



Catalog and Student Handbook

January 1, 2019 – December 31, 2019

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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 January 1, 2019 through December 31, 2019. 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.

ACCOMMODATION POLICY

The University of Fairfax recognizes its responsibilities to provide equal educational opportunities in accordance with state and federal laws and regulations including the Americans with Disabilities Act (ADA) of 1991 and Section 504 of the Rehabilitation Act of 1973 by prohibiting discrimination on the basis of disability. To ensure equality of access the University provides reasonable accommodations to students who require them and inform the University by completing the "Student Disability Accommodation Request" form which will be provided by the Chief Academic Officer.

ACCREDITATION AND CERTIFICATION

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



Distance Education Accrediting Commission
1101 17th Street NW
Suite 808
Washington, DC 20036
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>

TABLE OF CONTENTS

GOVERNING DOCUMENTS	ii
NOTICE OF NONDISCRIMINATION	ii
ACCOMMODATION POLICY	ii
ACCREDITATION AND CERTIFICATION	iii
STATEMENT OF MISSION AND GOALS	1
MISSION	1
VISION	1
INSTITUTIONAL GOALS	1
INSTITUTIONAL OBJECTIVES	2
MOTTO	3
ACCESSIBLE EDUCATION	3
HISTORICAL PERSPECTIVE	3
ACADEMIC PROGRAMS	5
DOCTORATE IN INFORMATION ASSURANCE (DIA)	6
Description	6
Program Objectives	6
Qualifying Exam	6
Credit Requirements	7
DOCTORATE OF BUSINESS ADMINISTRATION (DBA)	8
Description	8
Program Objectives	8
Credit Requirement	8
MASTER OF SCIENCE IN CYBERSECURITY MANAGEMENT (MSCSM)	9
Description	9
Program Objectives	9
Credit Requirements	9
MASTER OF BUSINESS ADMINISTRATION WITH SPECIALIZATIONS (MBA)	10
Description	10
Program Objectives	10
Credit Requirements	10
MASTER OF COMPUTER SCIENCE AND ENGINEERING (MCS)	11
Description	11
Program Objectives	11
Credit Requirements	11
GRADUATE CERTIFICATE PROGRAMS	12
Description	12
Program Objectives	12
Credit Requirements	12
MULTIPLE GRADUATE CERTIFICATES	12
ADMISSIONS	16
PROGRAM ADMISSION REQUIREMENTS	16
INTERNATIONAL CREDENTIALS	17
ENGLISH LANGUAGE PROFICIENCY	17
ADMISSION STATUS	18
<i>Formal Admission</i>	18
<i>Conditional Admission</i>	18
<i>Provisional Admission</i>	18
ADMISSION PROCEDURES.....	19
<i>All Programs</i>	19

CURRICULA.....	20
Doctorate in Information Assurance (DIA)	20
Doctorate of Business Administration (DBA).....	22
Master of Science in Cybersecurity Management (MSCSM)	24
Master of Business Administration with Specializations (MBA).....	25
Master of Computer Science and Engineering (MCS)	27
<i>Graduate Certificates</i>	28
ACADEMIC POLICIES AND PROGRAM EXPECTATIONS.....	29
ACADEMIC CALENDAR.....	29
ACADEMIC TERM	29
ACADEMIC YEAR	29
ACADEMIC CREDIT POLICY	29
ACADEMIC INTEGRITY POLICY.....	29
PROFESSIONAL CONDUCT POLICY.....	30
ATTENDANCE.....	30
LEAVES OF ABSENCE	30
PARTICIPATION	30
TECHNOLOGY REQUIREMENTS	30
PROCTORED EXAMINATIONS	30
CHANGE OF STATUS	31
NAME CHANGE REQUEST.....	31
STANDARDS OF ACADEMIC PROGRESS	31
Cumulative Grade Point Average.....	31
Maximum Coursework Allowed	31
Completion Rate	31
ACADEMIC STANDING.....	32
Academic Warning.....	32
Academic Probation	32
Academic Dismissal	32
COMPUTING A CUMULATIVE GRADE POINT AVERAGE (CGPA).....	33
GRADING SCALE	34
Incompletes	35
Withdrawals.....	36
Audited Courses	36
Repeated Courses	36
PROGRAM MODIFICATIONS	37
Course Substitutions	37
Transfer of Course Credits	37
IDENTITY VERIFICATION	37
CONTINUOUS ENROLLMENT/GOVERNING RULES	38
TIME LIMIT	38
GRADUATION REQUIREMENTS	38
All Graduates.....	38
Graduates of the Doctoral Program	39
TRANSCRIPT REQUESTS.....	39
STUDENT RIGHTS AND RESPONSIBILITIES.....	40
STUDENT RIGHTS	40
Academic Freedom.....	40
Academic Records Policy.....	40
Arbitration Agreement.....	40
Grievance Policy	40
Harassment Policy	41
Nondiscrimination Policy	41
STUDENT RESPONSIBILITIES	42
Academic Integrity Policy	42
Cheating.....	42

Academic Integrity Violations.....	43
Confidential Information Policy	44
Copyright Policy.....	44
Drug and Alcohol Policy	45
End-of-Course Evaluations.....	45
Professional Conduct Policy.....	46
Research Practices Policy.....	46
Netiquette	46
SyncSession™ Etiquette.....	47
STUDENT SUPPORT SERVICES.....	48
EXECUTIVE STAFF.....	48
ADMISSIONS	48
ACADEMICS.....	48
STUDENT SERVICES.....	49
STUDENT IDENTIFICATION CARDS.....	49
STUDENT EMAIL ACCOUNTS	49
Using Office 365 to Access Student Email	50
ADDITIONAL SUPPORT SERVICES	51
Student Information Center	51
Mobile Access	51
Textbooks	51
Help Desk.....	52
Library Tutorials and Webinars.....	52
<i>Additional Doctoral Student Support</i>	53
TIPS FOR YOUR SUCCESS	54
Be Prepared	54
Communicate.....	54
Network.....	54
Be Active in the Learning Process.....	54
FINANCIAL INFORMATION.....	55
TUITION	55
FEES	55
SPECIAL SERVICES FEES.....	55
Dissertation Quality Review	55
Technology	55
California Residents	56
FINANCIAL POLICIES	57
ADD/DROP PERIOD.....	57
WITHDRAWALS	57
REFUNDS.....	57
FINANCIAL ASSISTANCE	58
Program and Lifetime Maximums	58
TYPES OF FINANCIAL ASSISTANCE.....	58
Veterans Benefits.....	58
Military Spouse Career Advancement Accounts (MyCAA)	59
Employer Tuition Reimbursement/ Direct Billing	60
FELLOWSHIPS.....	60
ATTENDING AN ONLINE OR HYBRID PROGRAM.....	62
PROGRAMS OF STUDY	62
FACULTY AVAILABILITY.....	62
SUBMISSION OF COURSE WORK	62
COURSE DELIVERY.....	63
Asynchronous Discussion Threads.....	63
SyncSessions™	63

Online Chat Rooms	63
GRADING OF DELIVERABLES	64
Discussion Threads	64
Written Assignments	65
CANVAS LEARNING MANAGEMENT PLATFORM	66
CANVAS ACCESS IDS	67
ENGAGING IN COURSES	67
CANVAS FEATURES	68
Course Shell	68
Course Content	68
Features Which Support Interaction	70
COURSE DESCRIPTIONS	71
CORE COURSES	71
SPECIALIZATION COURSES	76
RESEARCH COURSES	77
PROFESSIONAL DEVELOPMENT COURSE	80
LEADERSHIP AND FACULTY	81
PROFESSIONAL ADVISORY COUNCIL	85
BOARD OF DIRECTORS	85
ADMINISTRATION.....	86
KEY CONTACT INFORMATION	86
DEPARTMENTAL EMAILS	86
OFFICE HOURS	87
UNIVERSITY HOLIDAYS.....	87
ACADEMIC CALENDAR	88
ACADEMIC CALENDAR	89

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 and hybrid 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 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 and hybrid delivery of its programs. Courses are delivered via the *Canvas Learning Management Platform*, 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. As part of the infusion of resources and expertise, the University's Board of Directors voted to update the institution's mission to offer other professional distance education programs. Beginning in the fall of 2017, the University will begin offering graduate programs in expanded fields to meet employer needs in the global marketplace.

