated degree.

Alternate Degree Award for Doctoral Students

Doctoral students who have completed a minimum of 36 semester credits of a University of Fairfax doctoral program, but wish to discontinue doctoral studies, may be awarded an MSCSM degree. These students may re-apply to a University of Fairfax doctoral program at any time. Previously earned credits at the University may be applied towards completion of the doctoral degree upon reentry.

Transcript Requests

Transcripts are issued by the Office of Student Services upon receipt of a signed *Transcript Request Form* along with fee payment. Transcripts will not be issued to any student who has an outstanding obligation to the University. The *Transcript Request Form* is available in the *Student Information Center*.

STUDENTS RIGHTS AND RESPONSIBILITIES

Student Rights

Academic Freedom

The mission of the University is best accomplished in an atmosphere which fosters free inquiry, discussion and respect for differing viewpoints. However, students should be sensitive to others when discussing potentially controversial subject matter. The faculty is responsible for facilitating and encouraging open communication among students without fear of reprisal

Academic Records Policy

The University of Fairfax complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) which ensures students the right to privacy in their educational records. This act also establishes the right of students to inspect and review their records and to initiate grievance proceedings to correct inaccuracies. A request to review educational records should be sent to the Registrar in writing and will be honored within 45 days after receipt of the request. Students can then schedule time to view the records during regular University business hours, or by special appointment.

Student records are securely stored in an electronic format. At a minimum, the student's application for admission, ledger card, and academic transcript are stored indefinitely.

Arbitration Agreement

Any controversies or claims by a student in connection with the student's relationship with the University which remain unresolved after the appropriate administrative procedures set forth in the catalog have been followed, shall be finally and exclusively determined by arbitration as provided below. Arbitration shall be held in Roanoke County, Virginia, by one arbitrator, in accordance with the Commercial Arbitration Rules of the American Arbitration Association, and judgment upon an award may be entered in court. The decision of the arbitrator shall be final and conclusive, and not subject to review in a court, unless the decision of the arbitrator is found by the court to be fraudulent, arbitrary, or grossly erroneous

Grievance Policy

The University defines grievance as complaints related to administrative issues, financial issues, technical issues, faculty performance, grading, program content, program effectiveness/expectations and library services. Grievances should always be resolved at the most immediate level possible. In the case of academic complaints or disputes:

- The student is directed to communicate the problem to the faculty member involved.
- All grade appeals must be submitted in writing within 30 calendar days of the class concluding.
- If a complaint or dispute is not satisfactorily resolved by the faculty member within 7 days, the student may appeal to the Executive Director of Distance Education in writing.

- The Executive Director of Distance Education may choose to involve the Academic Affairs as appropriate.
- The Executive Director should respond to written complaints within 15 days of the date of submission though resolution may require a longer period.
- If the complaint or dispute is still unresolved after appeal to the Executive Director of Online Education, the student may appeal in writing to the Dean of Academics.
- The Dean of Academics should respond to written complaints within 15 days of the date of submission though resolution may require a longer period.
- If the complaint or dispute is still unresolved after appeal to the Dean of Academics, the student should appeal to the University President in writing.
- The President should respond to written complaints within 15 days of the date of submission though resolution may require a longer period.
- All written complaints or disputes submitted to the University should be resolved within 60 days of their initial written submission to the Executive Director of Online Education.
- Grievances that are unable to be resolved within the University may be addressed to the State Council of Higher Education of Virginia (SCHEV) in writing at 101 N. 14th St., 10th Floor, Richmond VA 23219 or by phone at 804-225-2600 or through the web at <http://www.schev.edu> . The University's accreditor the Distance Education Accrediting Commission (DEAC) may also be contacted in writing at 1601 18th Street, N.W., Suite 2, Washington DC 20009-2529 or by telephone at 202-234-5100 or through their website at www.deac.org
- Under no circumstances shall students be subjected to unfair action/ treatment as a result of the initiation of a complaint.

Harassment Policy

Unlawful harassment is prohibited by the University of Fairfax and by law on the basis of creed, race, color, gender, sexual orientation, age, national origin, or disability. Students are responsible for immediately reporting any incidence of harassment to the President who will investigate and initiate disciplinary action if required.

Intellectual Property Policy

All work products which are used as the basis for course grading and which are produced by the student to meet course and degree requirements remain the property of the student

Nondiscrimination Policy

The University of Fairfax does not discriminate on the basis of gender, age, race, creed, national origin, sexual orientation or disability in admissions, employment or access to academic programs or student activities

Student Responsibilities

The University has established policies that govern student, faculty, and staff behavior. Students are required to be familiar with these policies and adhere to them. These policies include:

Academic Integrity Policy

The principles of academic integrity encompass standards of honesty and truth. Each member of the University has a responsibility to uphold the standards of the community and to take action when others violate them. Faculty members have an obligation to educate students about the standards of academic integrity and to report violations of these standards to the President.

The University of Fairfax regards academic honesty and scholarly integrity to be essential to the education of our students. Violations are not tolerated. Students may be dismissed for violation of the University of Fairfax standards of academic conduct.

Cheating

The University of Fairfax will not tolerate cheating. Students are expected to do their own course work, assignments and projects, and make equitable contributions in both quality and quantity of work performed for group projects.

Plagiarism

Plagiarism is a violation of the integrity of the academic community. Intentionally representing someone else's work as one's own or using another's ideas in a written paper or presentation without appropriate citations and references will result in failure or dismissal. While we should be able to assume that all students know what plagiarism is, reviewing it with them in class is important, especially in this electronic age in which downloading information and documents from the Internet is common.

We define plagiarism as "the use of someone else's words or ideas without proper credit" and recognize several types of plagiarism, such as:

- Quoting directly without acknowledging the source;
- Paraphrasing without acknowledging the source; and
- Constructing a paraphrase that closely resembles the original in language and syntax without acknowledging the source.

During Orientation, students must complete the *Plagiarism Tutorial* in order to help them avoid unintentional plagiarism in their writing by correctly citing all sources. A more robust version of the *Plagiarism Tutorial* is also available in the *Student Information Center* and is continually available to students. In it are suggestions on techniques for note-taking and writing which help reduce the occurrence of plagiarism.

The University also provides students access to the online service *SafeAssign* within Blackboard LMS.

Academic Integrity Violations

While intentional plagiarism is not tolerated, UoF believes that the occurrence of plagiarism can be significantly reduced if students develop a better understanding of what is acceptable and what is not. Thus, the University operates on a “three strike” rule in responding to allegations of plagiarism, since it may be unintentional. Nonetheless, intentional plagiarism is cause for dismissal.

The SafeAssign product is integrated into the course dropboxes for assignments. Upon submission, an Originality Report is generated, and the Similarity Index Score is calculated for the assignment. If the score generated is greater than 25%, a color code of yellow, orange or red is displayed in the dropbox, and indicates that a student has not complied with UoF academic integrity policy requirements. In these instances, the professor is required to contact the President and report the violation. The President maintains records of all violation reports, investigates allegations and makes a determination if the occurrence is intentional. The results of this investigation are reported to the CAO.

Because the University provides access to *TurnItIn.com* for self-evaluation, all incidents of higher than acceptable limits for Similarity Index Scores are considered as potential violations of the Academic Integrity Policy. When a Similarity Index Score outside of the accepted limits is identified, the faculty member alerts the President of the potential violation, and an investigation is conducted. If the student is found to have violated the Academic integrity Policy, the appropriate action is taken based on the procedures established by the Academic Affairs Committee.

The procedures below are followed when addressing academic integrity violations:

First incident

- The faculty member posts comments in the *Gradebook* stating that the assignment is considered to be in violation of the University’s Academic Integrity Policy and assigns a failing grade (0 points) to the assignment.
- The student may not resubmit the assignment.
- A letter is issued to the student indicating that the student is in violation of the University’s Academic Integrity Policy and is placed on Academic Warning.
- A copy of the letter is kept in the student file. The student may appeal the decision to the Academic Affairs Committee.

Second incident

- The faculty member posts comments in the *Gradebook* stating that the student has been reported for a violation of the University’s Academic Integrity Policy and will be subject to Academic Review by the Academic Affairs Committee.
- A letter is issued to the student stating that the student will be given a failing grade in the course, will be required to repeat the course and is being placed on Academic Probation.
- A copy of the letter is kept in the student file.
- The student may appeal the decision to the Academic Affairs Committee.

Third incident

- The faculty member posts comments in the *Gradebook* stating that the student has been reported for a violation of the University's Academic Integrity Policy.
- The student is dismissed.
- A letter is issued to the student indicating that the student has been dismissed from the program for violation of the Academic Integrity Policy.
- A copy of this letter is kept in the student file.
- The student may appeal the decision to the Chief Academic Officer.

Confidential Information Policy

The University of Fairfax, as an institution of higher education, operates as an open forum to maximize the interchange of ideas. Students are encouraged to bring real life experiences to the classroom for discussion purposes. However, in so doing, students should follow the confidentiality policies of their employers and/or clients

Copyright Policy

It is the policy of the University of Fairfax that all members of the university community (students, faculty and staff) must comply with the US Copyright Law.

Use of Licensed Documents

The University subscribes to a number of sources for content published in scholarly journals, conference proceedings, and trade publications, providing access to these resources via the Library Portal. By virtue of these subscriptions, students may download articles and use them for course assignments without paying additional fees. Faculty identifying specific articles for use within a course, will direct students to retrieve these articles from the library portal, rather than posting them in the course shell.

