STUDENT HANDBOOK AND CATALOG

University of Fairfax

Secure Your Future

www.ufairfax.edu

Effective: January 1, 2026 - December 31, 2026

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GOVERNING DOCUMENT

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

This CSH is valid from the month in which the catalog was revised (as indicated on the bottom of the cover page) and is accessible on the University website (https://ufairfax.edu/admissions/catalog-student-handbook/) to current and prospective students without requiring any personal contact information for access or download.

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 most recent CSH with that contained in any other document, the information presented in the most recent CSH prevails. This statement pertains to policies, regulations, requirements, and fees. Information in the CSH is provided for information purposes only and is subject to change without notice.

CONSUMER INFORMATION

To ensure students and other interested parties have access to timely and accurate information about the institution and the educational opportunities offered at each location, consumer information is made available in this catalog, on the University website, and at each university teaching site. Students who wish to receive paper copies of information disclosed electronically may obtain such information by emailing info@ufairfax.edu.

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.

The University's Title IX Coordinator is responsible for coordinating compliance with its non-discrimination policies. The Coordinator may be contacted by mail at 1813 East Main St., Salem VA 24153 or by email at TitleIX@ufairfax.edu. Questions regarding Title IX may be referred to the Title IX Coordinator or to the Office of Civil Rights at the U.S. Department of Education.

ACCOMMODATION POLICY

The University of Fairfax recognizes its responsibility 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. To ensure equality of access, the University provides reasonable accommodations to students who require them and informs the University by completing the "Student Disability Accommodation Request" form, which may be obtained from the Academic Advisor.

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ACCREDITATION AND CERTIFICATION

The University of Fairfax is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and 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

In accordance with the provisions of Title 23.1, Article 3 of the Code of Virginia, and applicable regulations 8 VAC 40-31et seq., the University of Fairfax is certified by the State Council of Higher Education for Virginia. The University 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
101 N. 14TH St., 10TH FL, James Monroe Bldg.
Richmond, VA 23219
Tel: (804) 225-2600 Fax: (804) 225-2604
http://www.schev.edu

The University of Fairfax is licensed by the Kentucky Council on Postsecondary Education. Additional information regarding this institution may be obtained by contacting the Council at 100 Airport Rd., 3rd Floor, Frankfort, KY 40601, and 502-573-1555. The Louisville location is 10509 Timberwood Circle, Suite 200, Louisville, KY 40223 and can be contacted at 888-980-9151.

Programs offered at the Louisville location include Ph.D. in Computer Science and Engineering, Doctorate in Information Assurance, Doctorate of Business Administration, Doctorate of Software Development, and Master of Science in Cybersecurity Management.

The University of Fairfax is licensed by the Florida Department of Education's Commission for Independent Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400 and 888-224-6684. The Orlando location is at 5850 T.G. Lee Blvd. Suite 240 Orlando, FL 32822 and can be contacted at 888-980-9151.

Programs offered at the Orlando location include Ph.D. in Computer Science and Engineering, Doctorate in Information Assurance, Doctorate of Business Administration, Doctorate of Software Development, Master of Science in Cybersecurity Management, Master of Business Administration, and Master of Science in Computer Science and Engineering.

National Council for State Authorization Reciprocity Agreements

The University of Fairfax is an institutional member of the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is an agreement among member states, districts, and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions in another state. NC-SARA is overseen by a National Council and administered by four regional education compacts. For more information and a list of member states, visit www.nc-sara.org/.

Education and Training of Eligible Veterans and Their Dependents

The University of Fairfax is approved by the State Approving Agency for the education and training of eligible veterans and their dependents. To inquire about specific programs, contact the Financial Services Office.

VETERAN'S BENEFITS & TRANSITION ACT OF 2018 POLICY

As part of the Veterans Benefits and Transition Act of 2018, section 3679 of title 38, United States Code, University of Fairfax ensures any covered individual[1] who is entitled to educational assistance under Chapter 31 and Chapter 33 be permitted to attend and participate in the course of education during the period beginning on the date on which the individual provides to the university a Certificate of Eligibility (COE)[2] for entitlement of educational assistance under Chapter 31 or 33 and ending the earlier of the following dates:

- The date on which payment from VA is made to the university.
- 90 days after the date the college certified tuition and fees following the receipt of the certificate of eligibility.

University of Fairfax will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that covered individual must borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the University due to the delay disbursement funding from VA under Chapter 31 or 33.

STUDENT EXCHANGE VISITOR PROGRAM (SEVP)

The University of Fairfax is authorized under Federal law to enroll non-immigrant alien students. For more information, please refer to the international students section of the University of Fairfax website.

[1] A covered individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill® benefits. (GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at http://www.benefits.va.gov/gibill.)

[2] A "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes.

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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 and students 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. The University delivers its programs through accessible, interactive, collaborative online and hybrid educational environments which strengthen learning and facilitate critical thinking, problem-solving, and applied research competencies. The University supports students with services that foster academic success.

INSTITUTIONAL GOALS

1. 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.
2. Support the changing global marketplace by preparing professionals to think critically and offer solutions to address industry challenges.
3. Develop professionals with strong interpersonal skills able to effectively contribute to the advancement of their chosen discipline.
4. Design programs that allow professionals to apply knowledge and research to enhance their chosen field.
5. Promote a learner-centered culture that encourages diversity of thought and continued development of contemporary career fields.
6. Foster a culture of continuous improvement that results in high quality distance education programs that meet students' academic goals and changing employer needs.

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. Earning a University of Fairfax degree enables students and alumni to contribute to "securing the future" of the nation, while helping to secure their own, as they become leaders in a field for which there is an increasing demand.

ACCESSIBLE EDUCATION

The goals and objectives of the University of Fairfax are attained through the online and hybrid delivery of its programs. Courses are delivered via the *Canvas Learning Management Platform*, utilizing synchronous and asynchronous instruction. Project-driven courses may be accessed online from any location, at times that fit the busy schedules of adult students, thus providing

working professionals with 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 personalized instruction and advising.

UNIVERSITY HISTORY

The University of Fairfax (UF) 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 with quality, online doctoral, master's, and graduate certificate programs for adult learners. In contrast to other graduate institutions, UF is dedicated to programmatic excellence in cybersecurity.

This focus on cybersecurity distinguishes UF and provides professionals an innovative approach for addressing growing professional demand in a rapidly evolving area. Our students and alumni have benefited from this 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 UF as an institution of higher learning in 2002. Over the next year, a select group of educators and senior cybersecurity practitioners from Ernst & Young, Anteon, CSC and the Defense Information Systems Agency, 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, UF enrolled its first cohort of graduate students in its unique cybersecurity graduate degree programs. The first graduates of UF earned their Master of Science degrees in October 2004 followed by the first doctoral recipients in February 2007. Since 2004, online delivery has made the programs accessible worldwide and enabled participation by faculty and students on active duty.

Following a rigorous process of self-evaluation and external review, the University was initially accredited by the Distance Education Accrediting Commission (DEAC) on January 20, 2012. This accreditation capped a 10 year history of student and alumni accomplishments in cybersecurity.

In January 2013, University of Fairfax Services, Inc., an ownership group affiliated with 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. The University began offering graduate programs in expanded fields of business and IT in fall of 2017.

ACADEMIC PROGRAMS AND CURRICULA

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

Doctorate in Information Assurance
Doctorate of Business Administration
Doctorate of Software Development
Doctor of Philosophy (PhD) in Computer Science and Engineering[3]

Master of Business Administration with Specializations
Master of Science in Cloud Computing
Master of Science in Computer Science and Engineering
Master of Science in Cybersecurity Management
Master of Science in Information Technology

Graduate Certificates in:

- Cybersecurity Best Practices
- Enterprise Information Security
- Information Security Professional Practices
- Project Management and Quality Assurance

Bachelor of Science in Network Administration
Bachelor of Science in Network Administration and Cybersecurity
Bachelor of Science in Software Development

PROGRAM STRUCTURE AND GENERAL EDUCATION OUTCOMES

Programs are divided into multiple areas, including the Core, Program Elective Courses (where students select from a list of courses), Free Elective Courses (where students select any course in the catalog at the prescribed academic level), General Education Courses (for undergraduate programs), and Specialization Courses. The Core is the main portion of each academic program—whether it is a certificate, an undergraduate degree, a graduate degree, or a doctorate.

When pursuing an undergraduate program, students must complete General Education Courses to fulfill the General Education Program Outcomes. Those outcomes are as follows:

- Communication—Students demonstrate proficiency in written, oral, and/or digital communication, using appropriate conventions and ethics.
- Mathematics—Students use mathematical and critical thinking principles to interpret data, solve problems, and make evidence-based decisions.
- Humanities—Students explore cultural, historical, and behavioral dimensions of human life to understand diverse perspectives and societal dynamics.