ACADEMIC PROGRAMS

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

Doctorate in Information Assurance

Doctorate of Business Administration

Master of Science in Cybersecurity Management

Master of Business Administration with Specializations

Master of Computer Science and Engineering

Graduate Certificates in:

- Cybersecurity Best Practices (CBP)
- Information Security Professional Practices (ISPP)
- Enterprise Information Security (EIS)
- Project Management and Quality Assurance (PMQA)

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 and DBA programs must pass the Qualifying Exam. This exam is used to evaluate mastery of the concepts and foundations of applied research and is administered concurrently in weeks 4-8 of of the RM9100 course in a separate course shell called IA9130 (0 credits).

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.

Doctorate of Business Administration (DBA)

Description

This degree program is designed for students interested in pursuing their graduate education in the field of business administration. In this program, business professionals increase their breadth of knowledge, ability to research and analyze business alternatives more thoroughly, and opportunities for more challenging, responsible, and productive careers in the business community.

The DBA degree program prepares students with the intellectual and practical foundation necessary to properly conduct research and analyze data to make informed decisions that impact the global business arena.

This program fosters the development of students who:

- Desire to take on leadership and managerial positions within an organization that demand a higher order of critical thinking, decision-making, and communication skills.
- Apply advanced qualitative and quantitative data analysis to solve complex business problems.
- Analyze and critically assess the dilemmas and issues that impact an organization and its business processes.
- Incorporate problem solving methods and advanced research techniques that organizations implement to gain a competitive advantage in the global marketplace.
- Master the skill-sets necessary to address a variety of specialized areas within the business world such as organizational management, information security, project management, human resources, accounting, and finance.

Program Objectives

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

- Foster a learning environment that focuses on all facets of an organization including, leadership, information security, project management, supply chain, accounting, and managing an organization.
- Evaluate how organizations inspire employees and nurtures a positive organizational culture.
- Utilize qualitative and/or quantitative methods to analyze critical business issues.
- Employ project management tools, methods, and techniques in effort to reduce waste while improving quality and safety throughout an organization.
- Collaborate effectively as a business practitioner and researcher using both verbal and written communication methods.

Credit Requirement

The DBA degree program consists of 62 credits semester credits beyond a master degree.

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.

Master of Business Administration with Specializations (MBA)

Description

This degree program prepares students with the knowledge and skill-sets necessary to understand, analyze, and make an impact in the fast-paced, competitive business environment. 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 within the business community.
- Possess an advanced level and depth of knowledge in current business practices.
- Apply critical thinking and problem-solving skills in the analysis of issues relevant to the business community.
- Utilize secondary research competencies in the investigation and selection of best practice solutions to business challenges and problems.
- Demonstrate the knowledge and skills necessary to address a variety of specialized areas within the business world such as, accounting, human resources, finance, organizational management, information security, project management, and cyber security.

Program Objectives

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

- Collaborate effectively as a business professional using both verbal and written communication methods.
- Implement project management methods and techniques to enhancing an organizational performance, quality, and safety.
- Utilize qualitative and/or quantitative methods to solve critical business problems.
- Evaluate how ethical considerations impact all business decisions.
- Develop the skills and tools to manage and communicate in all facets of an organization including finance, information technology, cyber security, big data governance, human resources, project management, supply chain, business law, and business research.

Credit Requirements

The MBA with Specializations degree program consists of 36 semester credits beyond a baccalaureate degree.

Master of Computer Science and Engineering (MCS)

Description

This degree program offers students a Master in Computer Science and Engineering (MCS) degree. This program is for students interested in pursuing a graduate education in the field of Computer Science and Engineering. Through the program, Computer Science professionals increase their breadth of knowledge to do further work in hardware, software, theory in electronics within industry or post-graduate study. Students will receive an understanding in engineering fundamentals. This understanding will provide them with the knowledge necessary to adapt to various systems and methods. This new program aligns with the University Mission as it fosters critical thinking in a career focused program.

Program Objectives

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

- Compare and contrast the various elements that compromise the field of Computer Science Engineering
- Create new and evolving concepts within Computer Science
- Assess the growing trend toward globalization and its effect on Information Technology
- Defend concepts of distributed systems
- Recommend appropriate principles to apply in a distributed system for a specific distributed system for a specific distributed infrastructure
- Argue the basic and advanced concepts associated with networking and telecommunications

Credit Requirements

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

Graduate Certificate Programs

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 are 9 semester 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).

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.

Admissions Requirements: at least five years of cumulative, paid, full-time work experience in two or more of the eight domains of the (ISC)

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.

Admissions Requirements: A bachelor's degree from a regionally accredited institution, a nationally accredited institution, or an appropriately certified foreign institution. A Grade Point Average (GPA) on a scale of 4.0 as described below. Additional requirements may apply.

- 2.5 GPA at the bachelor's level, or
- 3.0 GPA for the last 9 credit hours of graduate coursework, or
- Students with a GPA between 2.0 and 2.5 must demonstrate at least 3 years of relevant professional experience. Professional experience will be evaluated by the Chief Academic Officer to ensure relevancy.

Enterprise Information Security (EIS)

Students develop competencies in developing interoperable enterprise security architectures focusing on information security throughout the entire enterprise.

Admissions Requirements: A master's degree from a regionally accredited institution, a nationally accredited institution, or an appropriately certified foreign institution. A Grade Point Average (GPA) on a scale of 4.0 as described below. Additional requirements may apply.

- Minimum of 3 years (and preferably 5 years) of relevant professional experience, and
- 3.0 GPA at the master's level. Professional experience will be evaluated by the Chief Academic Officer to ensure relevancy.

Project Management and Quality Assurance (PMQA)

This certificate is designed to introduce learners to project management, as well as six sigma and quality management tools and enhances the student's information security skills.

Admissions Requirements: A bachelor's degree from a regionally accredited institution, a nationally accredited institution, or an appropriately certified foreign institution. A Grade Point Average (GPA) on a scale of 4.0 as described below. Additional requirements may apply.

- 2.5 GPA at the bachelor's level, or
- 3.0 GPA for the last 9 credit hours of graduate coursework, or
- Students with a GPA between 2.0 and 2.5 must demonstrate at least 3 years of relevant professional experience. Professional experience will be evaluated by the Chief Academic Officer to ensure relevancy.

Over the past academic year, July 1, 2017 through June 30, 2018, 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	24	13%
Doctorate of Information Assurance	68	21%
Master of Business Administration	1	0%
Master of Computer Science and Engineering	NA	NA
Grad Certificates	6	17%
TOTAL	99	18%

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	7	0%
Doctorate of Information Assurance	8	25%
Master of Business Administration	0	0%
Master of Computer Science and Engineering	NA	NA
Grad Certificates	4	25%
TOTAL	19	16%

ADMISSIONS

Program Admission Requirements

For a Masters level program:

A bachelor's degree from a regionally accredited institution, a nationally accredited institution, or an appropriately certified foreign institution. A Grade Point Average (GPA) on a scale of 4.0 as described below. Additional requirements may apply.

- 2.5 GPA at the bachelor's level, or
- 3.0 GPA for the last 9 credit hours of graduate coursework, or
- Students with a GPA between 2.0 and 2.5 must demonstrate at least 3 years of relevant professional experience. Professional experience will be evaluated by the Chief Academic Officer to ensure relevancy.

Students who do not meet the current admissions requirements may appeal to the Chief Academic Officer if the student feels that there are extenuating personal, academic or professional evidence that displays the student can successfully complete the academic program.

For a Doctoral level program:

A master's degree from a regionally accredited institution, a nationally accredited institution, or an appropriately certified foreign institution. A Grade Point Average (GPA) on a scale of 4.0 as described below. Additional requirements may apply.

- Minimum of 3 years (and preferably 5 years) of relevant professional experience, and
- 3.0 GPA at the master's level.

Professional experience will be evaluated by the Chief Academic Officer to ensure relevancy.

Students who do not meet the current admissions requirements may appeal to the Chief Academic Officer if the student feels that there are extenuating personal, academic or professional evidence that displays the student can successfully complete the academic program.

For the CISSP Certification Preparation Course:

To qualify for this cybersecurity certification, you must have:

- At least **five years** of cumulative, paid, full-time work experience
- In **two or more** of the eight domains of the (ISC)² CISSP Common Body of Knowledge (CBK)

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. A minimum score of 530 on the paper-based Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet Based Test (iBT), a 6.5 on the International English Language Test (IELTS), or 50 on the Pearson Test of English Academic Score Report.
2. A minimum score on the College Board Accuplacer ESL Exam Series as follows:
 - ESL Language Use: Score of 85
 - ESL Listening: Score of 80
 - ESL Sentence Meaning: Score of 90
 - ESL Writeplacer: Score of 4
 - Comprehensive Score for all exams of 350
3. A minimum grade of Pre-1 on the Eiken English Proficiency Exam.
4. A minimum B-2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge;

Transcripts not in English must be evaluated by an appropriate third party and translated into English or evaluated by a trained transcript evaluator fluent in the language on the transcript. In this case, the evaluator must have expertise in the educational practices of the country of origin and include an English translation of the review.