Fair Use Standards

Faculty and staff are permitted to use and distribute copyrighted materials of other parties for educational and classroom uses, provided such activities are within the fair use standard. An article used once within the context of a classroom may fall within the standard of fair use; however, repeated use of the same article in subsequent courses would not. In those cases students may be required to purchase these materials if not available through subscription services as described above.

Documents without Limitations

Government publications, documents in the public domain, or documents that are out of copyright may be used freely within the context of a course, with no limitations on their distribution.

Software Distribution

Software that has been copyrighted cannot be distributed to members of a course. Students must purchase individual licenses for personal use. Software distributed as part of a textbook bundle can be used by the individual purchasing the text, and should not be installed on

multiple computers or shared among students. Faculty utilizing open source software within the context of a course will not distribute the software directly. Links to authorized sources of the software will be made available within the Webliography of a course shell.

Distribution of Authored Materials

Copyrighted materials may be copied freely by the owner of the copyright on the materials. Authorship conveys no right to copy material that has been published by a party other than the author. Permission must be granted by the publisher for copying any published materials used on a repetitive basis, or arrangements for purchase must be made.

Other Documents

In cases where use of a document does not fall within Fair Use standards, or has not been licensed for online use, faculty members must alert the CAO prior to its use to seek permission rights or arrange for purchase of the materials.

Drug and Alcohol Policy

The University of Fairfax prohibits the unlawful or inappropriate possession, use, or distribution of illicit drugs and alcohol by students, faculty or staff on its property, at any recognized University of Fairfax event. The consumption of alcohol is not permitted during the regular course of business or during official classroom time.

End-of-Course Evaluations

Student evaluations are an integral part of the University's outcomes assessment program. At the end of each course, we ask students to evaluate the teaching effectiveness of the faculty member, the coverage of the course objectives, and the value of the course. Via *Blackboard*, students are required to complete the course evaluation in order to gain access to *Blackboard* activities in the final week of the session.

Faculty members are able to view anonymous report containing aggregate information and comments without student names, after final grades have been submitted. Faculty and administrators CANNOT see who submitted any particular evaluation form. The CAO uses the results in the course revision process to make improvements. Certain components in the EOC Evaluations are used in the annual Outcomes Assessment conducted by the President.

Professional Conduct Policy

Students are expected to abide by all public laws and generally accepted professional standards, to comply with all regulations and policies of the University, and to conduct themselves professionally when interacting with fellow students, faculty and staff.

The University of Fairfax reserves the right to place on probation or dismiss students who engage in unsatisfactory conduct such as dishonesty; failure to adhere to rules and regulations; destruction or theft of property; participation in activity that impinges on the rights of others; or possession or consumption of alcoholic beverages or illegal drugs at any time on the school premises. In any case of probation or dismissal students may appeal. Written appeals must be submitted to the President of the University.

Research Practices Policy

All students should be aware of the University's policy regarding research involving human subjects. If a student plans to conduct surveys (email, telephone, and regular mail), interviews, testing or any other type of assessment involving human subjects or personal data, the instruments and protocols must be reviewed and approved in advance by the University's Institutional Review Board (IRB). The purpose of the IRB is to ensure that appropriate research practices are employed by UoF students and faculty. In order to obtain approval for research involving human subjects, a student must complete an IRB Research Application Form describing the proposed study and submit it to the IRB. After reviewing the application, the IRB will issue a Certification of IRB Approval or make recommendations for resubmitting the proposal with changes. IRB-related forms are available in the SIC.

Netiquette

University of Fairfax students are expected to follow the conventional rules of *netiquette* in all University correspondence, including emails, *Blackboard* threaded discussions and chat rooms.

Netiquette is a contraction of the words Network/Internet + Etiquette; netiquette means the effective use of technology to communicate with others on both a personal and professional level with socially acceptable and politically correct behavior and courtesy.

Flames are searing email or newsgroup messages in which the writer attacks another participant in overly harsh, and often personal, terms. *Flames* are examples of poor netiquette and are not tolerated at the University of Fairfax.

Some general rules of thumb associated with netiquette are:

- “Think before you send/post.” Be positive and constructive in your communications. Personal communications should be sent by email and should not be posted to a chat group or threaded discussion.
- Reread and edit your communications carefully before you post to a chat room or threaded discussion, or send emails.
- Before asking a question in a chat session, threaded discussion or email response, carefully read the messages previously posted to be sure you can't answer your own question with information already provided.

SyncSession™ Etiquette

The audio portion of the SyncSession operates under a "pass the microphone" process as opposed to an "open microphone". As a result, your professor must be cognizant of who has control of the microphone and will manage the use of it during the discussions.

When you enter the course, your professor will most likely have control of the microphone. If you enter the course prior to the instructor you may use the microphone to interact with other students present, but your professor will take control of the microphone once entering the course shell.

It is important at this point to note that you will need to adhere to a more formal process to request to speak. As a courtesy to your professor, “raise your hand” to speak by using the hand icon that is located below the Participant's window.

Your professor will release the microphone when he or she wants to pass the microphone to you, you will be directed to take control of it by clicking on the icon when it appears as available to you on the screen (the icon will become visible and be pointing down). Once you have finished speaking, you will need to release the microphone by clicking on the icon again.

In cases where you might forget to release the microphone, or refuse to relinquish control, your professor has the ability to take the microphone away from you. You will know this has occurred when the microphone icon next to your name disappears, and you will lose the ability to use the microphone. However, your professor will restore the icon again, which will reappear and you will be able to use the microphone again.

STUDENT SUPPORT SERVICES

Executive Staff

President

The President implements policy and directs all functions of the University.

Admissions

Admissions Officer

The Admissions Officer serves as the student's first contact and advisor during the admissions process.

Academics

Chief Academic Officer

The Chief Academic Officer (CAO) oversees academic affairs and directs all UoF graduate education programs. The CAO has responsibility for the administration of academic programs including faculty appointment and development, curriculum development and review, and management of the delivery of these programs. The Chief Academic Officer (CAO) is the final recourse for academic decisions.

Dean of Doctoral Research

The Dean of Doctoral Research (DDR) is the final authority with respect to the dissertation approval process, ensuring that the dissertation deliverables meet the quality standards of the University. The DDR serves as the subject matter expert for research-related courses and oversees the Director of Doctoral Advising and Dissertation Advisors.

Dissertation Advisors

Dissertation advisors serve as the primary mentors for doctoral students as they progress through the Dissertation Project Plan and support them as they develop the dissertation deliverables.

Faculty Advisors

Faculty members are the content experts for their courses and share their practical experience and knowledge with students through frequent interaction via online threaded discussions, email, conference calls and chat rooms. During the session faculty members are available for individual counseling and advice. Faculty members also serve as mentors to students by providing career-related guidance throughout their programs.

Student Services

Online Librarians

The Online Librarians provide reference assistance to students and conduct online tutorials to support students in developing secondary research skills.

Academic Support Center (ASC)

The ASC provides oversight for the maintenance of student academic records and confirms the evaluation of transfer credits.

Director Student Services

The Director Student Services (DSS) supports multiple facets of the University's student services to meet the needs of new, continuing and returning students and ensures their success in completing their programs.

The University does not offer career advising or placement services.

Student Identification Cards

Students may request a Student ID Card by downloading the Student ID Request Form in the *Orientation Center* or *SIC*. Students must provide a digital photo.

Student Email Accounts

All students are assigned a UoF email account prior to Orientation. The .edu email service is offered via the Office 365 for education services provided by Microsoft. Office 365 offers more than just email – it includes online communication and collaboration services. This service provides students with a number of productivity and collaboration tools, including:

- 25GB email storage,
- 7GB of online file storage,
- group calendaring,
- shared online documents using Office Web Apps,
- Instant messaging capability,
- blogging tools, and
- much more!

Because this service is cloud-based on Office 365, students are able to access all of these services from virtually any computer or mobile device with an Internet connection.

Students should check their students.ufairfax.edu email account regularly, since University staff and faculty will use this account for all University-related correspondence. It is imperative that students notify the office of Student Services immediately if they have any difficulty accessing the UoF email system so that they do not miss any critical information.

In addition, this email account is associated with the *Blackboard* access ID. It is important that students do not change the email address in *Blackboard* so that they do not miss important communications from their professors.

The email account will take the form of: studentname@students.ufairfax.edu (where “studentname” is assigned, generally as lastname, first initial35). The email account (studentname@students.ufairfax.edu), and the temporary password will be a random eight characters including at least one of each of the following: capital letter, lower case letter and number characters.

Students will be required to change the password to the email account the first time [Office 365](#) is accessed. The new password must be a minimum of eight characters, including any combination of at least one of each of the following: capital letter, lower case letter and number characters.

Students may access their students.ufairfax.edu email account either as a web-mail account or by downloading it into Outlook.

Using Office 365 to Access Student Email

To access email online:

- open your web browser and go to <https://login.microsoftonline.com>;
- at User name:, enter your email address (studentname@students.ufairfax.edu);
- at Password, enter your assigned password; and
- click Sign In.

If you forget your password:

Select “Can’t Access Your Account” and follow the prompts.