[3] The PhD in Computer Science and Engineering at the University of Fairfax is accredited by the Distance Education Accrediting Commission (DEAC). The University of Fairfax is one of a small group of accredited institutions requested by DEAC to participate in a pilot demonstration to the U.S. Department of Education (ED) that DEAC's scope of accreditation should include recognition by ED of the PhD program level.

- Information Literacy—Students evaluate, integrate, and apply information and AI-generated content, demonstrating the ethical use of emerging technologies.
- Science—Students enhance their understanding of the physical and natural world.
- Social/Behavioral Sciences—Students apply concepts and methods to understand individual and group behavior, cultural and societal structures, and the forces that shape human interactions.

General education follows a standard of courses as noted below (in alphabetical order):

Course #	Course Title	Outcome Alignment	Credits
CPL1010	Computer Literacy	Information Literacy	3
ENG1020	English Composition	Communication	3
ENG1260	Professional Communication	Communication	3
ENV1010	Environmental Science	Science	3
ETH2050	Ethics	Humanities	3
LOG3570	Logic and Critical Thinking	Mathematics	3
MAT1010	Understanding Mathematics	Mathematics	3
MAT2140	Algebra	Mathematics	3
POL2020	Political Science	Social/Behavioral Sciences	3
PSY1270	Psychology	Social/Behavioral Sciences	3
Credits Required			30

COURSE NUMBERS

Each course has a code made up of letters and numbers. The letters (called a prefix) show the subject area. For example, “ENG” stands for “English.” In addition to the prefix, the first of four numbers tells students the level of the course as follows:

- Courses starting with 0 are foundation courses, which may not be used as elective credit.
- Courses starting with 1 are for first-year (freshman) undergraduate students.
- Courses starting with 2 are for second-year (sophomore) students.
- Courses starting with 3 are for third-year (junior) students.
- Courses starting with 4 are for fourth-year (senior) students.
- Courses starting with 5 or 6 are master’s-level courses.
- Courses starting with 7 or higher are doctoral-level courses.

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DOCTORATE IN INFORMATION ASSURANCE

This program helps students 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.

PROGRAM OUTCOMES

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. (IA7040)
- Demonstrate secondary research competencies in the investigation and identification of problems experienced by information assurance practitioners. (IA9150)
- Develop evidence-based recommendations for solutions that address problems relevant to the cybersecurity community. (CEX8220)
- Empirically assess the feasibility of a proposed solution for a problem affecting the cybersecurity community. (IA8021)
- Articulate a thorough understanding of a specialized field of study relevant to the cybersecurity community. (IA8010)
- **Dissertation Outcome**: Demonstrate the ability to design, conduct, and present original, scholarly research that contributes to the advancement of knowledge or practice within the discipline, adhering to the highest standards of academic integrity, methodological rigor, and ethical responsibility (DST8110).

QUALIFYING EXAM

Doctoral students enrolled in the research track 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 RM9100 course in a separate course called DST9500 (0 credits).

CREDIT REQUIREMENTS

The research track for the *Doctorate in Information Assurance* consists of a minimum of 62 semester credits, including 30 credits of core courses, 9 credits of programmatic electives, 9 credits of free electives, 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.

PROGRAM DELIVERY

This program is offered in both a full distance education and a hybrid delivery format, which allows students to take a portion of their coursework in a residential setting. Doctoral students enrolled in a hybrid delivery format will have program residency requirements each semester.

CURRICULUM

Course #	Course Title	Credits
Core Courses		
CEX8220	Security Program Strategies and Implementation	3
IA7020	Information Security Systems and Organizational Awareness	3
IA7040	Information Security and Organizational Change	3
IA8010	Business and Security Risk Analysis	3
IA8021[4]	Cloud Cybersecurity	3
IA8110	Certification and Accreditation	3
IA9150[4]	Strategic and Technological Trends in Information Security	3
IA9200	Research Topics in Information Security	3
RM8500	Research Foundations	3
RM9100	Qualitative and Quantitative Analysis	3
Program Electives (Select 3)		
BR9200	Designing Solutions to Business Problems	3
CEX8230	Legal and Ethical Management Issues in Information Security	3
DC7450	Advanced Research Methods in Communications Networks	3
DS7000	Database Management and Implementation	3
DS7100	Advanced Operating Systems	3
DS7600	Big Data and Analytical Research Methods for Software Developers	3
DS9200	Designing Solutions to Software Development Problems	3
IA7000	Security in the Digital Age (CISSP)	3
IA7030	Legal and Ethical Practices in Information Security	3
IA7401	Ethical Hacking (CEH)	3
IA7402	Information Security Management (CISM)	3
IA8020	Security Policies, Standards, and Procedures	3
IA8030	Design, Development, and Evaluation of Security Controls	3
IA8031	Cybersecurity Insurance	3
IA8060	Intrusion Detection, Attacks, and Countermeasures	3
IA8070	Design and Development of Security Architectures	3
IA8190[4]	Forensic Evaluation and Incident Response Management	3
PM8100	Information Security Project Management	3
RM9150	Feasibility Problem-Driven Research	3
RM9200	Designing Solutions to Information Security Problems	3
Free Electives (Select 3)		
	7000-Level Elective	3
	8000-Level Elective	3
	9000-Level Elective	3
Comprehensive Examination		
DST9500	Comprehensive and Qualifying Examination	0
Dissertation Courses		
RES8110	Dissertation Initiation	3
RES8120	Dissertation Literature Review I	3
RES8121	Dissertation Literature Review II	3
RES8130	Dissertation Research, IRB, and Analysis	3
DST8110	Dissertation Results and Findings	1
DST8130X	Dissertation Manuscript Certification	1
Minimum credits required for DIA		**62[5]**

[4] By completing IA8021, IA8190, and IA9150, students will earn the Enterprise Information Security (EIS) Graduate Certificate.

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

DOCTORATE OF BUSINESS ADMINISTRATION

This 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 prepares students with the intellectual and practical foundation necessary to make informed decisions that impact the global business arena.

PROGRAM OUTCOMES

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

- Create organizational environments for a learning organization that focus on one or more of the following: leadership, information security, project management, supply chain, accounting, and managing an organization. (DBA8300)
- Evaluate how organizations inspire employees and nurture a positive organizational culture. (DBA8350)
- Create qualitative and/or quantitative methods to analyze critical business issues. (ACC6100)
- Choose project management tools, methods, and techniques in effort to reduce waste while improving quality and safety throughout an organization. (DBA8900)
- Develop effective business methods as a practitioner and researcher using both verbal and written communication methods. (DBA8150)
- **Dissertation Outcome**: Demonstrate the ability to design, conduct, and present original, scholarly research that contributes to the advancement of knowledge or practice within the discipline, adhering to the highest standards of academic integrity, methodological rigor, and ethical responsibility (DST8110).

QUALIFYING EXAM

Doctoral students enrolled in the research track 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 RM9100 course in a separate course called DST9500 (0 credits).

CREDIT REQUIREMENTS

The research track for the *Doctorate of Business Administration* consists of a minimum of 62 semester credits, including 30 credits of core courses, 9 credits of programmatic electives, 9 credits of free electives, and 14 credits of dissertation development courses. To ensure that doctoral students make steady progress toward completing their dissertations, the University has developed the *Dissertation Project Plan*. This plan consists of a series of deliverables that students produce in research methods courses and dissertation courses. Prior to receiving the degree, the doctoral candidate must successfully defend the doctoral dissertation in an oral presentation before the Dissertation Committee.

PROGRAM DELIVERY

This program is offered in both a distance education and a hybrid delivery format which allows students to take a portion of their coursework in a residential setting. Doctoral students enrolled in a hybrid delivery format will have program residency requirements each semester.