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.
- 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 applicant's native language is not English or if applicant earned a degree from an institution where English is not the principal language of instruction.

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)

<i>Course #</i>	<i>Course Title</i>
<i>Core Courses:</i>	
IA7020	<i>Information Security Systems and Organizational Awareness</i>
IA7030	<i>Legal and Ethical Practices in Information Security</i>
IA7040	<i>Information Security and Organizational Change</i>
IA8010	<i>Business and Security Risk Analysis</i>
IA8110	<i>Certification and Accreditation</i>
<i>Specialization Courses:</i>	
IA8021	<i>Cloud Cybersecurity</i>
IA8031	<i>Cybersecurity Insurance</i>
IA8190	<i>Forensic Evaluation and Incident Response Management</i>
IA9150	<i>Strategic and Technical Trends Information Security</i>
IA9200	<i>Research Topics in Information Security</i>
<i>Pre Dissertation</i>	
RM8500	<i>Research Foundations</i>
RM9100	<i>Qualitative and Quantitative Analysis</i>
IA9130	<i>Comprehensive & Qualifying Examination</i>
<i>Research Methodologies:</i>	
CEX8220	<i>Security Program Strategies and Implementation</i>
CEX8230	<i>Legal and Ethical Management Issues in Information Security</i>
<i>Phase I:</i>	
RM9150	<i>Feasibility Problem Driven Research</i>
RM9200	<i>Designing Solutions to Information Security Problems</i>
<i>Phase II:</i>	
RES8110	<i>Dissertation Proposal (Chapter 1)</i>
RES8120	<i>Dissertation Proposal (Chapter 2)</i>

RES8121 *Dissertation Proposal (Chapter 2, Continued)*
RES8130 *Dissertation Proposal (Chapters 3 and 4.1, IRB)*

Phase III:

DST8110 *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.*

Doctorate of Business Administration (DBA)

<i>Course #</i>	<i>Course Title</i>
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Core Courses:

ACC6100	<i>Financial Reporting</i>
ACC6500	<i>Accounting and Multinational Enterprises</i>
IA7020	<i>Information Security Systems and Organizational Awareness</i>
IA8010	<i>Managing, Organizing and Negotiating for Value</i>
DBA8150	<i>Information, Organization & Strategy</i>
DBA8350	<i>Sociology of Corporate Culture</i>
DBA8450	<i>Managing, Organizing and Negotiating for Value</i>
DBA8900	<i>Project Management</i>
MB6900	<i>Organizational Management</i>
MGT8200	<i>Human Resource Management</i>

Pre Dissertation:

RM8500	<i>Research Foundations</i>
RM9100	<i>Qualitative and Quantitative Analysis</i>

Research Methodologies:

DBA8300	<i>Leading Organizational Change (Qualitative)</i>
MB5820	<i>Managing Global Diversity (Quantitative)</i>
MB9130-CX	<i>Comp Exam (4 weeks) – 0 credits</i>

Phase I

RM9150	<i>Feasibility Problem Driven Research</i>
BR9200	<i>Designing Solution to InfoSec Problems</i>

Phase II

BR8110	<i>Dissertation Proposal (Chapter 1)</i>
BR8120	<i>Dissertation Proposal (Chapter 2)</i>
BR8121	<i>Dissertation Proposal (Chapter 2 Continued)</i>
BR8130	<i>The Dissertation Proposal (Chapters 3 and 4.1 & the IRB)</i>

Phase III

DIS8110 *Dissertation Manuscript (Chapters 4 and 5)*

Phase IV

DIS8130X *Final Dissertation Manuscript & Defense*

Phase V

Final Dissertation

Minimum Credits required for DBA: 62

Master of Science in Cybersecurity Management (MSCSM)

Course # Course Title

Core Courses:

IA7000	<i>Security in the Digital Age</i>
IA7401	<i>Ethical Hacking</i>
IA8020	<i>Security Policies, Standards and Procedures</i>
IA8030	<i>Design, Development and Evaluation of Security Controls</i>
IA8050	<i>Security Risk and Vulnerability Assessment</i>
IA8060	<i>Intrusion Detection, Attacks and Countermeasures</i>
IA8070	<i>Design and Development of Security Architectures</i>
IA8080	<i>Security Solution Implementation</i>
IA8125	<i>Information Security Policy Planning and Analysis</i>

Research Methods:

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

IA7402	<i>Information Security Management (CISM)</i>
IA8140	<i>Business Continuity Planning and Recovery</i>
IA8210	<i>Risk Management and Compliance</i>
PM8100	<i>Information Security Project Management</i>

Credits required for MSCSM: 36

Master of Business Administration with Specializations (MBA)

<i>Course #</i>	<i>Course Title</i>
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Core Courses:

MB5200	<i>Leadership & Business Communication</i>
MB5300	<i>Financial Management</i>
MB5400	<i>Developing Human Resources</i>
MB5700	<i>Business Information Systems</i>
MB6500	<i>Legal Environment of Business</i>
MB6600	<i>Data Governance</i>
MB7500	<i>Operations Management (Capstone)</i>

Research Methods:

MB6400	<i>Business Research</i>
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General MBA:

MB6350	<i>Six Sigma Lean</i>
MB6700	<i>Managing Strategic Change</i>
MB6750	<i>Coordinating and Managing Supply Chain</i>
MB6800	<i>Project Management</i>

Cyber Security Specialization

IA7000	<i>Security in the Digital Age</i>
IA7401	<i>Ethical Hacking</i>
IA7402	<i>Information Security Management</i>
IA8060	<i>Intrusion Detection, Attacks and Countermeasures</i>

Information Technology Specialization

IA8140	<i>Business Continuity Planning and Recovery</i>
IA8210	<i>Risk Management and Compliance</i>
IA8350	<i>Management Information Systems</i>
PM8100	<i>Information Security Project Management</i>

Project Management Specialization

MB6350 *Six Sigma Lean*

MB6750 *Coordinating and Managing Supply Chain*

MB6800 *Project Management*

MB6850 *Managing Quality*

Credits required for MBA: 36

Master of Computer Science and Engineering (MCS)

Course # Course Title

Research Course:

RM8250 *Web Based Research Methods*

Core Courses:

SD6000 *Database Design & Management*

SD6100 *Operating Systems*

SD6300 *Software Engineering*

IA7000 *Security in the Digital Age*

IA8070 *Design and Development of Security Architectures*

PM8100 *Information Security Project Management*

CS6500 *Computer Networking and Telecommunications*

CS6600 *Distributed Systems*

CS6700 *Cloud Computing*

CS6800 *Big Data and Analytics*

CS6900 *Capstone in Computer Science Engineering*

Credits required for MSCSM: 36

Graduate Certificates

Cybersecurity Best Practices (CBP)

<i>Course #</i>	<i>Course Title</i>
IA7000	<i>Security in the Digital Age (CISSP)</i>
IA7401	<i>Ethical Hacking (ECH)</i>
IA7402	<i>Information Security Management (CISM)</i>

Credits required for Certificate: 9

Information Security Professional Practices (ISPP)

IA8060	<i>Intrusion Detection, Attacks, and Countermeasures</i>
IA8020	<i>Security Policies, Standards and Procedures</i>
IA8030	<i>Design, Development and Evaluation of Security Controls</i>

Credits required for Certificate: 9

Enterprise Information Security (EIS)

<i>Course #</i>	<i>Course Title</i>
IA8021	<i>Cloud Cybersecurity</i>
IA8190	<i>Forensic Evaluation and Incident Response Management</i>
IA9150	<i>Strategic and Technological Trends in Information Security</i>

Credits required for Certificate: 9

Project Management and Quality Assurance (PMQA)

MB6350	<i>Six Sigma Lean</i>
MB6800	<i>Project Management</i>
MB6850	<i>Managing Quality</i>

Credits required for Certificate: 9

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 *Canvas*.

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 and/or in class participation. 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 (*Canvas*) 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.