To forward your student email to another email account:

- Log into Office 365 at <https://login.microsoftonline.com>
- Enter your ufairfax.edu email account and password.
- Click on the Options menu in the upper right corner of the web page.
- Select “See All Options”
- Select “Connected Accounts” at the top of the page:
- Scroll down to the area labeled “Forwarding”
- Enter the email account where you wish to have your email forwarded. Determine if you want to keep a copy on the web. Remember you have 25GB of storage for mail, so if you choose to archive online, make sure you check periodically whether you are close to your limits!

Additional Support Services

Student Information Center

The Student Information Center (SIC) is an online gateway to information for students. To ensure a productive and beneficial educational experience at the University of Fairfax, students participate in an online orientation, before students begin their first courses. The SIC is presented within a familiar course structure as UOF101.

The SIC includes information on:

- the Blackboard system and features commonly used in online courses,
- the academic integrity policy, and
- resources for students such as the catalog, student handbook and curriculum overviews.

In addition, students attend an online Orientation session which covers:

- expectations, guidelines, and requirements for students,

- policies, procedures and forms, and
- information on student support services and resources.

In preparation for this session, students complete a number of steps which are listed in the New Student Checklist, including the submission of an electronic copy of a government-issued photo identification which is used for student identity verification.

Through the SIC, students can also:

- Download catalog, handbooks and forms;
- View the academic calendar;
- Review upcoming schedules and syllabi; and
- Access faculty, students and staff through e-mail.

Mobile Access

Students who use smart phone technology may access certain portions of their courses such as discussion threads and *Gradebook* by downloading the Blackboard Mobile application. Follow the directions for your phone provider to install the app then follow the instructions within Blackboard Mobile. Application rates may apply.

Textbooks

The Master Booklist which identifies required and optional textbooks for all courses is posted in the *Student Information Center (SIC)* in *Blackboard*.

Help Desk

For technical assistance, *Blackboard* provides a 24-hour Help Desk which is available seven days a week at 888.907.2844.

Electronic Library and Research Resources

The University of Fairfax maintains a virtual library that provides access to a variety of resources. Through an online internet portal within the *Blackboard* system, these resources are available to students and faculty for conducting secondary research 24 hours a day, seven days a week. This portal provides access to:

- ACM Digital Library
- Directory of Open Access Journals
- Education Resources Information Center (ERIC)
- Government Enterprise Vendor Research Library
- IBM Corporation Research & Development Journals
- IEEE Publications
- ISACA Information Systems Control Journal
- Library and Information Resources Network (LIRN)

- National Institute of Standards and Technology (NIST) Virtual Library
- National Technical Information Service (NTIS)
- Networked Digital Library of Theses and Dissertations (NDLTD)

Library Tutorials and Webinars

The Online Librarians conduct tutorials using *Collaborate* within the *Blackboard* system in the LIBPORT course shell. The following is a list of tutorials which are held on a regularly scheduled basis:

- Orientation to the Library Portal
- Boolean Search Techniques
- Orientation to TurnItIn.com
- Searching IEEE Periodicals
- Searching ACM Databases
- Using Resources in LIRN

Additional Doctoral Student Support

Dissertation Bootcamp

Doctoral students present their proposed research sites and topic areas at a *Dissertation Bootcamp* where they are given feedback by potential Dissertation Advisors.

Dissertation Handbook

The *University of Fairfax Dissertation Handbook* has been developed as a resource to help guide doctoral students through the dissertation process, from identifying a feasible field research dissertation topic to producing a defensible dissertation.

Dissertation Project Plan

To ensure that students make steady progress towards the completion of their dissertations, the University has developed the *Dissertation Project Plan (DPP)*. This plan consists of a series of deliverables students produce while they are enrolled in research methods, research preparation and dissertation development courses.

TIPS FOR YOUR SUCCESS

University of Fairfax programs are designed for self-directed, adult learners. The role of the faculty is to facilitate the learning process, and to mentor you to achieve your goals. However, as self-motivated professionals, you are responsible for your own progress. The following are some pointers to help you succeed and gain as much as possible from your educational experience at the University.

Be Prepared

- Order your books well in advance of the start of the session.

- Do the assigned reading described in the syllabus BEFORE participating in discussions.
- Review handouts, read case studies and slides posted in Document Sharing.
- Allocate an average of 4-8 hours per course per week to complete your course assignments.

Communicate

- Tell us how you are doing.
- Ask for help when you need it!
- Request feedback often and early in each course from faculty, staff, classmates, and co-workers.
- Be sure friends and family are aware of your academic priorities and solicit their support to help you balance your life, work and school commitments.

Network

- Get to know your classmates.
- Form study groups—each course has a chat room available 24/7 for student use!
- Get to know faculty members, and consult with them.
- Read the Faculty bios on the website at www.ufairfax.edu.

Be Active in the Learning Process

- Participate, participate, and participate!
- Ask questions.
- Attend the Librarian's Online Tutorials.
- Share ideas.
- Draw examples from your professional experience.
- Apply what you learn to your job.

FINANCIAL INFORMATION²

Tuition

Tuition is \$895 per semester credit.

Fees

<i>Description</i>	<i>Rate</i>
Application	\$75
Graduate Certificate Award	\$200 per certificate
Graduation	\$400 ³
Returned Check/Declined Credit Card	\$25 per occurrence
Technology	\$125 per course
Transcript Request	\$5 per transcript

Beginning with the 2013 Summer Term, course session I (starting April 22, 2013), the application fee is waived for all Veterans.

Special Services Fees

<i>Description</i>	<i>Rate</i>
Dissertation Quality Review	\$495

Dissertation Quality Review

To ensure that all dissertations meet University standards, each dissertation must undergo a *Quality Review*, prior to defense. Doctoral candidates are charged a fee for each *Quality Review*.

Technology

The Technology Fee helps to support access to the full suite of capabilities of the online learning platform. These include *Collaborate* as well the online learning center.

Financial Policies

Add/Drop Period

Students may add or drop a course during the Add/Drop Period which ends Saturday of Week 1 of the course session. Registered students who do not attend a course (as evidenced by course participation) by Saturday of Week 1 will be administratively dropped from the course.

Students with mitigating circumstances may submit an appeal to the DSS for re-entry into a course, no later than Wednesday of Week 2. The appeal will be granted or denied based on

² Tuition, fees and financial policies are subject to change without notice.

³ This fee is reduced by \$150 for degree seekers who have earned multiple graduate certificates.

factors such as previous history of non-attendance, academic performance and the circumstances presented by the student.

Withdrawals

Students who wish to withdraw from a course after the Add/Drop Period must notify the school by Saturday of Week 7 of the course. Simply ceasing to attend a course does not constitute a withdrawal. Students who withdraw from a course after Week 1 receive a grade of “W”.

Students must notify the school if they wish to withdraw from a program. Any outstanding balances at the time of program withdrawal require payment in full after refund calculation.

Refunds

A student who cancels in any manner within five days of signing an Enrollment Agreement (referred to as a Cancellation Period) will receive a 100% refund of all monies paid, within thirty (30) days of notification.

Students who withdraw from a course after the Cancellation Period receive refunds on a percentage basis according to the student’s withdrawal date in relation to the most recent period of enrollment for which the student has paid. Any refunds due students will be received within 30 days of notification of drop/withdrawal as shown below:

<i>Date of Drop/Withdrawal</i>	<i>Refund Due</i>
<i>Prior to Week 1*</i>	<i>100%*</i>
<i>Week 1</i>	<i>100% *</i>
<i>Week 2</i>	<i>80% *</i>
<i>Week 3</i>	<i>75%*</i>
<i>Week 4</i>	<i>50% *</i>
<i>Weeks 5-7</i>	<i>25% *</i>
<i>Week 8</i>	<i>No Refund</i>

**Weeks are defined as Sunday – Saturday.*

Financial Assistance

Program and Lifetime Maximums

Students qualify for a maximum level of financial assistance based on program of study, merit, and/or financial need. The total amount awarded to a student may have multiple sources of financial assistance allocated against that maximum.

Types of Financial Assistance

Veterans Benefits

Veterans and eligible persons who qualify for educational benefits under the Post 911/GI Bill and other GI Bill Chapters may be eligible for educational programs offered by the University of Fairfax. Students who believe they are eligible should first contact their representative at the GI Bill offices or their Education Liaison/Officer on base, or visit the website (www.gibill.va.gov) to obtain their Certificate of Eligibility. This document must be submitted to Student Services to initiate certification for funds.

Blue Ribbon Grant

The Blue Ribbon Grant is designed to recognize and assist veterans, active duty military personnel, and other related individuals (spouses, dependents, etc.) by providing additional financial support to extend the impact of military educational benefits.

Eligibility: The University of Fairfax provides a grant of up to 25% of the total amount that is paid toward the direct cost of education on behalf of a qualified individual by the Veterans Administration under Chapter 30, 31, 33, 35, 1606 and 1607 or other related program; the Department of Defense under any applicable educational support program; or any military service component or branch under any applicable educational support program (the “applicable veteran’s benefits”). MyCAA recipients are not eligible to earn Blue Ribbon Grant.

Application: See Student Services for an application.

Award: Eligible students may accumulate up to a maximum of \$15,000 to use to extend their program of studies, complete their studies, or assist a qualified spouse or dependent at the University of Fairfax. The grant will be considered earned and payable toward the student’s direct cost of education when all applicable military education benefits have expired, been exhausted, or when the military student, spouse, or dependent is otherwise no longer eligible to receive any such benefits.