CURRICULUM

Course #	Course Title	Credits
Core Courses		
ACC6100	Financial Reporting	3
DBA8150	Information, Organization & Strategy	3
DBA8300	Leading Organizational Change (Qualitative)	3
DBA8350	Sociology of Corporate Culture	3
DBA8450	Managing, Organizing, and Negotiating for Value	3
DBA8900	Project Management	3
MB7000	Managing Global Diversity (Quantitative)	3
MGT8200	Human Resource Management	3
RM8500	Research Foundations	3
RM9100	Qualitative and Quantitative Analysis	3
Program Electives (Select 3)		
ACC6500	Accounting and Multinational Enterprises	3
BR9200	Designing Solutions to Business Problems	3
CEX8230	Legal and Ethical Management Issues in Information Security	3
IA7000	Security in the Digital Age (CISSP)	3
IA7020	Information Security Systems and Organizational Awareness	3
IA7030	Legal and Ethical Practices in Information Security	3
IA7401	Ethical Hacking (CEH)	3
IA7402	Information Security Management (CISM)	3
IA8010	Business and Security Risk Analysis	3
IA8021	Cloud Cybersecurity	3
IA8030	Design, Development, and Evaluation of Security Controls	3
IA8031	Cybersecurity Insurance	3
IA8060	Intrusion Detection, Attacks, and Countermeasures	3
IA8190	Forensic Evaluation and Incident Response Management	3
IA9150	Strategic and Technological Trends in Information Security	3
MB6900	Organizational Management	3
RM9150	Feasibility Problem-Driven Research	3
RM9200	Designing Solutions to Information Security Problems	3
Free Electives (Select 3)		
	7000-Level Elective	3
	8000-Level Elective	3
	9000-Level Elective	3
Comprehensive Examination		
DST9500	Comprehensive and Qualifying Examination	0
Dissertation Courses		
RES8110	Dissertation Initiation	3
RES8120	Dissertation Literature Review I	3
RES8121	Dissertation Literature Review II	3
RES8130	Dissertation Research, IRB, and Analysis	3
DST8110	Dissertation Results and Findings	1
DST8130X	Dissertation Manuscript Certification	1
Minimum Credits required for DBA		**62**[6]

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

DOCTORATE OF SOFTWARE DEVELOPMENT

There are rapid advances in technology and engineering and their contribution to national development and prosperity in the last few decades have resulted in fundamental changes in the global economy. Success lies with organizations that exploit technology and innovate in a timely and cost-effective manner. There is a critical need for researchers and doctoral practitioners with an emphasis on intensive research and subject matter expertise in Software Development. This program puts equal emphasis on advanced doctoral coursework and relevant research, in which candidates would be grounded in the broad fundamentals of their fields and gain expertise in a variety of subfields.

PROGRAM OUTCOMES

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

- Evaluate organizational issues and recommend database solutions (DS7000).
- Evaluate appropriate design choices when solving real-world problems (DS7300).
- Develop software engineering process models and management approaches for design and architecture of large software systems (DS8100).
- Design technical documentations to include the technical aspects of architecture, design, and quality assurance (DS7400).
- **Dissertation Outcome**: Demonstrate the ability to design, conduct, and present original, scholarly research that contributes to the advancement of knowledge or practice within the discipline, adhering to the highest standards of academic integrity, methodological rigor, and ethical responsibility (DST8110).

QUALIFYING EXAM

Doctoral students enrolled in the research track 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 RM9100 course in a separate course called DST9500 (0 credits).

CREDIT REQUIREMENTS

The research track for the *Doctorate of Software Development* consists of a minimum of 62 semester credits, including 30 credits of core courses, 9 credits of programmatic electives, 9 credits of free electives, 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 that students produce in research methods courses and dissertation courses. Prior to conferral of the degree, the doctoral candidate must successfully defend the doctoral dissertation in an oral presentation before the Dissertation Committee.

PROGRAM DELIVERY

This program is offered in both a full distance education and a hybrid delivery format which allows students to take a portion of their coursework in a residential setting. Doctoral students enrolled in a hybrid delivery format will have program residency requirements each semester.

CURRICULUM

Course #	Course Title	Credits
Core Courses		
DS7000	Database Management & Implementation	3
DS7100	Advanced Operating Systems	3
DS7200	Software Engineering & Development	3
DS7300	Software Architecture & Design	3
DS7400	Software Comprehension and Maintenance	3
DS7500	Problem Solving & Programming for the Research Practitioner	3
DS8000	Advanced Qualitative Methods in Software Development/Engineering	3
DS8100	Advanced Quantitative Methods in Software Development/Engineering	3
RM8500	Research Foundations	3
RM9100	Qualitative and Quantitative Analysis	3
Program Electives (Select 3)		
DC7450	Advanced Research Methods in Communication Networks	3
DC7550	Advanced Research Methods in Parallel and Distributed Database Systems	3
DC7650	Advanced Research Methods in Very Large-Scale Integration Design	3
DS7600	Big Data & Analytical Research Methods for Software Developers	3
DS7700	Concurrent and Distributed Systems	3
IA7401	Ethical Hacking (CEH)	3
IA8021	Cloud Cybersecurity	3
IA8030	Evaluation of Security Controls	3
IA8060	Intrusion Detection, Attacks, and Countermeasures	3
IA8070	Design and Development of Security Architectures	3
IA8110	Certification and Accreditation	3
IA8190	Forensic Evaluation and Incident Response Management	3
IA9200	Research Topics in Information Security	3
PM8100	Information Security Project Management	3
RM9150	Feasibility Problem-Driven Research	3
RM9200	Designing Solutions to Information Security Problems	3
Free Electives (Select 3)		
	7000-Level Elective	3
	8000-Level Elective	3
	9000-Level Elective	3
Comprehensive Exam		
DST9500	Comprehensive and Qualifying Examination	0
Dissertation Courses		
RES8110	Dissertation Initiation	3
RES8120	Dissertation Literature Review I	3
RES8121	Dissertation Literature Review II	3
RES8130	Dissertation Research, IRB, and Analysis	3
DST8110	Dissertation Results and Findings	1
DST8130X	Dissertation Manuscript Certification	1
Minimum Credits required for DSD		**62**[7]

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

PHD IN COMPUTER SCIENCE AND ENGINEERING

[8]This program is designed for working professionals in the computer science arena with a concentration in Computer Science and Engineering that already have a master's degree and are seeking an advanced terminal degree in research within the Computer Science and Engineering field. Computer Scientists are the creative minds behind the design of computer hardware and software programs. Computer Scientists develop the hardware and applications that allow people to do specific tasks on a computer or another device. They also develop the underlying systems that run the devices or that control networks.

PROGRAM OUTCOMES

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

- Recommend the appropriate algorithms, programming languages, and architecture for a given problem (DC9200).
- Formulate solutions with fundamental knowledge in several specialized areas of research and expertise (DS7100).
- Develop independent and innovative solutions through research by applying reasoning, problem-solving, and technical skills with minimal guidance (DC7350).
- Prepare concepts and results for a technical audience in the form of conference papers, journal papers, and/or oral presentations (DS7600).
- Develop qualitative and/or quantitative research to analyze critical technical issues (DC7800).
- **Dissertation Outcome**: Demonstrate the ability to design, conduct, and present original, scholarly research that contributes to the advancement of knowledge or practice within the discipline, adhering to the highest standards of academic integrity, methodological rigor, and ethical responsibility (DST8110).

QUALIFYING EXAM

Doctoral students enrolled in the PhD program must pass the Qualifying Exam. This exam is used to evaluate mastery of the concepts and foundations of applied research and is administered in a separate course called DST9500 (0 credits).

CREDIT REQUIREMENTS

The program consists of 62 semester credits beyond a master's degree, including 30 credits of core courses, 9 credits of programmatic electives, 9 credits of free electives, and 14 credits of dissertation development courses. To ensure that doctoral students make steady progress toward completing their dissertations, the University has developed the *Dissertation Project Plan.* This plan consists of a series of deliverables that students produce in research methods courses and dissertation courses. Prior to conferral of the degree, the doctoral candidate must successfully defend the doctoral dissertation in an oral presentation before the Dissertation Committee.

[8] The PhD in Computer Science and Engineering at the University of Fairfax is accredited by the Distance Education Accrediting Commission (DEAC). The University of Fairfax is one of a small group of accredited institutions requested by DEAC to participate in a pilot demonstration to the U.S. Department of Education (USDOE) that DEAC's scope of accreditation should include recognition by USDOE of the PhD program level.

PROGRAM DELIVERY

This program is offered in both a full distance education and a hybrid delivery format which allows students to take a portion of their coursework in a residential setting. Doctoral students enrolled in a hybrid delivery format will have program residency requirements each semester.