Proctored Examinations

The University of Fairfax uses Proctor U to ensure that at least one examination in each course that requires an exam will be proctored live. Students will be informed which test will be proctored and when they are ready to sit for the exam will login into their ProctorU account. They will click on **Start Exam** and will be directed to the proctoring page. The student will follow the prompts to complete the exam within the live session.

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

I. All IA, CFX, RM, PM course in BOTH the Masters and DIA Program.

Grades are awarded based on individual performance and are not graded on a curve.

Points earned through the components identified above will be accumulated and grades assigned according to the following:

Letter Grade	Scale	Grade Point Value
A	95-100	4.0
A-	90-94	3.67
B+	87-89	3.33
B	83-86	3.0
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.0
F	Below 73	0
I	Incomplete	0
W	Drop	0
W	Withdrawal	0
P*	Progress	N/A
NP*	No Progress	N/A
Audit	Aud	

*In RES and DST dissertation courses, the grades of “P” and “NP” are assigned instead of letter grades as discussed below.

II. RES and DST Courses ONLY (Advanced Courses in the DIA/DBA - Dissertation Writing):

Grades are awarded based upon individual performance and are not graded on the curve. Points earned through the components identified above will be accumulated and grades will be assigned according to the following:

Total Points	Additional Criteria	Letter Grade
70 – 100	Student interacted with advisor on a regular basis and/or submitted all deliverables as outlined for the course	P (Progress/Pass)
<70	Student did not submit course deliverables, submitted deliverables that did not meet requirements, or failed to have regular interaction with advisor	NP (No Progress/Not Pass)

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” or “NP” 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 Chief Academic Officer. 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 Chief Academic Officer.

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 18 semester credits may be transferred into a Master's degree program. A maximum of 9 semester credits may be transferred into a Doctorate 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 courses must have been completed within the five years preceding initial enrollment at the University of Fairfax.

Students should request evaluation of any prior coursework during the admissions process. Student Services will supply the appropriate release forms for ordering official transcripts. Prior coursework is evaluated to ensure that it meets the credit unit and content matter of those offered and approved by the institution's accreditor. Transfer credits requests are not denied based solely on the source of the credit-granting institution's accreditor. Students who are not satisfied with initial transfer credit evaluations may appeal those decisions using the published grievance procedure.

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.

Identity Verification

University of Fairfax initiates the student identity verification process during admissions. The University uses ProctorU to verify student identity throughout their enrollment.

ProctorU provides digital solutions for identity management and assessment proctoring. University of Fairfax uses ProctorU's Ucard product. The Ucard requires an initial set up by the student in a live, online environment with ProctorU staff. During this session, students show a government issued photo identification that is compared to the live student appearing on the screen. A screenshot is captured of both the student and the identification card. Students are asked challenge questions using information taken from public records. Additionally, students are asked to type a passage to establish keystroke biometric identification for future verifications. All of this information is stored within the student's profile and secured. This product works in conjunction with the University's learning management system. The link to the initial Ucard setup and future identification verifications are conducted following the student's login into the Learning Management System using secure username and password.

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

Students enrolled in the master program have five years and students enrolled in the doctorate program have seven years in which to complete all degree requirements. Students who do not complete all program requirements before the program deadline will be dis-enrolled and will need to formally petition for re-admission. If you wish to petition the University for a one-time program extension, you may do so by petitioning the Admissions Reentry Committee which consists of the Academic Deans and Chief Academic Officer within 21 calendar days of notification of program withdrawal due to temporal expiration. The Committee has 14 calendar days in which to respond to student requests. If the student wishes to appeal the Committee's decision, the student may seek a second appeal through the office of the President.

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.

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*.

STUDENT 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 Dean of Academics in writing.
- The Dean of Academics may choose to involve the Academic Affairs as appropriate.

- 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 may appeal in writing to the Chief Academic Officer
- The Chief Academic Officer 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 Chief of Academics, the student should appeal to the Executive Vice President of Academic Affairs in writing.
- The Vice President of Operations 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 Dean of Academics
- Grievances that are unable to be resolved within the University may be addressed to the State Council of Higher Education for 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 1101 17th Street, N.W., Suite 808, Washington DC 20036 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 *TurnItIn* within Canvas 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 *TurnItIn* 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.
- If after the Academic Dean or the Dean of Doctoral Research reviews the document in question the work is still found in violation, the student may file a final appeal to the Chief Academic Officer.

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.
- If after the Academic Dean or the Dean of Doctoral Research reviews the document in question the work is still found in violation, the student may file a final appeal to the Chief Academic Officer.

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.
- If after the Academic Dean or the Dean of Doctoral Research reviews the document in question the work is still found in violation, the student may file a final appeal 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.

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, *Canvas* 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

Chancellor

The Chancellor 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 Academics

The Dean of Academics is responsible for the daily operations of academic programs at the University. The Dean works with both students and faculty to ensure that educational programs meet the rigor necessary for the accomplishment of stated student learning outcomes.

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 *Canvas* access ID. It is important that students do not change the email address in *Canvas* 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](mailto:students.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 Canvas 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 Canvas Mobile application. Follow the directions for your phone provider to install the app then follow the instructions within Canvas 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 Canvas.

Help Desk

For technical assistance, *Canvas* provides a 24-hour Help Desk which is available seven days a week at 833-741-0035.

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 *Canvas* 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 the *Zoom* system. 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.

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.

California Residents

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.

Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from the STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

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 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>75% *</i>
<i>Week 3-4</i>	<i>50%*</i>
<i>Weeks 5-6</i>	<i>25% *</i>
<i>Week 7-8</i>	<i>No Refund</i>

**Weeks are defined as Monday – Sunday.*

Example Refund Calculation:

Tuition for 1 Class	\$2,685
Student withdraws day 11	75% Refund
Amount of Tuition Refunded	\$2,013.75

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.

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 OR HYBRID 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 *Canvas* 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 *Canvas system* 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 the *Zoom* system. *Zoom* session links are provided in the Canvas course shell by the instructor.

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.

Canvas Learning Management Platform

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

Canvas Access IDs

Prior to Orientation, you will be assigned an ID to access *Canvas*. 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 *Canvas* at: www.fairfax.instructure.com

The first screen you will see upon logging in will be your Dashboard. The Dashboard helps you see what is happening in all your current courses.

The first action you should take is to change your password. To do this, log in to the *Canvas* system. In Global Navigation, click the Account link, then click the Settings link, finally click on Edit Settings. Click the Change Password check box to create a new password. Type your old password in the Old Password field. Type your new password in the New Password field. Type your new password again in the Confirm Password field. Click the Update Settings button.

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

Canvas Features

The *Canvas* 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 *Canvas* 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 *Canvas* 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 meeting web-based application called Zoom. Your instructor will provide details as to how you will access a Zoom meeting. Instructions on how to configure your microphone/headset for participation in the SyncSessions is found in your course shell under the module labeled “*Participating in Discussions*”. To become familiar with this feature, please view the detailed information provided in the module within each course shell titled *Accessing SyncSessions*.

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 *Canvas* 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

Doctorate of Business Administration

DBA8150 Information, Organization & Strategy

Students will learn how Organizational Development is an applied field of change that uses behavioral science knowledge to increase the capacity for change, and to improve the functioning and performance of organizations. By understanding information, organization, and strategy, the student will learn that OD is more than change management. It is about learning and improving ways that make individuals, groups, organizations, and ultimately the world better off and more capable of managing change in the future. The students will engage into testable ideas and practices about how social and technical systems can coexist to produce individual satisfaction and sustainable organizational results. The relevance and suggestion of OD being incorporated using strategic perspectives are also discussed. (3 credits)

DBA8300 Leading Organizational Change (Qualitative-Focused)

The intent of this course is to be a vehicle for exploration into the concepts, theories, and best practices in leading organizational change in various environments. The course focuses on the nature of change, change models, change theories, and the linkage to leadership/change theories that are necessary for success in today’s world. The intent is to provide the opportunity for learners to gain a thorough understanding of the critical steps of how to put leadership and change theories into practice in their respective fields. (3 credits)

DBA8350 Sociology of Corporate Culture

In this course, students will learn how the study of culture, social customs, family structure, and cultural conditions affect the market climate and corporate culture. This course also will introduce students to the theoretical concepts of ethnography as an effective research tool to assess organizational infrastructures for cultural effectiveness and sensitivity. Research examples will be reviewed so that students can learn how to analyze research results for marketing effectiveness and sensitivity. (3 credits)