Once earned, the accumulated grant amount may be utilized to pay tuition and fees at the University of Fairfax in the recipient’s current program, or any new academic program or degree level. In addition, accumulated grant funds may be used to fund an external certification that is associated with the students program of study.

The military student, spouse, or dependent earning the grant may elect to transfer the earned grant to a current spouse or to a dependent under the age of 30. In the event of such transfer, the grant will be considered earned, transferable, and payable toward the transferee spouse or

dependent's direct cost of education following the completion of any session in which eligible military student benefit funds are paid toward the transferor's direct cost of tuition and fees.

Military Spouse Career Advancement Accounts (MyCAA)

The University has met Department of Defense (DoD) eligibility requirements to participate in the *MyCAA Financial Assistance Program*. This program provides up to \$6000 in financial assistance to military spouses who are pursuing degree programs leading to employment in portable career fields. Spouses of Active Duty members of the DoD and activated members of the National Guard and Reserve Components are eligible. Eligible spouses can establish a MyCAA account by visiting <https://aiportal.acc.af.mil/mycaa/>.

Advance Payment Option

Any student who pays charges of \$100 or more for tuition, fees, books, or supplies by cash (or credit card) on or before the first day of the session will receive a 5% discount on that portion of the charges paid by cash.

Tuition Payment Plan

The University offers a Tuition Payment Plan to its students. Students choosing to enroll in this voluntary program will make four (4) payments, one every 2 weeks. The amount of each payment is dependent on the total amount to be paid each session, which will be divided by four (4) and paid in equal installments. The first will occur on or before the first day of the 8-week session. A processing charge of \$10 will be assessed for each payment.

Students who choose to enroll in the payment plan will complete and sign a Tuition Payment Plan Agreement.

Employer Tuition Reimbursement/ Direct Billing

Many employers reimburse their employees for tuition. Students should contact their supervisor or employee benefits office to determine if tuition reimbursement is available. For those students whose companies finance their education, a direct billing arrangement between the employer and the University may be arranged with approval prior to the start of the first session.

Fellowships

As part of American National University's commitment to support the continuing growth and development of the University of Fairfax, it has established and funded the following grants and fellowships to be awarded to eligible students of the University of Fairfax.

Cybersecurity Best Practices Fellowship

The University has established the CISSP Best Practices Fellowship to support and encourage cybersecurity professionals to obtain the CISSP certification. This Fellowship applies only to CISSP Review Seminar taken as part of the CISSP Best Practices graduate certificate. Students must be in good academic standing and meet financial obligations to the University in order to receive the Fellowship.

Information Security Certification Fellowship

The University has established an Information Security Certification Fellowship Fund for degree-seeking applicants who hold selected, recognized information security certifications such as CISSP, CISM, and CISA. This Fellowship serves to encourage information security professionals to advance their careers in order to increase the security of public and private information systems. Only active certifications held prior to enrollment in a University of Fairfax degree program are eligible for consideration. Students must remain in good academic standing and meet financial obligations to the University in order to continue to receive Fellowship disbursements.

FISMA Fellowship

The University has established the FISMA Fellowship Fund to support research that is needed to improve FISMA compliance. Preference is given to individuals who demonstrate a capability and motivation to undertake FISMA compliance-related projects. FISMA Fellowship awards are based on merit and/or need. Students must remain in good academic standing and meet financial obligations to the University in order to continue to receive fellowship disbursements.

Cyber Policy Fellowship

To support and encourage cybersecurity professionals to address cybersecurity policy level challenges, the University has established the Cybersecurity Policy Tuition Fellowship. This fellowship is awarded to qualified and motivated students who wish to address cybersecurity challenges and advance their cybersecurity careers. Students must remain in good academic standing and meet financial obligations to the University in order to continue to receive disbursements each session towards their tuition.

Cybersecurity Crisis Fellowship

In recognition of the persistent global cyber security crisis, the Cybersecurity Crisis Fellowship has been established to help prepare future professionals in their efforts to protect business and government data systems.

Educational Loans

The University has arranged for educational loans to be made available to students from:

Sallie Mae

Sallie Mae offers graduate students educational loans. To obtain an application, go to: www.salliemae.com and click on *Sallie Mae Smart Option Student Loan* or call 888.2.SALLIE (725543).

Institutional Financing

The University offers institutionally supported loans and payment plans for students based on merit and/or need. To obtain an application, email Student Services at studentservices@ufairfax.edu.

ATTENDING AN ONLINE PROGRAM

Programs of Study

The DSS creates an individual Program of Study (POS) for each student which reflects the planned schedule of courses to meet degree requirements. Programs of Study are reviewed and updated at least once a year and whenever circumstances occur which necessitate revisions to the original POS.

Faculty Availability

University of Fairfax faculty members are available to students through:

- weekly chat rooms as noted in the syllabus;
- scheduled *SyncSessions* as noted in the syllabus;
- *OpenForum* discussion boards within *Blackboard* courses;
- e-mail (preferred for individual questions); and
- phone (if applicable).

University of Fairfax faculty members make every attempts to:

- return phone calls within 24 hours;
- respond to emails within 48 hours;
- post feedback for “progressive” assignments (those upon which a subsequent assignment relies) within 5 days of assignment submission (provided it is submitted on time); and
- post grades for assignments no later than the deadline for the next assignment.

Submission of Course Work

Students must submit deliverables for grading via the *Blackboard Dropbox* prior to the end of each course session. However, should you need to submit work after that time period has elapsed (to resolve a grade of Incomplete) you have access to the course shell for a period of four weeks after the last day of the course. In this situation, you need to request approval no later than week seven for an Incomplete from the President, as outlined in the course.

A course deliverable submitted to fulfill the requirements of one course may not be submitted to fulfill the requirements of any other course.

Course Delivery

In order to maximize student learning, the University incorporates both synchronous and asynchronous modes of interaction among course participants and between faculty and students.

Asynchronous Discussion Threads

In contrast to the spontaneity of real-time interaction, asynchronous discussion threads permit students to express more thoughtful responses to discussion questions. An essential skill for a professional is the ability to communicate clearly and concisely in writing. For this reason, online participation in discussions is an essential component of the learning experience in each course. Regularly expressing your thoughts on the course topics also sharpens your mastery of the subject matter. In addition to answering the discussion questions you should respond to the responses posted by your colleagues and reply to their comments on yours. Your comments must be substantial and must demonstrate thought and analysis. For example, you should not merely agree with another student's point of view.

SyncSessions™

SyncSessions provide a forum for collaborative learning by enabling “real time” interaction between faculty and students. For core, specialization and elective courses *SyncSessions* are normally scheduled on alternating Saturdays during each session. If, for any reason, you are unable to hold a scheduled *SyncSession*, you must notify your professor in order to arrange a “make-up” session. For dissertation courses, advisors schedule individual *SyncSessions*.

These sessions utilize the whiteboard feature and VoIP capabilities of *Collaborate* within each course on the *Blackboard* platform. The *Collaborate* whiteboard is found under the *Live* tab on the top of the screen.

In order to participate in the whiteboard session, you must be at a computer. To participate in the audio portion of the *SyncSession*, your computer will need to be configured with a microphone and/or headset. If you do not have a microphone or headset, you may still participate in the *SyncSession* but will need to use the message window (located in the middle left side of the whiteboard window) to type your questions and comments.

The instructions below are posted in your course shell and also in the Student Information Center. They will help you to ensure that your computer is configured properly and you are ready to participate in the *SyncSession*. You should ensure this is completed prior to the first *SyncSession* - do not wait until the start of the call, or you will interrupt the class flow!

Online Chat Rooms

For non-dissertation courses, an optional one-hour Chat Room is scheduled once each week, in the evening to accommodate students' work schedules. Generally, these sessions are held after 8 pm ET to enable the participation of students in other time zones. Students may utilize chat sessions to solicit feedback on course deliverables, and to explore specific topics of the course. Chat room sessions are not graded and may be used as “make up sessions” if pre-approved by your professor for a missed *SyncSession* as a result of work or travel obligations.

Grading of Deliverables

Each graded component within your course has been allocated a specified number of points based on the overall achievement of 100 points for the course. Faculty use qualitative guidelines when assessing your work and assigning points.

Discussion Threads

The table below is the grading rubric utilized by faculty when assigning points for participation in discussion threads:

Criteria	Excellent (A, A-)	Good (B+, B, B-)	Fair (C+, C)	Unsatisfactory (F)
Contributions to Course Room Discussion	5-6 postings for each topic, well distributed throughout the 2-week module; keeps discussion focused on the topic.	4-5 postings for each topic, distributed throughout the 2-week module; stays on topic for the most part.	3-4 postings somewhat distributed throughout the 2-week module; wanders from topic.	Fewer than 3 postings not distributed throughout the 2-week module; doesn't address topic.
Synthesis and Integration of Assigned Reading	High degree of integration & synthesis of reading material; demonstrates a high degree of critical thinking; good responses supported by examples; responds to all questions effectively.	Some degree of integration & synthesis of reading material; demonstrates some critical thinking; adequate responses with a few examples; responds to some questions effectively.	Limited degree of integration & synthesis of reading material; limited demonstration of critical thinking; limited responses with no examples; responds to a few questions effectively.	No integration & synthesis of reading material; no demonstration of critical thinking; poor responses with no examples; does not respond to questions effectively.
Language and Argument	Proper language, grammar, and spelling used at all times; responses are consistently clear, concise and compelling.	Proper language but some errors in spelling and/or grammar; responses are generally clear, concise and compelling.	Some problems with both the use of proper language, spelling and/or grammar; responses are often unclear, not concise, and not particularly compelling.	Improper language, grammar, and spelling; responses are not clear, not concise, and not compelling.