CURRICULUM

Course #	Course Title	Credits
Core Courses		
DC7350	Advanced Research Methods in Computer Science and Engineering	3
DC7450	Advanced Research Methods in Communications Networks	3
DC7700	Advanced Qualitative Methods in Computer Science Engineering	3
DC7800	Advanced Quantitative Methods in Computer Science Engineering	3
DC9200	Designing Solutions to Computer Science & Engineering Problems	3
DS7000	Database Management & Implementation	3
DS7100	Advanced Operating Systems	3
DS7200	Software Engineering & Development	3
DS7600	Big Data & Analytical Research Methods for Software Developers	3
RM8500	Research Foundations	3
Program Electives (Select 3)		
DC7550	Advanced Research Methods in Parallel & Distributed Database Systems	3
DC7650	Advanced Research Methods in Very Large-Scale Integration Design	3
DS7300	Software Architecture and Design	3
DS7500	Problem Solving and Programming for the Research Practitioner	3
DS7700	Concurrent and Distributed Systems	3
DS9200	Designing Solutions to Software Development Problems	3
IA7401	Ethical Hacking (CEH)	3
IA8021	Cloud Cyber Security	3
IA8030	Design, Development, and Evaluation of Security Controls	3
IA8060	Intrusion Detection, Attacks, and Countermeasures	3
IA8070	Design and Development of Security Architectures	3
IA8110	Certification and Accreditation	3
IA8190	Forensic Evaluation and Incident Response Management	3
IA9150	Strategic and Technological Trends in Information Security	3
IA9200	Research Topics in Information Security	3
RM9100	Qualitative and Quantitative Analysis	3
RM9200	Designing Solutions to Information Security Problems	3
Free Electives (Select 3)		
	7000-Level Elective	3
	8000-Level Elective	3
	9000-Level Elective	3
Comprehensive Exam		
DST9500	Comprehensive and Qualifying Examination	0
Dissertation Courses		
RES8110	Dissertation Initiation	3
RES8120	Dissertation Literature Review I	3
RES8121	Dissertation Literature Review II	3
RES8130	Dissertation Research, IRB, and Analysis	3
DST8110	Dissertation Results and Findings	1
DST8130X	Dissertation Manuscript Certification	1
Minimum Credits required for PhD		**62**[9]

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

MASTER OF BUSINESS ADMINISTRATION WITH SPECIALIZATIONS

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 OUTCOMES

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 enhance an organization's 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.

PROGRAM DELIVERY

This program is offered in both a full distance education and a hybrid delivery format which allows students to take a portion of their coursework in a residential setting.

CURRICULUM

Course #	Course Title	Credits
Core Courses		
MB5200	Leadership & Business Communication	3
MB5300	Financial Management	3
MB5400	Developing Human Resources	3
MB5700	Business Information Systems	3

Course #	Course Title	Credits
MB6500	Legal Environment of Business	3
MB6600	Data Governance	3
MB7500	Operations Management (Capstone)	3
Research Methods		
MB6400	Business Research	3
General MBA		
MB6350	Six Sigma Lean	3
MB6700	Managing Strategic Change	3
MB6750	Coordinating and Managing Supply Chain	3
MB6800	Project Management	3
Cyber Security Specialization		
IA7000	Security in the Digital Age	3
IA7401	Ethical Hacking	3
IA7402	Information Security Management	3
IA8060	Intrusion Detection, Attacks and Countermeasures	3
Information Technology Specialization		
IA8140	Business Continuity Planning and Recovery	3
IA8210	Risk Management and Compliance	3
IA8350	Management Information Systems	3
PM8100	Information Security Project Management	3
Project Management Specialization		
MB6350	Six Sigma Lean (3 Credits)	3
MB6750	Coordinating and Managing Supply Chain (3 Credits)	3
MB6800	Project Management (3 Credits)	3
MB6850	Managing Quality (3 Credits)	3
Credits required		36

Students who choose to pursue the Project Management Specialization will earn a Project Management Quality Assurance Graduate Certificate upon successful completion of MB6350, MB6800, and MB6850.

MASTER OF SCIENCE IN CLOUD COMPUTING

The Master of Science in Cloud Computing (MSCC) program is designed for working/non-working professionals in the Computing and IT industries who can develop their technical and management skills to effectively design, operate, and maintain cloud computing systems and help organizations transition to cloud-based solutions. Students will learn to create and manage any organizations' infrastructure towards cloud and provide solutions in an effective manner. The MS degree in Cloud Computing allows students to customize their course work while working closely with Computing and IT faculty in a contemporary, applied research area and innovative solution. The program gives you the skills to solve business and industry challenges and deploy high-level solutions to problems affecting the world of Computing and Information technology today. Students have the option of completing a thesis or a graduate project/paper.

The MS in Cloud Computing prepares graduate students to:

- Have specialized training in a concentrated field of study and develop professional attributes that include communication skills, and ethics to deal with the impact of technology in a global and societal context.
- Encourage independent thinking and creativity that prepares students to pursue industry jobs in the field of Computing and IT or related disciplines.

PROGRAM OUTCOMES

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

- Demonstrate knowledge of fundamental concepts for graduate study in Cloud Computing.
- Demonstrate knowledge of advanced topics in Cloud Computing.
- Apply design and analysis methods to solve emerging Cloud Computing and related problems.
- Apply basic and advanced concepts associated with Cloud Computing and related fields.
- Conduct research and/or comprehensive projects in Cloud Computing and appreciate the importance of life-long self-learning.
- Argue the basic and advanced concepts associated with Cloud Computing or related field.
- Evaluate and assess the impact of cloud computing on service management.
- Design effective cloud computing solutions that consider an organization's structure, communications, and operational business processes, as well as financial management and cost model implications.

CREDIT REQUIREMENTS

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

PROGRAM DELIVERY

This program is offered in both a full distance education and a hybrid delivery format which allows students to take a portion of their coursework in a residential setting.

CURRICULUM

Course #	Course Title	Credits
Research Course		

Course #	Course Title	Credits
MSCC5300	Research Methods	3
Core Courses		
MSCC5100	Cybersecurity and Privacy	3
MSCC5200	Cloud Application Architecture	3
MSCC5400	Big Data and Cloud Computing	3
MSCC5500	Secure Cloud Computing	3
MSCC5600	Data Analytics	3
MSCC5700	Applied Machine Learning for Computing and IT Professionals	3
MSCC5800	Program and Project Management	3
MSCC5900	Management and Compliance in Cloud Computing	3
MSCC6000	Cloud Migration Strategy	3
MSCC6100	Thesis/Graduate Research Paper	6
Credits required		36

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MASTER OF SCIENCE IN COMPUTER SCIENCE AND ENGINEERING

This degree program offers students a Master of Science 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.

This program fosters the development of students who:

- Are recognized as knowledgeable and qualified practitioners within the computer science and engineering sector.
- Possess an advanced level and depth of knowledge in computer science and engineering best practices.
- Apply critical thinking and problem-solving skills in the analysis of issues relevant to computer science and engineering.
- Utilize secondary research competencies in the investigation and selection of best practice solutions to address computer science and engineering challenges and problems.
- Demonstrate the knowledge and skills necessary to address a variety of specialized areas within the area of computer science and engineering such as: software engineering, operating systems, database design and management, security in the digital age, design and development of security architectures, information security project management, computer networking and telecommunications, distributed systems, cloud computing, and big data and analytics.

PROGRAM OUTCOMES

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

- Compare and contrast the various elements that comprise 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.

PROGRAM DELIVERY

This program is offered in both a full distance education and a hybrid delivery format which allows students to take a portion of their coursework in a residential setting.

CURRICULUM

Course #	Course Title	Credits
Research Course:		
RM8250	Web-Based Research Methods in Information Security	3
Core Courses:		
SD6000	Database Design & Management	3
SD6100	Operating Systems	3
SD6300	Software Engineering	3
IA7000	Security in the Digital Age	3
IA8070	Design and Development of Security Architectures	3
PM8100	Information Security Project Management	3
CS6500	Computer Networking and Telecommunications	3
CS6600	Distributed Systems	3
CS6700	Cloud Computing	3
CS6800	Big Data and Analytics	3
CS6900	Capstone in Computer Science Engineering	3
Credits required		**36**

MASTER OF SCIENCE IN CYBERSECURITY MANAGEMENT

This master of cybersecurity 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 OUTCOMES

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 security 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.

PROGRAM DELIVERY

This program is offered in both a full distance education and a hybrid delivery format which allows students to take a portion of their coursework in a residential setting.

CURRICULUM

Course #	Course Title	Credits
Core Courses		
IA7000[10]	Security in the Digital Age	3
IA7401[8]	Ethical Hacking	3

[10] Students who choose to take IA7402 will earn a Graduate Certificate upon successful completion of this course and the successful completion of IA7000 and IA7401.

Course #	Course Title	Credits
IA8020[11]	Security Policies, Standards, and Procedures	3
IA8030[9]	Design, Development, and Evaluation of Security Controls	3
IA8050	Security Risk and Vulnerability Assessment	3
IA8060[9]	Intrusion Detection, Attacks, and Countermeasures	3
IA8070	Design and Development of Security Architectures	3
IA8080	Security Solution Implementation	3
IA8125	Information Security Policy Planning and Analysis	3
Research Methods		
RM8250	Web-Based Research Methods in Information Security	3
Electives (choose 2)		
IA7402[8]	Information Security Management (CISM)	3
IA8140	Business Continuity Planning and Recovery	3
IA8210	Risk Management and Compliance	3
PM8100	Information Security Project Management	3
Credits required		**36**

[11] Upon successful completion of IA8020, IA8030, and IA8060, students will earn the ISPP Graduate Certificate.