DBA8450 Managing, Organizing and Negotiating for Value

This course will teach students how to effectively negotiate business interactions and to understand when it is an appropriate tool to use. The course will address standard theories of negotiation and allow students to practice through simulated situations. Students will be taught how to recognize and apply strategic tactics for distributive bargaining, integrative negotiations, and multiparty negotiations. This course will also address special challenges in international negotiations. (3 credits)

DBA8900 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 business arena. Students will learn how to develop project plans which incorporate the technical and behavioral characteristics of high performance teams. (3 credits)

MGT8200 Human Resource Management

Students will learn fundamental human resources management terminology and concepts. This course will challenge students to use critical thinking to demonstrate an understanding of the concepts. Students will learn accepted practices and theories in managing personnel effectively, accountability issues in making personnel

decisions, financial aspects of human resources management, and emerging human resources trends in a technologically savvy market. (3 credits)

MB5820 Managing Global Diversity (Quantitative-Focused)

This course examines benefits and challenges of managing diversity in the international workplace, as well as, methods for using diversity to create a competitive advantage. Students will examine differences between countries, as well as, the internal diversity of each country. The course will examine a country's customers, employers, employees and suppliers. Students will also focus attention on what constitutes a successful global diversity management program and successful global diverse teams. This course is part of a two-course advanced research methodology sequence DBA8300 and MB5820 that is designed to assess the student's ability to conduct independent research under the guidance of an instructor. The MB5820 is designed to assess the student's quantitative research skills. (3 credits)

MB6900 Organizational Management

Students taking this course will analyze organizations and the methods that management used to plan, organize, staff, and address past or current management issues affecting businesses. This course will provide an advanced understanding of organizational behavior, organizational theory, and management practices that business leaders require in order to effectively manage an organization. (3 credits)

MB9130-CX Comprehensive Exam & Qualifying Exam

Students take the comprehensive and qualifying examination. (0 credits)

ACC6100 Financial Reporting

Students taking this course will develop an understanding of the issues involved in the development of financial accounting information. Emphasis will be placed on current issues facing financial reporting and the potential impact of these issues on the business entity. (3 credits)

ACC6500 Accounting and Multinational Enterprises

This course presents international accounting within the context of managing multinational enterprises, focusing on business strategies and how accounting applies to these strategies. Students will have the opportunity to learn about international accounting topics such as: foreign currency transactions, analysis of foreign financial statements, foreign taxation and multinational systems of control. Students will examine the key factors that influence accounting standards and practices in different countries, and how those factors impact the convergence of standards worldwide. Particular emphasis is given to culture and its unique contribution to accounting standards and practices worldwide. The course focuses on the needs of users of financial and accounting information across borders with the aim of enhancing their understanding of how to use information and make more informed decisions in an increasingly complex and dynamic international business environment. (3 credits)

Master of Business Administration

MB5200 Leadership and Business Communication

This course is designed to help students to develop oral and written communication skills that can be used in a variety of organizational settings. Course work includes communications networks, oral presentations of technical material, and decision making, problem solving, and agenda-setting in small groups. Students will also evaluate leadership theories and will obtain the necessary skills to become better leaders. (3 credits)

MB5300 Financial Management

This course introduces students to the fundamentals of valuation, financial forecasting, risk and return analysis, cost of capital, debt policy, and project evaluation. (3 credits)

MB5400 Developing Human Resources

Students taking this course will examine aspects of strategic management, workforce planning and employment, employee training and development, and risk management. Emphasis will be placed on the creation of practical development plans, and workforce need analysis. (3 credits)

MB5700 Business Information Systems

Students taking this course will learn how managers can apply Information Technology to integrate data in business activities to solve management problems, increase productivity, facilitate decision-making, and find new opportunities for their organizations. (3 credit hours)

MB6350 Six-Sigma Lean (Green Belt)

Students will be presented with the concepts and methodologies that encompass a Six-Sigma / LEAN projects and how they are used to reduce waste and improve quality and safety within business processes. (3 credit hours) *With the successful completion of this class and the final examination in week 8, students will earn their Six Sigma Green Belt certification. The final “Six Sigma Green Belt certification examination” is optional. If you do not want the belt, do not complete the exam; however, you must complete and pass all other elements of the class to pass the class. NOTE: you may not take the “Six Sigma Green Belt certification examination” after the class has ended.*

MB6400 Business Research

This research course provides students with an introduction to research for business. Topics covered will include: theory, analysis and application of research techniques; processes and methods for collecting information; developing and utilizing research information for interpretation, judgment, decision-making, and development of business strategies. This course will focus on applied business research in directed and independent numerical assessment, will integrate research and analysis with available statistical software, and will provide techniques for communicating results in meaningful and effective ways. (3 credit hours)

MB6500 Legal Environment of Business

Students taking this course will examine the legal environment of business in view of statutory provisions and administrative regulations that affect various forms of business organizations. This course also includes an in-depth discussion of business ethics. (3 credit hours)

MB6600 Data Governance

This course will explore key data analysis techniques, analysis, storage, and usage of big data. Students will examine how an organization makes information technology investment decisions, implements new assets, assesses risk, develops services, and measures its own performance. (3 credit hours)

MB6700 Managing Strategic Change

This course will establish the concepts of developing and designing an organization, as well as provide an experiential approach to managing strategic change. Students will learn the leadership challenges of diagnosing the need for development, implementing an organizational design, and managing the infrastructures involved in development. (3 credit hours)

MB6750 Coordinating and Managing Supply Chain

Students will acquire a comprehensive knowledge of supply chain management from a global perspective by learning the strategic framework of coordinating and managing a supply chain. Students will also gain the necessary analytical tools to make strategic management decisions regarding inventory, sourcing, coordination, and management. (3 credit hours)

MB6800 Project Management

Students taking this course will examine the practices, processes, and concepts of project management. Students will review steps and procedure when managing a project in a global environment as well as the planning and management of risk and constraints that are a part of all projects. Students have the option of completing the PMP practice examination in week 8 (no credit). This is exam labelled, “OPTIONAL PMP PRACTICE TEST” is optional. Students may want to take it in order to be better prepared for the actual PMP test they can register for and take with the Project Management Institute (www.PMI.org). (3 credit hours)

MB6850 Managing Quality (White Belt)

This course will cover principles of quality management and will focus on continuous improvement, customer satisfaction, delivering quality processes and/or products through continuous improvement and employee involvement. (3 credit hours) *With the successful completion of this class and the final examination in week 8, students will earn their Six Sigma White Belt certification. The final “Six Sigma White Belt certification examination” is optional. If you do not want the belt, do not complete the exam; however, you must complete and*

pass all other elements of the class to pass the class. *NOTE: you may not take the “Six Sigma White Belt certification examination” after the class has ended.*

MB7500 Operations Management (Capstone)

(Prereq: All coursework must be completed before taking this class) This course teaches students how operations management contributes to the overall success of an organization. The emphasis will be on the operations management tools and concepts developed within the operations functions, which assist in all of the other functional areas within an organization. (3 credit hours)

Computer Science and Engineering

CS6500 Computer Networking and Telecommunications

This course is designed to help students with an understanding of various methods of networking and telecommunications. The course will start with a basic foundation of networking. Topics to be covered include signal generation and analysis at the physical layer, Ethernet and WLAN performance, IP addressing and management, IP router generation, TCP connection control, and packet filtering. While the main focus of this course covers various methods of networking and telecommunications, software tools and techniques will also be examined. (3 credits)

CS6600 Distributed Systems

This course is designed to help students to understand distributed system application in today’s business environment. Topics covered include peer-to-peer sharing, collaborative computing, interactive services, and distributed computing. Students will also learn the underlying principles associated with distributed systems. These principles include processes, communication, security, fault tolerance, synchronization, and naming conventions. By the end of this course, students will have a fundamental understanding of distributed computing and will have the understanding necessary to develop distributed systems and applications. (3 credits)

CS6700 Cloud Computing

This course is designed to provide students with an understanding of the concepts of Cloud computing and its capabilities. The capabilities covered include Cloud service model infrastructures such as Infrastructure as a Service (IaaS), Platform as a Service (PaaS), Software as a Service (SaaS), and Business Process as a Service (BPaaS). This course will also include the security aspects of Cloud computing and the associated challenges. Configuration and implementation of IaaS services will also be discussed in this course. (3 credits)