Written Assignments

Written work is evaluated on content as well as quality of the writing. UoF has adopted the APA format (*Publication Manual of the American Psychological Association, 6th ed.*) for in-text and reference citations made in research papers.

Grading of written assignments will take into account the elements listed below. The weighting for *Style and Mechanics* will not exceed 15% of the grade. Faculty members use the following grading rubric when assessing written work:

Content and Organization:

Content:

- Key elements of assignment followed
- Content is comprehensive and accurate
- Writer displays an understanding of relevant theory
- Conclusions supported by facts/figures
- Research is adequate and timely
- Writer has gone beyond textbook for resources

Content Development:

- Writer illustrates subject with real world examples
- Writer analyzes and interprets facts rather than just quoting them

Organization and Structure:

- Introduction provides a background and explains purpose of paper
- Structure is clear, logical and easy to follow
- Conclusions/Recommendation follow logically from the information presented

Style and Mechanics

Format:

- Citation / references follow APA guidelines
- Paper is laid out effectively with sections and headings
- Paper is neat and shows attention to detail

Grammar/Punctuation/Spelling:

- Rules of grammar, usage, and punctuation are followed.
- Spelling is correct.

Readability/Style:

- Sentences are complete, clear and concise
- Sentences are well-constructed with consistently strong, varied structure
- Transition between sentences/paragraphs/sections help maintain the flow of thought
- Words are precise and unambiguous
- Acronyms are defined
- Tone is appropriate for target audience

The table below shows guidelines utilized by professors when assessing quality and assigning points for written assignments:

Quality	For work that, in your professional judgment, ...
Excellent (A, A-)	<ul style="list-style-type: none"> • is at the highest level of performance • demonstrates thorough mastery of virtually all required tasks • shows consistent ability to think flexibly and adaptively in applying concepts and skills to the definition and solution of new, non-routine, and highly complex problems
Good (B+, B, B-)	<ul style="list-style-type: none"> • is consistently at a high level • demonstrates substantial mastery of the majority of required tasks • shows ability most of the time to think flexibly and adaptively in applying concepts and skills to the definition and solution of new, non-routine, and highly complex problems
Fair (C+, C)	<ul style="list-style-type: none"> • is competent most of the time • demonstrates satisfactory mastery of the essential required tasks • shows ability some of the time to think flexibly and adaptively in applying concepts and skills to the definition and solution of new, non-routine, and highly complex problems
Unsatisfactory (F)	<ul style="list-style-type: none"> • is not at a minimally competent level • does not demonstrate mastery of the minimal essential required tasks • shows inability to demonstrate higher-level thinking. The person responsible has not shown the ability to carry out well-defined tasks at the routine level, even with clear instructions.

Blackboard Learning Management Platform

University of Fairfax online courses are delivered through the *Blackboard* learning management platform. Faculty and students find *Blackboard* to be a user-friendly, easy-to-navigate interface that serves as a repository for course information, assignments and discussions. In *Blackboard* each course has a web page known as a *course shell*.

By accessing the *course shell*, you may:

- review syllabi, reading lists, class schedules, and deliverable assignments
- obtain copies of class presentations, handouts and notes
- check out related web sites listed in the *Webliography*;
- email your professor and fellow students
- chat with other students and
- submit on-line assignments.

Blackboard Access IDs

Prior to Orientation, you will be assigned an ID to access *Blackboard*. Your access ID is your Student email address which takes the form: xxxxxxx@students.ufairfax.edu. A temporary password is assigned at this time. This ID will remain open while you are a student in good standing, or until you have graduated from your program. When you receive this access ID, you will be instructed to log in to *Blackboard* at: www.fairfax.blackboard.com

The first screen you will see upon logging in will be your Personal Home Page. Here you will see session announcements regarding *SyncSession* schedules, textbook availability and other items of general interest. In this area you are also able to load personal web links that will remain active throughout your enrollment.

The first action you should take is to change your password. To do this, log in to the *Blackboard* system, and select the “My Profile” link in the upper right corner on the Personal Home Page. You can input your new password and confirm it in the boxes available. Scroll down to where you see the “Update with New Values” button and select it. It may take a few minutes, but the new password will take effect the next time you log in.

Engaging in Courses

Participation in threaded discussions is required and is a graded component in the calculation of the grades in core and specialization courses. Student participation in the “threads” is evaluated not only on quantity and frequency, but also and--perhaps even more importantly--on quality.

It is expected that students “attend” class regularly by logging into the course shell and participating in the online activities at least three times each week on different days. For every two week module students are required to participate in the discussion and analysis of two topics posted specifically for that module. Discussions are “locked” at the conclusion of each two- week module, and grades are assigned for participation during that module. There are no “make up” assignments for missing discussions. All posting to threaded discussions must be done within the course session; postings are not accepted for grading after the end of the course.

Attendance at *SyncSessions* is also required. If a student has a conflict with a scheduled session, the student must contact the instructor prior to the session to arrange an alternate assignment. Failure to do so is considered an unexcused absence and will result in zero points for participation for that *SyncSession*.

Although attendance in chat room sessions is not required, it is strongly encouraged. These weekly meetings give you an opportunity to interact with your instructor and provide a forum for you to ask questions about assignments, lecture points, or other course expectations

Blackboard Features

The *Blackboard* learning management platform is a robust online environment which has many capabilities to enhance the educational experiences of our students. As a student, it is incumbent on you to become familiar with *Blackboard* and the course structure that has been adopted by the University.

Course Shell

The *course shell* is essentially the course website set up on the *Blackboard* platform. The University has established a uniform format for course content within each course shell. When you are enrolled in a course a link to the course shell will appear in the appropriate course session under *Course Listings*.

By accessing the course shell you may:

- review syllabi, reading lists, class schedules, and deliverable assignments
- obtain copies of lecture slides, handouts and notes
- post related web sites in the *Webliography*
- e-mail your professor and other students in the course
- participate in chat sessions and *SyncSessions*
- participate in threaded discussion topics
- submit required assignments.

The configuration of the *course shell* utilizes two primary navigation areas for access to course components: a left-hand navigation bar for accessing course content and a navigation bar in the upper portion of the window for accessing *Course Tools*.

Course Content

Within the course shell, course content is accessible by navigating along the left side column of item links. Under the *Course Home*, you will find the syllabus, along with schedules for *SyncSessions*, weekly chat sessions, and required deliverables. Below the *Course Home* area, you will see a tab for the four (two-week) modules in each course.

By clicking on a Module tab, you will see a short summary of the assignments and activities which have been scheduled for that two-week period. Under the tab, you will find links to items such as the discussion threads, lecture slides, assignments, and the *OpenForum*.

Please note many of the links in the left navigation bar are "View Only". Often a PDF version of a document will be available from the link. Otherwise, PDF or Word versions of documents are available in the Document Sharing area of the course.

Gradebook

The *Gradebook* provides a record of points awarded for all course assignments against the assigned point scale. It is in this area where you can review your grades and receive feedback on graded components of the course, enabling you to gauge your performance on an ongoing basis. While assignments submitted through the *dropbox* may be retrieved through the *dropbox* for grading, grades for assignments such as discussion thread postings are only available through the *Gradebook*. Your professor may post feedback and attach graded assignments for return to you through the *Gradebook*. To view a returned item, click on the points that are shown for the assignment. A pop-up window will display your grade and the feedback your professor has provided.

eMail

When public forums such as the discussion threads or the *OpenForum* are not appropriate, email is a primary means of communication between you and your professor. By utilizing the course-based email area, under the Course Tools, you have access to sending email to the professor and classmates without having to remember their specific email accounts.

Webliography

The *Webliography* is a feature which enables your professor to provide links to websites where you might find course relevant materials, such as white papers, articles or blogs. It is also strongly encouraged that you post listings to the *Webliography* which you believe are relevant and useful to other students.

Document Sharing

In the Course Tools navigation tabs you will find a link to the Document Sharing Area. This area is for public exchange of documents. You will find your course syllabus, other course materials and assignment templates within this area. At the top of the *DocSharing* area is a pull down list of document category areas. In many courses, multiple categories have been created to store course related materials. Be sure to check these areas for handouts or related reading materials.

Students may exchange materials within *DocSharing* under *Student Exchange*. In most situations, students are allowed to exchange materials for educational purposes under "fair use" regulations. However, you must remember to respect copyright limitations of documents and not to post materials that require royalties or other licensing fees to be paid. This area will be reviewed and monitored by your professor and the school.

Dropbox

The *Dropbox* is where you submit written deliverables. It provides a record of all assignments submitted for the course and is a necessary component of any grade review request.

Once you have posted an assignment, your professor will have access to it for grading or review. You can continue to submit revisions of an assignment to the same *Dropbox*. Your professor will be viewing the most recent submission first. Once the assignment has been reviewed and graded, the assignment will be returned to you in your Inbox.

Please be sure to pay attention to which Dropbox you submit assignments to – it is not expected that professors search all Dropboxes to locate an assignment!