MASTER OF SCIENCE IN INFORMATION TECHNOLOGY

The Master of Science in Information Technology program is designed for current and aspiring professionals in charge of developing, implementing, operating, and managing information systems in a variety of organizations. Students in this program will gain a broad technical understanding of current and emerging technologies in the industry, a familiarity with systems engineering concepts, and a solid foundation in net-centric computing. They will also have a firm grasp of current and future effects of the convergence of the telecommunications, media, and information technology sectors.

Faculty with both academic and industry backgrounds also provide a practical perspective. Real-world problems and opportunities with software intensive systems are explored, and methods to evaluate, adopt and take advantage of emerging technologies are learned. MS-IT students will be working closely with fellow IT professionals, to complete class assignments within teams, in order to prepare students for the real-world work environment and build their professional networks.

Possible career paths: Network Administrator, Network Architect, IT Manager, Chief Technology Officer, Network and Security Engineer, Web Developer, Integration Engineer, and Network and Systems Administrator.

PROGRAM OUTCOMES

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

- Build a foundation of critical thinking skills on which to make professional judgments relating to information technology.
- Design and implement solutions aligned with information technology needs.
- Solidify an understanding of theoretical methods, principles, and tools used in the information technology industry.
- Examine the fundamental information technology issues and processes in today's organizations relating to systems engineering, computer networking, database technologies, IT governance and strategy, Web development, and information assurance.

CREDIT REQUIREMENTS

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

PROGRAM DELIVERY

This program is offered in both a full distance education and a hybrid delivery format which allows students to take a portion of their coursework in a residential setting.

CURRICULUM

Course #	Course Title	Credits
Core Courses		
IT5230	Advanced Database Systems	3
IT5310	Networking – Advanced Management	3
IT5400	Marketing Innovation and Technology Products	3
IT5500	Network Security	3
IT5720	Web Application Development	3

Course #	Course Title	Credits
IT5820	Systems Analysis	3
IT5900	Enterprise Architecture and IT Governance	3
IT6100	Global IT Products and Services Outsourcing	3
IT6200	Decision Models for Technology Management	3
IT6230	Pattern Discovery in Data Mining	3
IT6300	Data Warehousing – Cloud-Based	3
IT6720	Advanced Web Development	3
Credits required		**36**

BACHELOR OF SCIENCE IN NETWORK ADMINISTRATION

The University of Fairfax offers a Bachelor of Science in Network Administration program that prepares its graduates to work as network administrators and computer systems analysts. These in-demand professions are helping governments and industry respond to the challenges of today's technically complex workplace. Graduates of this program will possess skills in computer hardware, software, Local and Wide Area Networking. They will be versed in Network design and deployment and advanced server configuration, server management, and security, as well as emerging virtualization and server cloud technologies.

The Network Administration Bachelor of Science degree program will provide graduates with the skills necessary for pursuing jobs in network administration, as well as the preparation to sit for recognized industry certifications.

PROGRAM GOALS

- Pursue successful professional careers in Computer Networks or related fields while remaining technically current through graduate education and professional engagement.
- Excel as leaders, team members, communicators, and innovators in collaborative multicultural environments.
- Benefit society by practicing their profession responsibly and ethically and sharing their knowledge through training and mentorship opportunities.

PROGRAM OUTCOMES

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

- Understand the fundamental components and terminology used while working with network systems.
- Assess, design, manage and implement computer networks and concepts in detail.
- Use an operating system interface to access, add, troubleshoot, configure hardware and manage files.
- Implement a relational database management system utilizing the concepts of database design and data modeling.
- Develop business applications using programming languages, tools, and software development methodologies.
- Learn to apply principles from mathematics and computer science to the process of building and maintaining system networks.
- Evaluate and analyze existing network systems to identify problems, develop solutions and gain real-world experience in the current challenges facing network administrators.

CREDIT REQUIREMENTS

The BSNA degree program consists of 120 semester credits.

PROGRAM DELIVERY

This program is offered in both a full distance education and a hybrid delivery format which allows students to take a portion of their coursework in a residential setting.

EXPERIENTIAL LEARNING

Upon completion of one academic year (2 full time semesters), students apply to pursue Practicum Learning. With Practicum Learning, students are required to maintain professional experience of at least five (5) work hours per week related to their fields of study during their enrollment. Successful entry into Practicum Learning requires an attestation from both the student and the student's supervisor, indicating the average number of hours planned to work each week and the expected duration of the work experience. Students should consult their Academic Advisors prior to starting their Practicum Learning.

CURRICULUM

Course #	Course Title	Credits
Core Courses		
BUS2400	Project Management	3
CS1000	Security +	3
CS1050	Introduction to Relational Database Management Systems	3
CS2350	Spreadsheet Applications	3
CS2500	Systems Analysis & Design I	3
CS4100	Risk Management	3
CS4350	Principles of Cryptography	3
IT1000	Electronics and Systems	3
IT1010	Implementing and Troubleshooting OS Technology	3
IT1020	Computer Hardware Technology	3
IT1100	Network I	3
IT1110	Network II	3
IT2000	Technical Writing for Engineers	3
IT2150	Client Configuration I	3
IT2160	Client Configuration II	3
IT2200	CISCO I	3
IT2210	CISCO II	3
IT2300	Help Desk Remote Services	3
IT3000	LINUX Operations	3
IT3100	IT Operations Management	3
IT3150	Application Development	3
IT4000	Information Security Governance	3
IT4400	Managing Innovation	3
NAC4990	Networking Capstone Seminar	3
NET2050	Windows Server Administration	3
NET2270	Network Server Installation and Configuration	3
NET2280	Network Server Core Services	3
NET4000	Designing and Implementing a Server Infrastructure	3
NET4100	Implementing Collaboration Services	3
NET4290	Network Server Advanced Services	3
General Education Courses		
CPL1010	Computer Literacy	3
ENG1020	English Composition	3
ENG1260	Professional Communication	3
ENV1010	Environmental Science	3
ETH2050	Ethics	3
LOG3570	Logic and Critical Thinking	3
MAT1010	Understanding Mathematics	3
MAT2140	Algebra	3
POL2020	Political Science	3
PSY1270	Psychology	3
Credits Required		**120**

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BACHELOR OF SCIENCE IN NETWORK ADMINISTRATION AND CYBERSECURITY

The University of Fairfax offers the Bachelor of Science in network administration and cybersecurity program, you will learn the operational procedures and technologies to design, implement, administer, secure, and troubleshoot corporate networks. Furthermore, designed to combine the benefits of a traditional college education with hands-on training in state-of-the- art computer technology, the curriculum integrates technical skill with communication skills and superior general education knowledge. With this computer networking degree, you will learn how to install, maintain, and troubleshoot servers and network devices, including routers and switches to support both wired and wireless networks.

PROGRAM GOALS:

- Pursue successful professional careers in Computer Networks/Cyber Security or related fields while remaining technically current through graduate education and professional engagement.
- Excel as leaders, team members, communicators, and innovators in collaborative multicultural environments.
- Benefit society by practicing their profession responsibly and ethically and sharing their knowledge through training and mentorship opportunities

PROGRAM OUTCOMES

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

- Knowledge and understanding of current technical concepts and practices in the core Network and Cyber Security.
- Ability to design effective and usable IT-based solutions and integrate them into a user's environment, both individually and as part of a team
- Ability to assist in the creation of an effective project plan.
- Ability to communicate effectively and efficiently with clients, users, and peers, both orally and in writing.
- Independent critical thinking and problem-solving skills.
- Knowledge and understanding of computer hardware, software, networks, and security.
- Awareness of the legal and ethical issues that confront the field of computing.
- Knowledge of the rights and obligations of the practicing computing and Information Technology professional.

CREDIT REQUIREMENTS

The BSNC degree program consists of 120 semester credits.

PROGRAM DELIVERY

This program is offered in both a full distance education and a hybrid delivery format which allows students to take a portion of their coursework in a residential setting.

EXPERIENTIAL LEARNING

Upon completion of one academic year (2 full time semesters), students apply to pursue Practicum Learning. With Practicum Learning, students are required to maintain professional experience of at least five (5) work hours per week related to their fields of study during their enrollment. Successful entry into Practicum Learning requires an attestation from both the student and the student's supervisor, indicating the average number of hours planned to work each week and the expected duration of the work experience. Students should consult their Academic Advisors prior to starting their Practicum Learning.