CS6800 Big Data and Analytics

Big Data Analytics provides an introduction to business intelligence and analytics. Big Data Analytics include the use of data, statistical and quantitative analysis and evidence-based methods to inform business decisions. This course is designed to help students gain an understanding of Big Data Analytics. Students will learn how to deploy Big Data applications in both a desktop and business setting. Some of the concepts discussed include Big Data Storage, processing, analysis, visualization, and applications. Students will also explore social and security issues associated with Big Data. (3 credits)

CS6900 Capstone in Computer Science Engineering

This course teaches students how proper application of Information technology enhances the overall operations of an organization and contributes to the overall success of the organization. The emphasis will be on the deployment of tools, applications, functions, and theories associated within the computer science discipline for the purpose of enhanced organization effectiveness. *Prerequisites: All Course Work Must Be Completed Before Taking This Class* (3 credits)

SD6000 Database Design & Management

In this course, students will explore database design, development, data warehousing, and the usage of data specification. Students will explore how to generate, patch, and reverse engineer databases utilizing the Entity Relationship Diagram (ERD). This course also includes Best Practices in database design and management as well as usage of data specifications. (3 credit hours)

SD6100 Operating Systems

In this course, students will explore computer architecture and various operating systems. Students will explore processing, storage, networking, monitoring, and the inner workings of how operating systems are configured and communicate with other computers and server-based system. (3 credits)

SD6300 Software Engineering

In this course, students will learn how to apply the best practices for large-scale software system engineering, including information security, user interface, architectural design, system models, verification, and validation. Students will strengthen their technique and deepen their understanding of high-level languages and system programming.(3 credits)

Information Security

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 (3 credits)

IA7020 Information Security Systems and Organizational Awareness

In this course, students will explore a set of core IS principles that will prepare students to function more efficiently and effectively as workers, managers, decision makers, and organizational leaders. This course will provide insights into challenges and changing roles of the IS professional so that students can better appreciate the role of this key individual. (3 credits)

IA7030 Legal and Ethical Practices in Information Security

In this course, students will explore ethical business decision making as a related to the use of technology 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)

IA7401 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 (3 credits)

IA7402 Information Security Management

In this course, students explore the five domains of the Certified Information Security Manager (CISM). This framework will include areas in information security governance, risk management, program development, program management, and incident management and response. (3 credit hours)

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**IA8021 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. *(3 credits)*

IA8031 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. *(3 credits)*

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)

IA8350 Management Information Systems

In this course, students will learn about the foundational concepts, theories, and applications (past, present and future) of Management Information Systems (MIS). Students will learn about the technological, business, and strategic roles that MIS plays in enterprise-wide network systems. (3 credit hours)

IA9130 Comprehensive and Qualifying Examination

Students complete the Comprehensive & Qualifying Examination in weeks 4-8 of the RM9100 course. The IA9130 course is administered concurrently with RM9100. (0 credits)

IA9150 Strategic and Technological Trends in Information Security

In this course, students will focus on the managerial aspects of information security assurance. Topics covered include access control models, information security governance, and information security program assessment and metrics. Coverage on the foundational and technical components of information security is included to reinforce key concepts. The course includes up-to-date information on changes in the field, such as national and international laws and international standards like the ISO 2700 series.

IA9200 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 Quantitative Application

This course is part of a two-course advanced research methodology sequence CEX8220 and CEX8230 that is designed to assess the student's ability to conduct independent research under the guidance of an instructor. The CEX8220 is designed to assess the student's quantitative research skills. (3 credits)

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

This course is part of a two-course advanced research methodology sequence CEX8220 and CEX8230 that is designed to assess the student's ability to conduct independent research under the guidance of an instructor. The CEX8220 is designed to assess the student's qualitative research skills. (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

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

RM9100 Qualitative and Quantitative Analysis

Prerequisite: *RM8500*

In this course, students compare, contrast, and evaluate qualitative and quantitative methods of data analysis for solving business problems and conducting business-related field research. In week 4, the Comprehensive and qualifying exam is released as a separate course shell, IA9130. The Exam is expected to be completed concurrently while completing RM9100 and is due in week 8. (3 credits)

RM9150 Feasible Problem-Driven Research

In this course, students identify a research site, describe a plan for access to the research site, identify a problem affecting the research site that can be developed into a feasible topic area for field research, and develop a working bibliography of recent and relevant peer-reviewed research that supports the theoretical framework of the proposed topic. Students apply the concept of problem-driven research as the basis for selecting a feasible and non-trivial research topic or problem. (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)

BR9200 Designing Solutions to Business Problems

In this course, 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**RES8110 Dissertation Proposal (Chapter 1)**

This is the first course in Phase II of the doctoral plan. Phase II consists of the Research Preparation courses (RES8110, RES8120, RES8121, and RES8130) in which doctoral students follow a structured approach to designing their dissertation study, refining their research question(s), and developing the operational details for their study. The focus is on clearly specifying the assessment criteria and organizational requirements needed to justify a proposed improvement in professional practice, and on designing and implementing such an assessment. RES8110 is the first course in which students start developing the dissertation proposal (Chapters 1-4.1) (3 Credits).

RES8120 Dissertation Proposal (Chapter 2)

This is the second course in Phase II of the doctoral plan. Phase II consists of the Research Preparation courses (RES 8110, RES 8120, RES 8121, and RES 8130) in which doctoral students follow a structured approach to designing their dissertation study, refining their research question/s, and developing the operational details for their study. The focus is on clearly specifying the assessment criteria and organizational requirements needed to justify a proposed improvement in professional practice, and on designing and implementing such an assessment. RES 8120 is the second course in which students continue developing the dissertation proposal (Chapters 1-4.1). (3 credits)

RES8121 Dissertation Proposal (Chapter 2, Continued)

This is the third course in Phase II of the doctoral plan. Phase II consists of the Research Preparation courses (RES 8110, RES 8120, RES 8121, and RES 8130) in which doctoral students follow a structured approach to designing their dissertation study, refining their research question/s, and developing the operational details for their study. The focus is on clearly specifying the assessment criteria and organizational requirements needed to justify a proposed improvement in professional practice, and on designing and implementing such an assessment. RES 8121 is the third course in which students continue developing the dissertation proposal (Chapters 1-4.1). (3 credits)

RES8130 The Dissertation Proposal (Chapters 3 and 4.1 and IRB)

This is the fourth and final course in Phase II of the doctoral plan. Phase II consists of the Research Preparation courses (RES 8110, RES 8120, RES 8121, and RES 8130) in which doctoral students follow a

structured approach to designing their dissertation study, refining their research question/s, and developing the operational details for their study. The focus is on clearly specifying the assessment criteria and organizational requirements needed to justify a proposed improvement in professional practice, and on designing and implementing such an assessment.

RES 8130 is the fourth and final course in which students continue developing the dissertation proposal (Chapters 1-4.1). (3 credits)

DST8110 Dissertation Manuscript (Chapters 4 and 5)

In DST 8110, doctoral candidates complete the approved field research and collect and analyze data according to the plan set forth in the approved dissertation proposal (Chapters 1-4.1) that was completed and approved in the RES course sequence during Phase II. (1 credit)

DST8130X Dissertation Documentation and Defense

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

Prerequisite: Approval to Defend (1 credit)

Dissertation Development Courses-DBA

BR8110 Dissertation Proposal (Chapter 1)

Welcome to Phase II of the doctoral plan. This is the first course in Phase II of the doctoral plan. Phase II consists of the Research Preparation courses (BR8110, BR8120, BR8121, and BR8130) in which doctoral students follow a structured approach to designing their dissertation study, refining their research question/s, and developing the operational details for their study. The focus is on clearly specifying the assessment criteria and organizational requirements needed to justify a proposed improvement in professional practice, and on designing and implementing such an assessment. The goal of the entire BR course sequence (BR8110, 8120, 8121, and 8130) is to complete the dissertation proposal (Chapters 1, 2, 3 and 4.1). In this seminar, students will revisit the foundations of research methods and apply them to the modifications required for creating the required dissertation deliverables. BR8110 is the first course in which students start developing the dissertation proposal (Chapters 1-4.1). Concepts covered include: research problems, questions and hypotheses, data types, quantitative and qualitative approaches, research designs, variables and scales, data collection instruments, and sampling. (3 credits)

BR8120 Dissertation Proposal (Chapter 2)