Please note, the system does not alert your professor when assignments are posted, so if you have submitted something after the due date, your professor will not be aware that the assignment exists unless you notify your instructor. You are **NOT** to email late assignments to your professor. Professors are not required to grade assignments that are emailed to them, nor are they expected to grade assignments prior to the due date if they have been submitted early.

Features Which Support Interaction

Collaborate

The goal of the *SyncSessions* is to facilitate a real-time exchange between students and professors. Your professor will facilitate four SyncSessions on alternating Saturdays during the eight week course session. SyncSessions are conducted through the use of a whiteboard within the course shell (which utilizes the product Elluminate). The whiteboard feature, known as Collaborate, is found under the Live tab. Instructions on how to configure your microphone/headset for participation in the SyncSessions is found in your course shell under the tab labeled “*Participating in SyncSessions*”. To become familiar with this feature, please view the detailed information provided in the Blackboard Help within each course shell. This Help area is found in the far right corner of the Tools navigation bar which appears at the top of the window.

Asynchronous Discussion Threads

The threaded discussions explore the essence of the assigned readings, relate the material to student experience and consider related current developments in the field. You are expected to participate with questions, comments and insights from your own experience. For each two-week module, there are two discussion topics. You must participate in both topic discussions in each module in order to achieve the maximum grade for the course.

In addition to the graded discussion topics, each module contains a discussion thread called the *OpenForum* which is not graded. In this area, you are encouraged to post questions related to the course, seek advice or form study groups. Your professor is expected to monitor this discussion area and respond when students seek input from you.

Because the discussion threads are the primary means of online participation, it is critical that you post several times each week. It is recommended that you establish a practice of posting to the discussions at least every other day to meet the ***minimum of three times each week for each discussion topic***.

Chat Rooms

The Chat Room capability available in *Blackboard* is a synchronous communication tool that allows your professor to hold “Office Hours” at a prescribed time each week. Each chat that takes place is automatically archived and can be viewed after the session by those who could not attend. In a Chat Room, each participant’s name is listed alongside the message that is posted. Participants may send each other private messages. If a participant enters a URL as part of the message, all participants can click on the URL and a new browser window will open and the entire group can view the website.

COURSE DESCRIPTIONS

Core Courses

Information Security Degrees

IA7000 Security in the Digital Age

In this course, students explore the eight domains of the (ISC)² Certified Information Systems Security Professional (CISSP) Common Body of Knowledge (CBK) in information security as a framework to critically analyze security awareness issues and to evaluate best practices in implementing security systems within the enterprise

IA7020 Information Security Systems and Organizational Awareness

In this course, students will be introduced to the eight domains of the (ISC)² Common Body of Knowledge (CBK) in information security. These domains will be used as a framework to critically analyze security awareness issues and to evaluate best practices in implementing security systems within the enterprise. *(3 credits)*

IA7030 Legal and Ethical Practices in Information Security

In this course, students will draw on what they learned from IA7020 to dig deeper into the eight domains of the (ISC)² Common Body of Knowledge (CBK) in information security by evaluating information security case studies and produce real-life deliverables *(3 credits)*

IA7040 Information Security and Organizational Change

In this course, students analyze the principles of change management as they apply to the requirements and regulations of information security. Students evaluate the factors which affect corporate decision-making when implementing security programs and the ability of the manager to translate corporate needs into information security projects. *(3 credits)*

IA 7400 Ethical Hacking

In this course, students will explore ethical hacking concepts. This course will provide insight into the legal aspect of ethical hacking as well as TCP/IP protocol, malicious software, footprinting, port scanning, programming concepts, embedded operating systems, and cryptography

IA8010 Business and Security Risk Analysis

This course provides students with an overview of risk management principles. Methods to identify, quantify, and qualify internal and external risks to the organization are examined. Students apply these principles and methods to the current business and risk environment. *(3 credits)*

IA8020 Security Policies, Standards and Procedures

In this course, students examine the role of security policies, standards and procedures in addressing business and technical risks and develop a security governance report to evaluate compliance across the enterprise. *(3 credits)*

IA8030 Design, Development and Evaluation of Security Controls

In this course, students transform high-level policies and procedures into quantifiable and measurable controls and mechanisms that enforce data and process integrity, availability and confidentiality. *(3 credits)*

IA8050 Security Risk and Vulnerability Assessment

In this course, students explore advanced techniques and tools for identifying and categorizing vulnerabilities which allow penetration of networked systems and environments. *(3 credits)*

IA8060 Intrusion Detection, Attacks and Countermeasures

In this course, students examine common attack methods, technologies and countermeasures. Students also gain skills needed to recognize various stages and methods of attack on the enterprise. *(3 credits)*

IA8070 Design and Development of Security Architectures

In this course, students evaluate the principles, attributes and processes used in designing and deploying a comprehensive and resilient layered security architecture that supports the business and technical objectives of the enterprise. *(3 credits)*

IA8080 Security Solution Implementation

In this course, students compare, contrast, and evaluate contemporary practices in the implementation of security solutions. *(3 credits)*

IA8125 Information Security Policy Planning and Analysis

In this course, students develop information assurance policies and deployment plans as part of the comprehensive strategic plan and operational objectives for the enterprise. *(3 credits)*

IA8190 Forensic Evaluation and Incident Response Management

In this course, students explore the essentials of electronic discovery and analyze issues related to cyber evidence. Using this evidence, students identify and analyze the nature of security incidents, the source of potential threats and the methods used in incident management and mitigation. Students also analyze the technical and business issues which affect the actions of the enterprise in responding to a security incident. *(3 credits)*

PM8100 Information Security Project Management

In this course, students utilize PMI's Project Management Body of Knowledge (PMBOK) as a framework to apply project management concepts in the information security arena. Each student develops a project plan for a security assessment which incorporates the technical and behavioral characteristics of high performance teams. *(3 credits)*

Specialization Courses

IA 8021 Cloud Cybersecurity

In this course students will research and analyze virtualization technology needed in today's rapidly changing IT workplace. The course will focus on virtualization in software-defined data centers. Students learn to build virtual networks, implement high-availability clusters, enhance performance and security, and manage the virtual data center.

IA 8031 Cybersecurity Insurance

In this course students will explore advanced security techniques and procedures to effectively secure data network through the use of Cryptography and System Security. Additional areas of research will expand into wireless networks, email, and IP security.

IA8110 Certification and Accreditation

In this course, students analyze an enterprise-wide view of information systems and the establishment of appropriate, cost-effective information protection programs. Within this context, students examine a set of standard policies, procedures, activities, and a management structure to certify and accredit information systems for the protection of the data as well as the systems. *(3 credits)*

IA8140 Business Continuity Planning and Recovery

In this course, students explore tools and strategies for Business Continuity Planning (BCP) and Disaster Recovery Planning (DRP) activities. Topics include business impact assessment methods, recovery strategy approaches and solutions and continuity planning. (3 credits)

IA8210 Risk Management and Compliance

In this course, students evaluate the procedures and results of risk analysis, as well as compliance processes which address the regulatory requirements that drive the need for risk analysis within the enterprise. Security-related regulations such as SOX, GLBA, FISMA and HIPAA are examined. (3 credits)

IA 9201 Research Topics in Information Security

In this course, doctoral students enrolled in the doctoral program must complete two written research papers which demonstrate mastery of the selected CBK domains, literature-based research skills, and APA format and citation requirements.

Research Courses

Comprehensive Exam Courses

CEX8220 Security Program Strategies and Implementation (Level I)

In this course, students independently explore the components of a security program for an enterprise and develop a strategy for its implementation. Students must complete a written exam paper which demonstrates mastery of literature-based research skills and American Psychological Association, 6th edition (APA) format and citation requirements. (3 credits)

CEX8230 Legal and Ethical Management Issues in Information Security (Level I)

In this course, students independently explore issues with respect to the legal and regulatory environment of security and the challenges faced in developing and managing policy related to enterprise security. Students must complete a written exam paper which demonstrates mastery of literature-based research skills and APA format and citation requirements. (3 credits)

CEX8240 Strategic and Technological Trends in Information Security (Level I)

In this course, students independently assess and evaluate technical trends and emerging technologies in information assurance and examine their impact on the implementation of security programs. Students must complete a written exam paper which demonstrates mastery of literature-based research skills and APA format and citation requirements. (3 credits)

Research Methods Courses

RM8250 Web-Based Research Methods in Information Security

In this course, students acquire information retrieval skills and research competencies to identify and evaluate industry-relevant sources of information for the purposes of analysis and research in information security. Students compare and contrast the utility of publicly-available and subscription-based information sources for the purposes of meeting academic and professional requirements. (3 credits)

RM8500 Research Foundations for Information Security Practitioners

In this course, doctoral students are introduced to the purpose and nature of primary research in Information Security. Students explore the foundations and concepts of applied field research. (3 credits)

RM9100 Qualitative and Quantitative Analysis

In this course, students compare, contrast, and evaluate qualitative and quantitative methods of data analysis for solving information assurance problems and conducting information security-related field research. The Qualifying Exam is administered at the end of this course. (3 credits)

Prerequisite: *RM8500*

RM9150 Feasible Problem-Driven Research in Information Security

In this course, students identify a research site and utilize problems occurring there in order to identify feasible topic areas for their field research study. Students apply the concept of problem-driven research as the basis for selecting a feasible and non-trivial research topic or problem assessment. (3 credits)

RM9200 Designing Solutions to Information Security Problems

In this course, doctoral students enrolled in the DIA program continue to evaluate the feasibility of their proposed research site and the potential solutions to be studied. Students present their proposed project at the *Dissertation Bootcamp* at the end of this course. (3 credits)

Dissertation Development Courses-DIA

RES 8115 Dissertation Proposal (Chapter 1) (3 credits)

RES8125 Dissertation Proposal (Chapter 2) (3 credits)

RES8135 Dissertation Proposal (Chapter 2, Continued) (3 credits)

RES8145 The Dissertation Proposal (Chapters 3 and 4.1 and IRB) (3 credits)

DST8115 Dissertation Manuscript (Chapters 4 and 5) (1 credit)

DST8130A, DST8130B Dissertation Documentation and Defense (1 credit)

In this course, candidates present their findings to the Dissertation Committee at the defense.