CURRICULUM

Course #	Course Title	Credits
Core Courses:		
BUS1150	Information Systems for Business	3
BUS2250	Business Communication	3
CS1000	Security +	3
CS1050	Introduction to Relational Database Management Systems	3
CS2350	Spreadsheet Applications	3
CS2500	Systems Analysis & Design	3
CS3200	Cybersecurity Law and Ethics	3
CS3300	Project Management for IT Professionals	3
CS3500	Information Security Fundamentals	3
CS3750	Computer Forensics	3
CS4100	Risk Management	3
CS4250	Ethical Hacking	3
CS4350	Principles of Cryptography	3
IT1010	Implementing and Troubleshooting OS Technology	3
IT1030	Virtual Computing	3
IT1100	Network I	3
IT1110	Network II	3
IT2150	Client Configuration I	3
NAC4990	Networking Capstone Seminar	3
NET2050	Windows Server Administration	3
NET2270	Network Server Installation and Configuration	3
NET2280	Network Server Core Services	3
NET3000	Open Source	3
NET4000	Designing and Implementing a Server Infrastructure	3
NET4100	Implementing Collaboration Services	3
NET4290	Network Server Advanced Services	3
PR2000	Introduction to Programming Logic	3
SD2350	Web Development	3
SD3210	Operating Systems	3
SD3250	Software Architecture	3
General Education Courses		
CPL1010	Computer Literacy	3
ENG1020	English Composition	3
ENG1260	Professional Communication	3
ENV1010	Environmental Science	3
ETH2050	Ethics	3
LOG3570	Logic and Critical Thinking	3
MAT1010	Understanding Mathematics	3
MAT2140	Algebra	3
POL2020	Political Science	3
PSY1270	Psychology	3
Credits Required		**120**

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BACHELOR OF SCIENCE IN SOFTWARE DEVELOPMENT

The University of Fairfax offers the Bachelor of Science in Software Development that enhances student capabilities in application development, database and systems administration, software, and web deployment, and more. The project-based curriculum will help students acquire proficiency in coding and modeling while practicing creative problem-solving. Furthermore, students will learn programming languages, how to build, design, test and verify the code, software program development and important software development and testing concepts.

PROGRAM GOALS

- Pursue successful professional careers in Software Development or related fields while remaining technically current through graduate education and professional engagement.
- Excel as leaders, team members, communicators, and innovators in collaborative multicultural environments.
- Benefit society by practicing their profession responsibly and ethically and sharing their knowledge through training and mentorship opportunities.

PROGRAM OUTCOMES

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

- Show mastery of software programming and techniques necessary to design, implement, and evaluate quality software solutions.
- Demonstrate software engineering standards in the design, documentation, test, and implementation of software systems.
- Reconcile conflicting project objectives in the design of software systems, finding acceptable compromises within limitations of cost, time, knowledge, existing systems and design choices, and organizations.
- Articulate organizational, operational, ethical, social, legal, and economic issues impacting the design of software and software systems.
- Analyze a problem in order to define the software requirements appropriate to a solution.
- Apply mathematical foundations and algorithmic principles in software design and development.
- Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

CREDIT REQUIREMENTS

The BSSD degree program consists of 120 semester credits.

PROGRAM DELIVERY

This program is offered in both a full distance education and a hybrid delivery format which allows students to take a portion of their coursework in a residential setting.

EXPERIENTIAL LEARNING

Upon completion of one academic year (2 full time semesters), students apply to pursue Practicum Learning. With Practicum Learning, students are required to maintain professional experience of at least five (5) work hours per week related to their fields of study during their enrollment. Successful entry into Practicum Learning requires an attestation from both the student and the student's supervisor, indicating the average number of hours planned to work each week and the expected duration of the work experience. Students should consult their Academic Advisors prior to starting their Practicum Learning.

CURRICULUM

Course #	Course Title	Credits
Core Courses:		
CS1000	Security +	3
CS1050	Introduction to Relational Database Management Systems	3
CS2500	Systems Analysis & Design	3
CS3200	Cybersecurity Law and Ethics	3
CS3300	Project Management for IT Professionals	3
CS3500	Information Security Fundamentals	3
CS4250	Ethical Hacking	3
CY3250	Biometrics: Application Technology and Management	3
IT1010	Implementing and Troubleshooting OS Technology	3
IT1030	Virtual Computing	3
IT2150	Client Configuration I	3
IT3000	Linux Operations	3
IT3150	Application Development	3
IT4050	Computer Networking	3
IT4200	Software Assurance	3
IT4250	Front End Processing	3
IT4300	Back End Processing	3
NET4100	Implementing Collaboration Services	3
PR2000	Introduction to Programming Logic	3
PR4050	Python	3
PR4150	C Programming Logic	3
PR4250	Java Programming	3
PR4350	NoSQL Programming	3
SD2350	Web Development	3
SD3050	Software Design	3
SD3150	Software Engineering	3
SD3210	Operating Systems	3
SD3250	Software Architecture	3
SD4450	SQL Programming	3
SD4990	Software Development Capstone Seminar	3
General Education Courses		
CPL1010	Computer Literacy	3
ENG1020	English Composition	3
ENG1260	Professional Communication	3
ENV1010	Environmental Science	3
ETH2050	Ethics	3
LOG3570	Logic and Critical Thinking	3
MAT1010	Understanding Mathematics	3
MAT2140	Algebra	3
POL2020	Political Science	3
PSY1270	Psychology	3
Credits Required		**120**

Graduate Certificate Programs

The University of Fairfax offers a variety of graduate certificates to meet the needs of information security professionals. Graduate certificates represent a level of achievement of technical competencies and project experience which relate to specialized fields of practice in Information Security. These programs foster 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

Graduate certificates are 9 semester credits. Students may earn multiple graduate certificates concurrently or sequentially, as part of a degree program, or as a separate enrollment. Credits earned toward a graduate certificate may apply to additional graduate certificates and full degrees.

CYBERSECURITY BEST PRACTICES

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.

Program Outcomes

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

- Analyze, and assess the applicability of best practices in addressing information security issues relevant to the cybersecurity community.
- Explain the theory, concepts and skills in addressing specialized aspects of information security management.

Curriculum

Course #	Course Title	Credits
IA7000	Security in the Digital Age (CISSP)	3
IA7401	Ethical Hacking (ECH)	3
IA7402	Information Security Management (CISM)	3
Credits required		9

INFORMATION SECURITY PROFESSIONAL PRACTICES

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.

Program Outcomes

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

- Develop competencies in assessing threats and vulnerabilities of information systems.

- Develop competencies in designing security procedures and practices that are executed in the protection of data and information systems
- Develop competencies in analyzing the validity and reliability of information to ensure that an information system will operate at a proposed level of trust.

CURRICULUM

Course #	Course Title	Credits
IA8060	Intrusion Detection, Attacks, and Countermeasures	3
IA8020	Security Policies, Standards, and Procedures	3
IA8030	Design, Development, and Evaluation of Security Controls	3
Credits required		9

ENTERPRISE INFORMATION SECURITY

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

PROGRAM OUTCOMES

Upon completion of this degree program, graduates 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

CURRICULUM

Course #	Course Title	Credits
IA8021	Cloud Cybersecurity	3
IA8190	Forensic Evaluation and Incident Response Management	3
IA9150	Strategic and Technological Trends in Information Security	3
Credits required		9

PROJECT MANAGEMENT AND QUALITY ASSURANCE

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.

PROGRAM OUTCOMES

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.

CURRICULUM

Course #	Course Title	Credits
MB6350	Six Sigma Lean	3
MB6800	Project Management	3
MB6850	Managing Quality	3
Credits required		9

ADMISSIONS

UNDERGRADUATE PROGRAMS

To be admitted to a baccalaureate degree program at the University of Fairfax, applicants must show a completed high school (or equivalent level) education. This requirement can be met through:

- A completed high school education,
- A completed home school education program at the high school level, or
- An earned GED or other state-authorized high school equivalency examination.

Applicants may also qualify if they have completed significant college-level coursework. Specifically, applicants may meet the admission requirement by providing an official college or university transcript showing:

- Any degree earned at the associate level or higher,
- Successful completion of at least 60 semester credits (90 quarter credits) that count toward a baccalaureate degree at an accredited institution, or
- Current enrollment in a baccalaureate program with 60 semester credits (90 quarter credits) completed, including those accepted through transfer.

As part of the enrollment application, applicants will sign an attestation confirming which of these educational opportunities the applicant has completed.

MASTER'S LEVEL PROGRAMS

To be admitted to a master's degree program (including the Graduate Certificate Programs) at the University of Fairfax, applicants must have completed a baccalaureate degree (or another graduate-level degree) from one of the following:

- A regionally or nationally accredited institution based in the United States or
- An appropriately recognized foreign institution.