This is the second course in Phase II of the doctoral plan. Phase II consists of the Research Preparation courses (BR8110, BR8120, BR8121, and BR8130) in which doctoral students follow a structured approach to designing their dissertation study, refining their research question/s, and developing the operational details for their study. The focus is on clearly specifying the assessment criteria and organizational requirements needed to justify a proposed improvement in professional practice, and on designing and implementing such an assessment. The goal of the entire BR course sequence (BR8110, 8120, 8121, and 8130) is to complete the dissertation proposal (Chapters 1, 2, 3 and 4.1). In this seminar, students will revisit the foundations of research methods and apply them to the modifications required for creating the required dissertation deliverables. BR8120 is the second course in which students continue developing the dissertation proposal (Chapters 1-4.1). Concepts covered include: research problems, questions and hypotheses, data types, quantitative and qualitative approaches, research designs, variables and scales, data collection instruments, and sampling. (3 credits)

BR8121 Dissertation Proposal (Chapter 2 - Continued)

This is the second course in Phase II of the doctoral plan. Phase II consists of the Research Preparation courses (BR8110, BR8120, BR8121, and BR8130) in which doctoral students follow a structured approach to designing their dissertation study, refining their research question/s, and developing the operational details for their study. The focus is on clearly specifying the assessment criteria and organizational requirements needed to justify a proposed improvement in professional practice, and on designing and implementing such an assessment. The goal of the entire BR course sequence (BR8110, 8120, 8121, and 8130) is to complete the dissertation proposal (Chapters 1, 2, 3 and 4.1). In this seminar, students will revisit the foundations of research methods and apply them to the modifications required for creating the required dissertation deliverables. BR8120 is the second course in which students continue developing the dissertation proposal (Chapters 1-4.1). Concepts

covered include: research problems, questions and hypotheses, data types, quantitative and qualitative approaches, research designs, variables and scales, data collection instruments, and sampling. Please see the most recent version of the University of Fairfax Dissertation Handbook for all the information needed to complete the dissertation proposal (Chapters 1-4.1). *(3 credits)*

BR8130 The Dissertation Proposal (Chapter 3, Chapter 4.1 & the IRB)

In this seminar, students will revisit the foundations of research methods and apply them to the modifications required for creating the required dissertation deliverables. BR8130 is the fourth and final course in which students continue developing the dissertation proposal (Chapters 1-4.1). Concepts covered include: research problems, questions and hypotheses, data types, quantitative and qualitative approaches, research designs, variables and scales, data collection instruments, and sampling. The fourth and final course, BR8130, requires you to describe the context of your study and the approach and methods you will use in conducting your dissertation research. In this course, students finalize the operational requirements of the dissertation proposal and specify their proposed improvement in professional practice. Students document research procedures utilized as the final deliverable in the course. *(3 credits)*

DIS8110 Dissertation Manuscript (Chapters 4 & 5)

Welcome to Phase III of the doctoral plan. This course (DIS 8110) comprises the entirety of Phase III of the doctoral plan. In DIS 8110, doctoral candidates complete the approved field research and collect and analyze data according to the plan set forth in the approved in the dissertation proposal (Chapters 1-4.1) that was completed and approved in the BR course sequence during Phase II. Upon completion of the data collection, analysis and interpretation, doctoral candidates produce the final draft of the dissertation. Students requiring additional time to produce the dissertation draft re-enroll in DIS 8110 until the document is approved for Defense. *(1 credit)*

DIS8130x Final Dissertation Manuscript & Defense

In this class, you will work with your assigned doctoral committee consisting of a Mentor/Chair and two or more faculty reviewers/readers to complete your dissertation manuscript. You work with your Mentor/Chair to solidify a solid final working draft of your entire manuscript for submission, review, and approval by your entire committee. *(1 credit)*

Professional Development Course

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)*

LEADERSHIP AND FACULTY

The University of Fairfax provides high quality practitioner-oriented online and hybrid graduate programs. University of Fairfax utilizes an expert professional faculty who are senior practitioners in cyber security and/or field research methods. These experienced professionals help students to remain current with accelerating 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:

Dr. Noel Broman, PhD has been working in Information Technology for twenty years, along with six years Instructional and Curriculum Design, nine years teaching Experience in Higher Education, ten years Project Management experience, and seven years as a Subject Matter Expert in Information Technology. Dr. Broman has an extensive background in Network Management and Design, with research interests in Telecommuting in the 21st Century, Cryptography and Cryptanalysis, Effective Organizational Communication, Ethics in Information Technology, Information Systems Security and Control, Online Learning Management and Facilitation, Data Management and Analytics, and Cognitive Science and Educational Psychology. Dr. Broman has a Doctorate in Information Technology Management, a Master of Science in Management Information Systems, and a Bachelor of Science in Information Technology. Dr Broman is a Microsoft Certified Systems Engineer and a Microsoft Certified Professional.

Dr. Tim Godlove, PhD has over 30 years of experience in human resource management, information technology, and information security throughout the United States and abroad. Dr. Godlove is currently the National Cemetery Administration, Chief Information Officer for the Department of Veterans Affairs, where he supports the efforts that are critical for progress towards enhanced services for the nation's service members, veterans, and their families.

Dr. Godlove holds a Doctor of Philosophy (Ph.D.) in Information Systems, Information Assurance Policy from the University of Fairfax, a Master of Science in Administration, Information Resource Management from Central Michigan University, and a Bachelor's Degree from Chapman University. Completed the Chief Information Officer Program and Information Assurance Certification at the National Defense University. He is also a graduate of the Federal Executive Institute, Leadership for a Democratic Society, VA Senior Level, Federal Acquisition Program/Project Manager Program and the Leadership Veterans' Affairs Program. Dr. Godlove holds several graduate certificates, including the Federal IT Security Professional-Manager certification and the Information Assurance Certification, CNSS/NSA 4012/4011. He also has served on the Federal CIO Council IT Workforce Committee as the Vice-Chair, Managing Talent. Dr. Godlove has published books and articles on information security, privacy, identity, and healthcare information protection.

Dr. Kathleen M Hargiss, PhD I am currently Vice President of Pacific Sunrise Development, S.A., a corporation formed to manage rental property in Costa Rica. Part of the year, I spend at our property in the Jaco, Costa Rica area tending to business. Thanks to modern telecommunications and broad band internet service, I work online seamlessly and are able to fully support our students while perched between a Class 1 rainforest and the Pacific Ocean.

Until recently, I was affiliated with Strategic Resources (a Tampa-based firm) conducting preliminary venture capitalist research, due diligence and feasibility studies. Prior to this, I was the former Associate Dean of Academics and Chair for the Graduate School of Business (MBA) at Florida

Metropolitan University. In 2003 I received the FMU Graduate Research Grant to design and implement a Web Based Instructor Orientation.

In the 1990s I was a professor at both the University of South Florida and the University of Tampa. Prior to that, I was the former director of an exclusive health spa in Houston, Texas. In the same decade, I founded a fitness studio in Chicago's Lake Shore area, successfully building and operating this business for several years. Other professional undertakings included health/fitness consultant, fitness director, author, as well as an instructor/scholarship recipient at Northwestern University. In my spare time, I earned a private pilot license, EMT license, and 2nd degree Black belt with national weapon awards in the martial arts.

Educationally, I earned a Ph.D. from the University of South Florida where I also completed Post-Doctoral studies in Technology, an MBA specializing in international business from the University of Miami (FL), an M.A. from Northwestern University (where I instructed for several years), Post Graduate studies in Stockholm, Sweden and a B.A. from the University of Illinois-Chicago, and also attended the University of Chicago. I also completed a post-graduate specialization in Management Information Systems.

In the past seventeen years participating online, the research background consists of 385 dissertations, 312 committees, 650 dissertation reviews and serving as a Co-Chief Editor for the International Journal of Strategic Technology (IJSITA).

Dr. Chester Harmon, PhD

Dr. Harmon's experience includes Thirty years in systems and software development, including embedded systems interfacing to RTOSs using C, C++, and several assembly languages; systems design and analysis using Matlab and Python; dynamic web-hosted systems on AWS and Azure clouds using C++, Java, C#, .NET, SQL Server, MySQL, JavaScript, jQuery, Ajax, Node.js, XML, JSON, HTML, and CSS; extensive modeling and simulation of dynamic systems in C++, R, Python, and Matlab, especially aircraft, missiles, communication systems, and DSP.

He earned his PhD in Electrical Engineering from University of Colorado with a dissertation on architectures and methods for design and verification of huge digital ASICs using multiple FPGAs. His education also includes a M.S. in Aeronautical Engineering from Purdue University and B.S. in Aeronautical Engineering from the United States Air Force Academy.