Prerequisite: *Approval to Defend*

Professional Development Courses

IC7000 Official CISSP Review Seminar

This course provides students with CBK domain review materials and instructor guidance in preparation for the CISSP certification exam.

(0 credits)

FACULTY

The University of Fairfax provides high quality practitioner-oriented online cybersecurity graduate programs. University of Fairfax utilizes an expert professional faculty who are senior practitioners in cybersecurity and/or field research methods. These experienced professionals help students to remain current with accelerating cybersecurity trends and ensure that they may rapidly apply what they learn on the job, enabling them to continue to advance their careers. Faculty bios are provided below:

Alden S. Bean, PhD, Served as the Executive Director of the Center for Innovation Management Studies (CIMS) at NC State University. Before joining CIMS, Dr. Bean held the Wm. R. Kenan, Jr. Chair in Management and Technology in the College of Business and Economics at Lehigh University. Prior to his Lehigh appointment, Dr. Bean was the Director of the Policy Research and Analysis Division of the National Science Foundation. He also served on the faculties of the University of Cincinnati, the State University of New York at Albany and Northwestern University. Dr. Bean's research involves studies of patterns in the organization and funding of U.S. industrial R&D activities, the role of technology in U.S. firms' corporate strategy, and technological innovation and productivity growth in U.S. firms. He has authored numerous articles on research management and science and technology policy. Dr. Bean earned his PhD from Northwestern University in R&D Management and Organization Theory. He is the Dean of Doctoral Research.

Lawrence W. Doe, PhD has over 30 years of managerial and technical experience including positions as Senior Technical Director for General Dynamics (formerly Anteon Corporation), CIO for the University of Maryland Biotechnology Institute and Director of Information Systems for British Biotech. He has also consulted with numerous organizations on the use of business systems to enhance productivity. Dr. Doe earned his PhD in Industrial Engineering from Lehigh University, and his MS and BS in Chemistry from Lowell Technological Institute. Lawrence specializes in Information Assurance Policy Planning and Analysis; Business Development; Project Management; Strategic Analysis in Information Security; Research Foundations for Information Security Practitioners; He is a Dissertation Advisor; Dissertation Committee member.

Sandra Fonseca, DBA - is an Information Technology professional with over 27 years of experience in Database Management, Systems Security, IT Audit and Project Management. She served as Systems Security Manager for a Financial Institution, where she created the Systems Security Office, in charge of IT Governance, Awareness, Risk Management and Disaster Recovery/Business Continuity, as well as Project Manager for several IT Implementation Projects. She has been teaching for over 18 years, undergraduate and graduate level, at ground and online modalities in Information Systems, Project Management and CyberSecurity. Dr. Fonseca holds a BA - Information Systems from University of Puerto Rico, Rio Piedras Campus, an MIS from EDP University, Hato Rey Campus, and a DBA-Management Information Systems from Turabo University, part of Ana G. Méndez Educational System. Certifications: CISA (Certified Information Systems Auditor), CISM (Certified Information Security Manager), CRISC (Certified in Risk and Information Systems Controls), CICA (Certified Internal Controls Auditor), and Computer Concept Essentials (IC3).

Steven M. Helwig, PhD - A senior information assurance professional with over 20 years of experience in disaster recovery, organizational security, risk management, auditing, policy, compliance and network engineering. Currently he is the Senior Security Specialist for a government agency. Dr. Helwig earned his PhD in Information Assurance from University of Fairfax, his MBA in Information Security from Salem International University, and his MS in Information Systems from Capella University. Certifications: CISSP, CGEIT, CRISC, NSA IAM/IEM. Steven specializes in Information Systems and Organizational Awareness; and Risk Management and Compliance.

Bhanu Kapoor, PhD, is a consultant to the semiconductor industry in the area of low power chip design. After completing PhD in Computer Science from SMU in Dallas, he started teaching computer science courses as an adjunct in 1997 at SMU, Dallas. For SMU, he has taught several graduate-level security engineering course for the past 10 years including courses in the executive engineering programs at companies such as Raytheon, Lockheed Martin, Textron, and L-3 systems. He has also taught several graduate-level computer science including executive engineering courses at the University of Texas at Dallas. He has earned his PhD (1994) and MS (1990) degrees in Computer Science at SMU, Dallas, and has a B.Tech. (1987) in Electrical Engineering from the Indian Institute Technology at Kanpur, India. He had worked at Texas Instruments' corporate R&D labs in Dallas during 1987-99 before working for a few semiconductor EDA startups. He is a senior member of the IEEE and the ACM.

David R. Lease, PhD has over 25 years of technical and management experience in the information technology, security, telecommunications, and consulting industries. Currently, he is the Chief Solution Architect for CSC, a \$15 billion systems integrator. His recent projects include a \$2 billion IT security architecture redesign for a Federal law enforcement agency and the design and implementation of a secure financial management system for an organization operating in 85 countries. Dr. Lease is a writer and frequent speaker at conferences for organizations in the intelligence community, DoD, civilian Federal agencies, as well as commercial and academic organizations. Dr. Lease is also a peer reviewer of technical research for the IEEE Computer Society. Dr. Lease earned his PhD in Organization and Management from Capella University. His dissertation, *"Factors Influencing the Adoption of Biometric Security Technologies by Decision-Making Information Technology and Security Managers,"* was nominated for the 2006 Fredric M. Jablin Dissertation Award for its substantial insights and implications for leadership studies. Dr. Lease also earned an MS in Information Systems Management from the University of Southern California, an MBA in Finance from George Mason University, and a BS in Accounting from George Mason University. Certifications: CISSP, ISSAP, ISSMP, PMP, Six Sigma Black Belt, NSA-IAM, NSA-IEM, CHE, MCSE, CCNA, and ITIL. David specializes in Research Design Specification; Research Design Data Collection; Strategic and Technical Trends in Information Security; Feasible Problem-Driven Research in Information Security; Review and Synthesis of Prior Research; Proposal Advisor; Candidacy and Dissertation Committee Member.

Carole Mourad, PhD is a Security and Information Assurance specialist with over 10 years of multidisciplinary research, analysis and development experience in the security arena for both government and industry. Her experience includes cryptography, telecommunications,

and computer and network security. She is an Expert in telecommunication security and vulnerability assessments on products to be approved on the APL (Approved Product List) for DISA (Defense Information Systems Agency). Currently she is a Subject Matter Expert (SME) Associate Level III in the Cryptologic Systems Group at Booz Allen Hamilton. Dr. Mourad earned her PhD in Electrical and Computer Engineering from the University of New Mexico and both her MS and BS in Electrical Engineering from Cornell University. Carol specializes in Research Design Data Collection Plan; Research Topics in Information Security; Security Risk and Vulnerability Assessment; Research Design: Theory and Methodology; Review and Synthesis of Prior Research; Continuing Proposed Research Project (PRP) Development; and Doctoral Advising.

Dr. Danielle Rowell, PhD received her B.A., M.A. and Ph.D. in political science specializing in comparative politics and international relations from the Rockefeller College of Public Affairs and Policy – University at Albany, SUNY. Although Dr. Rowell’s education has been predominantly housed within the discipline of political science, she took a decidedly interdisciplinary approach to her culturally driven doctoral research that spans political science, public policy, public administration, sociology, psychology, and media communication.

Dr. Rowell holds multiple professional development certifications specializing in emergency management and homeland security from the Department of Defense, Defense Security Academy/IOSS; Department of Homeland Security/FEMA, Emergency Management Institute; and the U.S. Department of Justice/SLED initiative.

Dr. Rowell holds numerous professional development certifications in project management, business management, strategic leadership, education, and instructional design.

In addition to her twenty-three years of administrative and managerial experience in the federal government, state government, private, and nonprofit sectors, Dr. Rowell also possesses seventeen years of post-secondary curriculum design, delivery and assessment experience within traditional learning environments. Dr. Rowell possesses thirteen years of on-line curriculum development and remote teaching experience in the virtual environment.

Eric W. Yocam, PhD has over 17 years of experience in leadership roles managing multiple global project teams. Currently, he serves as Group Program Manager in the IT division of Microsoft. His previous experience includes positions as Data Center Project Manager for Intuit Corporation and Technical Manager for HP. He holds a Certificate of Director Education, a nationally recognized designation for corporate directors confirmed in 2007 by the National Association for Corporate Directors (NACD) Corporate Directors Institute. Dr. Yocam earned a DBA from the University of Phoenix, an MS in Computer Science from California State University, an MS degree in Finance from Seattle University, an MBA from the University of San Diego and a BS in Computer Engineering from the University of the Pacific. (Certifications: CISSP, PMP, CSDP, MPM, RBA)

PROFESSIONAL ADVISORY COUNCIL

The *University of Fairfax Professional Advisory Council* provides guidance and feedback to the University to ensure that the University of Fairfax curricula continue to reflect current industry trends and continue to address the evolving needs of the Information Assurance community.