The applicant's academic performance must meet the following minimum standards:

- 2.5 GPA or higher on a 4.0 scale at the bachelor's level,
- 3.0 GPA or higher for the most recent 9 credit hours of graduate coursework, or
- At least three years of relevant professional experience.

DOCTORAL PROGRAMS

To be considered for admission to a professional doctoral program at the University of Fairfax, applicants must demonstrate both academic preparation and professional experience that indicate readiness for advanced study through the following:

- An earned master's degree (or higher) from a regionally or nationally accredited institution in the United States or from an appropriately recognized foreign institution,
- A minimum 2.5 GPA on a 4.0 scale at the master's level,
- 3.0 GPA or higher for the most recent 9 credit hours of graduate coursework, and
- At least three years of relevant professional experience.

PHD IN COMPUTER SCIENCE AND ENGINEERING

To be considered for admission to the PhD program in Computer Science and Engineering at the University of Fairfax, applicants must have a master's degree (or higher) from a regionally or nationally accredited institution, or an appropriately certified foreign institution in a discipline or subject related to the computer sciences. Examples of related fields of study for the purpose of the master's degree include, but are not limited to: Computer Science, Software Engineering, Security Engineering, Computer Networking, and Cloud Computing. Additional requirements include:

- A minimum 3.0 GPA on a 4.0 scale at the master's level and
- At least three years of relevant professional experience.

INTERNATIONAL CREDENTIALS

If an applicant's prior education was completed outside the United States, the applicant's transcripts must be translated into English (if applicable) and be evaluated on a course-by-course basis by a credential evaluation service that is a member of NACES (National Association of Credential Evaluation Services), AICE (Association of International Credential Evaluators) or a professional trained by AACRAO (American Association of Collegiate Registrars and Admissions Officers).

Current policies of the U.S. Immigration and Customs Enforcement state that international students must demonstrate financial responsibility. Once these requirements have been met and the student is accepted for admission to the University, an I-20 will be issued. Upon receipt of the I-20, the student is required to complete the Form I-901 and submit a $350 fee to the U.S. Department of Homeland Security. These students are covered under the institution's regular refund policy.

INTERNATIONAL STUDENT APPLICATION REQUIREMENTS

To apply for International Admission, complete an online Application for Admission and provide the following information:

- Copy of passport
- Copy of High School and/or University transcripts in English
- Proof of English proficiency as outlined in this catalog.

The application will be reviewed promptly, and a determination will be made as soon as possible. After acceptance, to receive an I-20, the following are required:

- Application Fee
- International Processing Fee (I-20 Fee)
- Bank statement, and letter of sponsorship if the bank statement is not in the student's name
- Picture of student

Refer to the Tuition and Fees section of this catalog for details on the required fees.

ENGLISH LANGUAGE PROFICIENCY

Applicants for whom English is not a native language and who have not earned a degree from a school where English is the main language of instruction will need to demonstrate English

proficiency before being admitted to the University of Fairfax. Applicants can meet this requirement by any of the following methods:

1. Submit an approved English proficiency test score according to this chart:

Level	TOEFL PBT	TOEFL iBT	IELTS	Pearson	Duolingo	MET	ECCE/ ECPE
Undergraduate	57	61	6.0	44	95	53	650/LP
Graduate	60	71	6.5	50	100	55	650/LP
Doctoral	65	80	6.5	58	105	55	650/LP

2. Provide an alternative proof of English proficiency by demonstrating one of the following:
   a. Completion of a high school diploma from an accredited school where English was the language of instruction.
   b. College Board Accuplacer ESL Exam with the following minimum scores:
      i. Language Use: 85
      ii. Listening: 80
      iii. Reading: 85
      iv. Sentence Meaning: 90
      v. WritePlacer: 4
      vi. Comprehensive Total: 350
   c. A Pre-1 grade or higher on the Eiken English Proficiency Exam.
   d. A B2 level or higher according to the Common European Framework of Reference (CEFR), as verified by recognized ESOL examinations such as those from the University of Cambridge.
   e. Completion of at least 30 semester credit hours (with a “C” average or higher for undergraduate programs or a “B” average or higher for graduate programs) at an accredited institution where English was the primary language of instruction.

All test scores must be official and sent directly to the University of Fairfax. Test results are generally valid for two years from the date of the test. The university reserves the right to request additional documentation or assessment to verify proficiency.

Admission of Military Students

American National University maintains a prior credit evaluation process for students receiving VA educational benefits in accordance with applicable federal regulations and State Approving Agency (SAA) requirements. Students using VA educational benefits are encouraged to provide official transcripts and other applicable documentation of prior education, training, military coursework, or experiential learning that may be applicable to their program of study. The University will evaluate transcripts and prior credit documentation received in accordance with institutional transfer credit policies and applicable VA regulations.

Military students may not receive VA educational benefits for courses in which prior credit has already been granted, unless repetition is specifically permitted under VA regulations or institutional academic policy. The University will maintain written records documenting the evaluation of prior education and training and any credit granted, when applicable. If prior credit is awarded, the program length and VA certification will be adjusted accordingly.

Students are responsible for providing transcripts or prior education documentation they wish to have considered for transfer credit evaluation. If transcripts or documentation are not provided, the University will evaluate available information consistent with institutional policy and VA requirements.

Additional Guidelines for Military Students:

- Military students cannot receive educational benefits for courses where prior credit has already been granted.
- Military students may not repeat courses previously passed unless repetition is required by the program or permitted under VA regulations.
- Delays in evaluating prior credit may result in adjustments to enrollment certification and could affect VA educational benefits.
- Students seeking transfer credit consideration should complete the University's Prior Credit Evaluation process and provide any requested supporting documentation.

Continuous certification of enrollment is contingent upon the student remaining eligible for benefits and maintaining satisfactory academic progress in accordance with university policy.

Student Identity Verification

University of Fairfax initiates the student identity verification during the admissions process using ID-Pal. This verification process uses student data and verifies against data from major mobile network operators, cross referenced to data from utility companies, credit bureaus, telephone data, voter data, government sources, and consumer databases. The electronic process uses NIST 2–certified, ISO 9000–validated software to authenticate a student's government-issued photo ID and confirm the student's identity, as permitted by the U.S. Department of Education.

ID-Pal has been loaded with 24 country's databases including the United States. ID-Pal includes document verification for authenticity and cross references a live photo through a thirty-point biometric scan.

Students are provided a unique username and password for accessing Canvas. Password resets require students to answer a security question before proceeding.

Admission Statuses

Applicants who are admitted to the university are admitted in either Formal or Conditional Admission status. Conditional Admission is not applicable to international students.

FORMAL ADMISSION

Applicants who meet all admissions requirements and submit official transcripts are granted formal admission.

CONDITIONAL ADMISSION

Applicants who meet the general admissions requirements may be granted conditional admission pending receipt of all required program-specific documentation that meets the established minimum standards. For graduate-level programs, conditional admission may be granted with

unofficial transcripts; however, official transcripts must be received by the end of the first week of class.

The University uses the information provided in the application materials to make admissions decisions. Some of this information may be verified through official transcripts, reference checks, or other documentation as needed. All applicants will receive an admissions decision via email after the review is completed.

Admission Decision Appeals

Students applying to undergraduate programs that have admissions requirements beyond high school graduation or equivalency, who do not meet the published GPA admissions requirements for their program but believe they possess the necessary education, skills, or experience for success, may request an exception.

Students applying to a graduate program who do not meet the published requirements for their program but believe they possess the necessary education, skills, or experience for success may request an exception.

To request an exception, students must:

1. Submit a written letter to AdmissionsExceptions@ufairfax.edu.
2. Explain how the student is prepared to succeed in the program without meeting all stated requirements.
3. Provide supporting materials such as official transcripts, official test scores, letters of recommendation, or verifiable evidence of relevant work or training to be considered in lieu of the published requirements.

The dean or program chair will review the request and supporting documentation to determine whether the student will be admitted. As a condition of admission under an approved exception, the dean or program chair may require the student to complete additional prerequisite or preparatory coursework to ensure readiness for the program. The dean's decision is final and will be communicated to the student within 10 days.

This policy will not exempt applicants from demonstrating English Language Proficiency.

ACADEMIC POLICIES AND PROGRAM EXPECTATIONS

ACADEMIC CALENDAR

The University's Academic Calendar is published each calendar year and includes important dates such as term start and end dates, holidays, and registration deadlines. Students can view the most current calendar on the University's website or at the back of this catalog.

ACADEMIC TERM

The University operates on a semester-based schedule with three semesters each year: Spring, Summer, and Fall. Each semester is 16 weeks in length. Domestic students complete their courses across the full 16-week semester. International students may complete their coursework in either two consecutive 8-week sessions (Session A and Session B) or a combination of 16-week and 8-week sessions within the same semester.