Dr. Scott Mensch, PhD, MBA - My name is Scott Mensch and I am the Chief Academic Officer at the University of Fairfax. Here is some information about me so that we might become better acquainted. I have resided in Pittsburgh Pennsylvania for most of my life, and after working as an adjunct instructor for a community college, I went into teaching full-time.

While working in a corporate environment advancing my business and IT education became an imperative. I completed my M.B.A. in 1998, and obtained two additional Associate Degrees in Computer Applications and Networking. Between 1999 and 2003 I also obtained my (CCNA) Cisco Certified Network Associate, (MCSA) Microsoft Certified 2000 Systems Administrator, (MCSE+I) Microsoft Certified Systems Engineer + Internet NT 4.0, A+ Computer Technician, and Server + Certifications. I also obtained my PhD in Organizational Management with a Specialization in IT and post-doctoral studies in advanced telecommunications.

I believe every on-line experience is an opportunity to assist each student toward achieving his or her goals. I will make every effort to provide a meaningful learning environment that enables us to share

and apply knowledge to our work environments. I look forward to your assistance in establishing an engaging class and meeting your academic goals.

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.

Dr. Javaid A. Syed, PhD, MS My name is Javaid Syed, I am the Academic Dean at the University in addition to my teaching responsibilities. I bring with me extensive experience in computer Science and Information technology due to my intensive work in designing banking, manufacturing and telecommunications systems. Some of my clients include Ford Motor Company, TRW, and Pakistan Telecommunications and the banking sector where I designed and implemented the very first ATM on-line network in USA.

I love teaching and believe that on-line education provides a unique opportunity to all types of learners. One of the critical areas that on-line environment heavily depends on is student discipline and focus. My education background comes from different countries and provides me an opportunity to compare and contrast different educational methodologies in my teaching styles. This diversity in education makes my teaching interesting and challenging. I am looking forward to engaging you in one of my classes.

Dr. James O. Webb, Jr., PhD--Over 22 years of professional service within the Department of Defense (DoD) and several years of teaching at various Universities and Colleges. Experience includes providing Organizational Management, Information Assurance (IA), Enterprise Security Engineering, Policy and Governance, and Network Operations Center Management. Possess a comprehensive set of skills that include personnel management, policy development, risk management, strategic planning and mission coordination through dedicated leadership. Adept providing hands-on leadership, analytical decision-making (Big Data Analytics), and problem-solving within a highly dynamic workplace through a balanced approach of technical and managerial perspectives.

Dr. Webb is a member of the Association of Computing Machinery (ACM.org), a Senior Member of the Institute of Electrical and Electronics Engineers (IEEE.org), and a member of Epsilon Pi Tau (Honor Society for Professionals in Technology).

Interests and Specialties focus on diverse means of education in support of knowledge construction and application. Looks for opportunities for students to engage in various methods of practice to

demonstrate their knowledge, skills and abilities. Interested in community-based learning and feel community interests can be served locally and globally. Common interests and endeavors do not require the same geographical location and technology can be a tremendous asset in bridging geographical divides. Intent on how to integrate principles from social entrepreneurship and service learning and how it can be applied to online and campus-based student curriculum and program development.

Served as the Director, Regional Network Enterprise Center (RNEC) -Bluegrass, Headquartered at Fort Campbell, Ky. The RNEC provides Information Technology and Telecommunications Services to more than 45,000 Soldiers, Civilian Employees and Contractors working on Fort Campbell, Ky., Fort Knox, Ky. and four Army depots (Holston, Milan, Crane, and Bluegrass). As the senior IT manager and Director, Dr. Webb directly oversaw the short and long range capital planning of the IT infrastructure modernization, sustainment, and maintenance programs for the Bluegrass Region. Managed an IT budget in excess of \$30M which encompassed all organizational IT equipment, contracts, material requirements, purchases, training, and salaries. Responsible for the management of internal acquisition control procedures, ensuring requests for purchasing supplies and parts are properly vetted and approved by acquisition and property accountability personnel.

Managed an effective leadership and technical training and certification program within the organization. Oversaw the Configuration Control Board (CCB), which had been established to guide the processes used to assess network and systems Information Assurance (IA) compliance standards within the Bluegrass Region. Identified IA issues and developed procedures to deploy mitigation strategies needed to secure and defend the network. Supervised the installation Information Assurance programs and guided the execution of a highly successful IA program that maintained an Approval to Operate (ATO) for Non-secure and Secure Internet Protocol networks.

Managed the security of the data communications networks (Local and Wide area networks) on the computer network defense (CND) and Defense Information Assurance Certification and Accreditation Process (DIACAP) replaced by Risk Management Framework (RMF).

Areas of Specialization: Big Data Analytics, Cyber Security, Curriculum Design and Development, Adult Education, Online and Hybrid Learning, Statistics and Quantitative Analysis, Research Methods (Quantitative, Qualitative, Mixed Methods, and Design Science)

Interests: Hardware Engineering, Information Systems and Technology, Web Development, Networking and Telecommunications, Technology and Innovation, Multimedia, Game Development, Software Engineering, Systems Design and Analysis, Security, Data Management, Big Data Analytics, Business Intelligence

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.

Mike Pry
Chris Tuman
Marouane Balmakhtar, PhD
Tom Rodgers
Calandra Davis
Ken Estes, PhD
Umesh Varma, PhD
Parish Green

The *University of Fairfax's Master of Business Administration Advisory Committee* members are:

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Danielle Rowell, PhD
Marouane Balmakhtar, PhD
Calandra Davis
Mike Pry
Chris Tuman
Samuel Edgeston
Tim Godlove, PhD

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ADMINISTRATION

Key Contact Information

DEPARTMENTAL EMAILS

Students may utilize the following departmental emails for assistance:

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Email: njames@ufairfax.edu

Online Librarian: Dr. Brandi Porter

Phone: 540.769.8302

Email: librarian@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 2019

Spring Term 2019 - Course Session 1

December 28, 2018	New Student Application Deadline
January 7, 2019	Course Session Begins
March 3, 2019	Course Session Ends
March 16, 2019	Incomplete Assignment Deadline

Spring Term 2019 - Course Session 2

February 22, 2019	New Student Application Deadline
March 4, 2019	Course Session Begins
April 28, 2019	Course Session Ends
May 11, 2019	Incomplete Assignment Deadline

Summer Term 2019 - Course Session 1

April 26, 2019	New Student Application Deadline
May 6, 2019	Course Session Begins
June 30, 2019	Course Session Ends
July 13, 2019	Incomplete Assignment Deadline

Summer Term 2019 - Course Session 2

June 21, 2019	New Student Application Deadline
July 1, 2019	Course Session Begins
August 25, 2019	Course Session Ends
September 7, 2018	Incomplete Assignment Deadline

Fall Term 2019 - Course Session 1

August 23, 2019	New Student Application Deadline
September 2, 2019	Course Session Begins
October 27, 2019	Course Session Ends
November 9, 2019	Incomplete Assignment Deadline

Fall Term 2019 - Course Session 2

October 18, 2019	New Student Applications
October 28, 2019	Course Session Begins
December 22, 2019	Course Session Ends
January 4, 2020	Incomplete Assignment Deadline

ACADEMIC CALENDAR



University of Fairfax
ACADEMIC CALENDAR
Calendar Year 2020

Spring Term 2020 - Course Session 1

December 27, 2019	New Student Application Deadline
January 6, 2020	Course Session Begins
March 1, 2020	Course Session Ends
March 14, 2020	Incomplete Assignment Deadline

Spring Term 2020 - Course Session 2

February 21, 2020	New Student Application Deadline
March 2, 2020	Course Session Begins
April 26, 2020	Course Session Ends
May 9, 2020	Incomplete Assignment Deadline

Summer Term 2020 - Course Session 1

April 24, 2020	New Student Application Deadline
May 4, 2020	Course Session Begins
June 28, 2020	Course Session Ends
July 11, 2020	Incomplete Assignment Deadline

Summer Term 2020 - Course Session 2

June 19, 2020	New Student Application Deadline
June 29, 2020	Course Session Begins
August 23, 2020	Course Session Ends
September 5, 2020	Incomplete Assignment Deadline

Fall Term 2020 - Course Session 1

August 31, 2020	New Student Application Deadline
August 31, 2020	Course Session Begins
October 25, 2020	Course Session Ends
November 7, 2020	Incomplete Assignment Deadline

Fall Term 2020 - Course Session 2

October 16, 2020	New Student Applications
October 26, 2020	Course Session Begins
December 20, 2020	Course Session Ends
January 2, 2021	Incomplete Assignment Deadline