A.J. Adade is a Cyber Security professional with a broad base of experiences and education/certification. He is recently focused on Security Operations; more specifically identifying methods to align people, process, and technology to solve complex organizational challenges. A.J. typically wear multiple hats within his organization ranging from Project Manager to Technician and enjoys the challenge of being a “Security Advocate” within his organization. As a “Security Advocate”, A.J. works to raise the level of cyber security awareness both within and outside of his organization. A.J. has a good analytical, technical, and communications skills with expertise in Information Assurance (IA), Certification & Accreditation (C&A), Risk Assessments, Vulnerability Management, Risk Management, and Project Management. Mr. Adade earned a Bachelor’s degree in Information Systems Security from American Sentinel University in Aurora, Colorado and a Master’s degree in Business Administration with a specialization in Project Management from Capella University in Minneapolis.

Mark Abramson has spent over 20 years applying technology fundamentals to the successful implementation of business solutions working as a technology expert in the area of systems design, software architecture, and data analysis. His professional experience has led to a career of Investigative Data Mining, which includes activities for security and criminal detection, Patent and Claims Analysis, Prior Art Searches, and Expert Witness in computer litigation. Mark has participated in over 35 major cases including one of the largest and longest computer software action cases in the industry. Mr. Abramson has worked with Attorneys, Courts and Corporations across the country. His clients have included major legal firms, governmental agencies as well as many smaller companies and the courts. Mark has provided expert witness testimony in both state and federal courts. His knowledge and experience also include Data Recovery Services. This encompasses high-level electronic discovery and recovery for litigation and forensics, including computer forensics, expert testimony, email recovery and tape recovery. He has been in the computer technology industry since 1981 and has successfully worked with many Law Firms, Fraud Examiners, CPA Firms, Special Courts and Fortune 500 and 1000 enterprises.

Mr. Abramson has been directly responsible for the prevention of IP theft, thereby saving corporations millions of dollars in lost revenue. This prevention of IP theft led to a legal case involving a very large software company. The expert services provide to this client introduced evidence that identified the original source of Prior Art language found in their most valued patents. Mark Abramson has published many white papers on data analysis and data forensics and authored articles and legal briefings on the area of computer forensics. He has been invited to edit some of the leading publications on the area of Investigative Data Analysis and authored several technology related patents. Mr. Abramson is a noted speaker and lecturer having addressed many industry organizations on the topic of Enterprise Data and Systems Analysis. As a respected Data Forensics Specialist in the legal community he has presented

Data Analysis concepts at some of the largest corporations in the country, including DuPont, Oracle, Blockbuster and JP Morgan Chase. Mr. Abramson holds an Associates Degree in Applied Technology from Rochester Institute of Technology, a Bachelor of Science from the State University of New York, a J.D. in Patent Law from Concord Law School and a Master of Science from the University of Houston.

Deatrice Bailey Rotimi, PhD is a cybersecurity professional who works as a security consultant providing subject matter expertise while supporting information systems for the Department of Homeland Security. She is a Project Manager at SE Solutions and serves as a mentor to junior staff ensuring that they have a firm grasp of the security process as they work through Assessments and Authorization of information systems. Prior to becoming a security consultant, Dr. Rotimi worked to improve the security posture for the health research center and university where she worked hard to educate and put security practices in place to help these organization cope with the changing security landscape

Dr. Rotimi has a master's degree in education from Loyola University Chicago and is a board certified teacher. Although she no longer teach, she uses these skills to help navigate the cybersecurity environment to help achieve and maintain cybersecurity baselines for systems. Dr. Rotimi has a B.B.A. in Computer Information Systems with emphases in programming and system analysis from Delta State University in Cleveland, MS. Whenever possible, Dr. Rotimi follows her Girl Scout values and tries to leave every place better than she found it. She enjoys crafting and reading in her spare time. She and her husband, Charles are the parents to four adult children.

Certifications: CISSP, NSA 4011, 4012

Bruce Morton currently serves as Director, Business Development and Sr. Capture Manager at ManTech International. Previously he was Sr. Manager, Capture Excellence at Lockheed Martin Information Systems & Global Services. He has held prior positions as Principal Consultant at Lohfeld Consulting Group; Vice President, Capture Management at CACI; Director, Corporate Capture Management at Titan Corporation; Sr. Manager DoD Business Development at Lockheed Martin Information Technology; Director, Government Business Development at Lockheed Martin Global Telecommunications; Manager of Business Development at Lockheed Martin Management & Data Systems; Manager of Strategic Planning at Lockheed Martin and Rockwell International; and Spacecraft System Design Engineer at General Electric (GE Aerospace). He has authored and presented numerous conference presentations and proprietary papers with recent topics including Information Security, Information Warfare, Data Mining, and High Performance Computing. Mr. Morton has been the recipient of several awards, including Pioneer in Space Reconnaissance and Recovery from the National Reconnaissance Office. Mr. Morton holds an MS in Mechanical Engineering from University of Pennsylvania and a BS in Aeronautics and Astronautics from New York University.

Ken Stavinoha, Ph.D serves as a Technical Leader at Cisco Systems, leading FedRAMP and FISMA authorization strategy and collaborating with Cisco business units, public sector teams, sales, partners, and customers. Cisco's Security and Trust Organization is responsible for designing, implementing, testing, and certification on Cisco products as required by global governments and enterprises worldwide. Dr. Stavinoha collaborates with the NIST cloud

computing security and cloud forensics science working groups on the Cloud-adapted Risk Management Framework (CRMF) and the identification and preservation of evidence in cloud architectures.

As a former IT auditor performing both regulatory and non-regulatory audits, Dr. Stavinoha has experience in gap analysis, controls evaluation, controls testing, and remediation. He has authored or co-authored five assessment tools, including the Application Privacy Assessment - which is a free download on Microsoft's Trustworthy Computing website. Dr. Stavinoha has a Ph.D. in Information Assurance Policy from the University of Fairfax and has the CISSP-ISSAP-ISSMP, CIPP, CRISC, and NSA 4011/4012 certifications

BOARD OF DIRECTORS

Frank E. Longaker, M.B.A., Chair
President, University of Fairfax Services, Inc.

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Christopher V Feudo, Ph.D
President, UREdge Security Solutions

Jason Towers, M.B.A.
Executive Vice President, Campus Support Operation

ADMINISTRATION

Key Contact Information

Departmental Emails

Students may utilize the following departmental emails for assistance:

Academics: academics@ufairfax.edu

Admissions: admissions@ufairfax.edu

Dissertation: dissertation@ufairfax.edu

Librarian: librarian@ufairfax.edu

Registrar: registrar@ufairfax.edu

Student Services: studentservices@ufairfax.edu

Blackboard Help Desk: 888.907.2844

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Phone: 540.283.6603

Email: dtofano@ufairfax.edu

Admissions Representative: Ron Smith

Phone: 540.283.6622

Email: rsmith@ufairfax.edu

Office Hours

Regular office hours are Monday through Friday, 8:00 a.m. – 5:00 p.m. Eastern Time.

University Holidays

University offices are closed in observance of the following holidays:

Memorial Day
Independence Day
Labor Day
Thanksgiving
Christmas Day
New Year's Day

ACADEMIC CALENDAR



University of Fairfax ACADEMIC CALENDAR Calendar Year 2017

Spring 2017 Course Session I

Dec 19 2016 Registration begins
Dec 30 2016 New Student application deadline
Jan 08 2017 Course session begins; instruction begins
Mar 04 2017 Course session ends
Mar 17 2017 Deadline for Incomplete assignments

April 30 2017-May 06 2017 Session Break

Spring 2017 Course Session II

Feb 13 2017 Registration period begins
Feb 24 2017 New Student application deadline
Mar 05 2017 Course session begins; instruction begins
Apr 29 2017 Course session ends
May 12 2017 Deadline for Incomplete assignments

Summer 2017 Course Session I

Apr 17 2017 Registration period begins
Apr 28 2017 New Student application deadline
May 07 2017 Course session begins; instruction begins
Jul 01 2017 Course session ends
Jul 14 2017 Deadline for Incomplete assignments

Summer 2017 Course Session II

Jun 12 2017 Registration period begins
Jun 23 2017 New Student application deadline
Jul 02 2017 Course session begins; instruction begins
Aug 26 2017 Course session ends
Sep 08 2017 Deadline for Incomplete assignments

Aug 27 2017-Sept 02 2017 Session Break

Fall 2017 Course Session I

Aug 14 2017 Registration period begins
Aug 25 2017 New Student application deadline
Sep 03 2017 Course session begins; instruction begins
Oct 28 2017 Course session ends
Nov 11 2017 Deadline for Incomplete assignments

Fall 2017 Course Session II

Oct 09 2017 Registration period begins
Oct 20 2017 New Student application deadline
Oct 29 2017 Course session begins; instruction begins
Mar 03 2018 Course session ends
Mar 16 2018 Deadline for incomplete assignments