ACADEMIC YEAR

An academic year includes two (2) academic terms, totaling 32 weeks of study, but the University follows a continuous enrollment model, which allows students to begin a program in any session. The student's academic year is defined by the session in which the student begins classes.

ACADEMIC CREDIT POLICY

The University of Fairfax follows a semester-hour credit system that aligns with widely accepted standards of academic measurement. Each semester credit hour represents the equivalent of:

- 15 hours of academic engagement (lectures, discussions, or direct faculty interaction), and
- 30 hours of preparation and study outside of class.

This formula is known as the Carnegie Unit of Credit, which ensures consistency in how learning time and effort are measured across all courses. Most courses offered by the University are three (3) semester credits, which means that each course requires approximately:

- 45 hours of academic engagement and
- 90 hours of independent study and preparation.

These hours may include online participation, research, projects, assignments, and other activities that demonstrate achievement of course learning outcomes.

CODE OF ACADEMIC INTEGRITY

The University of Fairfax is committed to fostering a learning environment built on honesty, trust, and respect. Academic integrity is the cornerstone of that commitment. Every member of the University community shares responsibility for upholding the highest standards of integrity in all academic work. Maintaining academic integrity ensures that each student's work reflects genuine learning and that the value of a University of Fairfax education is preserved.

WHAT CONSTITUTES ACADEMIC DISHONESTY

Academic dishonesty is any act intended to gain an unfair academic advantage or misrepresent one's own work or participation. It includes, but is not limited to, the following:

- Plagiarism: Presenting another person's words, ideas, or work as the student's own without proper acknowledgment or citation.
- Cheating: Using or attempting to use unauthorized materials, information, study aids, or technology during an assignment or examination.
- Self-Plagiarism: Submitting the student's own previous work (from the current or another course) without prior approval from the instructor.
- Inadequate Citation Practices: Failing to properly cite sources or follow published citation guidelines, even when unintentional.
- Misrepresentation of Academic Engagement: Logging into the learning management system (LMS) or other course platform without meaningful participation for the purpose of appearing active or present.

ENFORCEMENT AND REVIEW PROCESS

All University faculty and staff are responsible for enforcing this policy. If an instructor suspects a violation, the evidence and the student's work will be submitted to the Academic Review Committee (including the Dean, the Chief Academic Officer, and the Provost) for evaluation.

After review, the committee determines whether a violation occurred and, if so, the appropriate disciplinary action. Sanctions may include, but are not limited to:

- A failing grade for the assignment or course;
- Removal from the course;
- Academic probation, suspension, or dismissal from the University.

Repeated or egregious violations may result in permanent dismissal. Students have the right to appeal disciplinary decisions through the University's grievance procedures.

APPEALS

Students may appeal a decision in writing following the University's Grievance Policy. The Academic Review Committee's decision after appeal is considered final.

ARTIFICIAL INTELLIGENCE AND ACADEMIC INTEGRITY

The University recognizes there are instances in which the use of artificial intelligence (AI) may be a valuable learning tool, while in others, it should be prohibited. All sources, including AI, are to be disclosed. Any specific guidelines for use or prohibition of AI and its disclosure will be published as an announcement in the individual course. Students who are uncertain of what is expected of them should consult their instructors.

VETERANS USING GI BILL® BENEFITS

In the event a veteran student using GI Bill® benefits is dismissed from the University under the Academic Integrity or Professional Conduct policy, military education benefits will be terminated and could be recertified in the event the veteran student is reinstated.

PROFESSIONAL CONDUCT

At the University of Fairfax, professionalism and mutual respect are essential to maintaining a positive learning environment. All students are expected to uphold the highest standards of personal and professional conduct, comply with University policies and procedures, and act in accordance with public laws and accepted ethical and professional norms.

Students are expected to demonstrate integrity, respect, and accountability in all interactions with peers, faculty, staff, and members of the broader community. Behavior that undermines these values, such as dishonesty, violation of University policies, damage or theft of property, harassment or infringement on the rights of others, or possession or use of alcohol or illegal substances on University premises, will be addressed. The University reserves the right to place a student on probation or to dismiss a student whose conduct is determined to be inconsistent with the high standard set by the University. Students may appeal any such decision by submitting a written appeal in the form of a Grievance in accordance with the Grievance Policy.

If a veteran student using GI Bill® benefits is dismissed under the Academic Integrity or Professional Conduct policy, their military education benefits will be terminated and may be reinstated if the student is later reinstated at the University.

Additionally, all members of the University community are expected to maintain professionalism, integrity, and respect when using University technology resources and participating in online learning environments. The following standards govern acceptable use of University software, internet, and equipment, as well as behavior in all virtual classes, meetings, and communications.

COMPUTING CONDUCT

The use of University software, the internet, and equipment supports the academic mission and administrative functions of the University of Fairfax. The same principles that govern professional conduct and ethical behavior extend to all computing activities. Users must act responsibly, lawfully, and courteously in all digital environments.

University computing resources include any computer, network, peripheral, software, or other technology system owned or managed by the University of Fairfax, American National University, or National University Services, Inc. This includes both on-campus and remote access systems. All users of University systems are required to:

1. **Use computing resources ethically and lawfully.** Each individual is responsible for the individual's own actions. Users who transmit or store illicit materials or unauthorized software are accountable for those actions and their consequences.
2. **Access only authorized systems.** Users may access only those facilities for which they have been granted explicit permission. Authorization obtained through false or misleading information is invalid.
3. **Protect University data and systems.** Users must safeguard their access credentials, passwords, and authorization codes and are prohibited from sharing them with others. Any security concerns, violations, or system vulnerabilities should be promptly reported to the appropriate instructor, site director, dean, or the Information Technology Department.

4. **Respect intellectual property rights.** Unauthorized copying, distribution, or downloading of copyrighted materials, including software, text, music, and video files, is strictly prohibited and may result in University discipline and civil or criminal penalties under federal law (Title 17, U.S. Code).
5. **Comply with external network policies.** When accessing external networks (e.g., GAPS, COD, ED Connect, virtual library systems), users must adhere to the acceptable use policies established by those networks.
6. **Respect the privacy of others.** Users must not access, disclose, or distribute another person's files, data, or email without explicit permission. Student records and related data are protected under the Family Educational Rights and Privacy Act (FERPA). Supervisors may access employee files or communications only when required for legitimate business purposes.
7. **Avoid unauthorized commercial or personal use.** University systems may not be used for private business, fundraising, or other commercial purposes without written authorization.
8. **Refrain from illegal or disruptive activities.** Prohibited actions include destruction or alteration of data, interference with system access, dissemination of malicious software, and attempts to subvert security or privacy measures.
9. **Identify oneself accurately in all communications.** Users must not conceal their identities or impersonate others in any electronic communication.
10. **Understand that University systems are not private.** Users do not own University accounts and should have no expectation of privacy in any electronic communication or data stored on University systems. The University reserves the right to access, monitor, and review electronic files and communications as deemed appropriate.

ZOOM USE AND VIRTUAL CONDUCT

Courses and meetings conducted through Zoom or other online platforms are considered official University learning environments. Students, faculty, and staff are required to comply with Zoom's Acceptable Use Policy and the following University standards for virtual behavior:

- **Identification:** Participants must sign in using their full first and last names as listed on the official class roster. Students who have changed their names since enrollment should notify their instructor privately via Canvas to update records.
- **Professionalism and Engagement:** Participants should remain attentive and engaged in class activities. Unrelated applications or notifications should be closed during sessions.
- **Video Etiquette:** Cameras should be turned on whenever possible. Backgrounds should be appropriate, and personal environments should be free of distractions or inappropriate content.
- **Audio Etiquette:** Microphones should remain muted when not speaking. Using a headset is encouraged to enhance audio quality. Participants should join sessions from a quiet location.
- **Chat Conduct:** Chat messages must remain relevant to class discussions. Side conversations, inappropriate comments, or disruptive behavior in the chat are not permitted.
- **Dress and Appearance:** Participants are expected to dress appropriately for a professional learning environment, like business casual standards in a classroom or workplace setting.

- **General Etiquette:** Virtual classes are extensions of the face-to-face classroom. Participants must:
    - Wait at least 10 minutes if technical issues delay the start of class.
    - Be mindful of the surroundings visible on camera.
    - Avoid distracting or animated virtual backgrounds.
    - Refrain from any conduct that disrupts instruction.

Instructors have the right to remove disruptive participants from class sessions using Zoom's security features. All Zoom sessions, including video, audio, and chat text, may be recorded for academic purposes.

POLICY VIOLATIONS

Individuals who witness or are informed of a potential violation are required to immediately investigate or inform a member of the University leadership. If a policy violation is proven, the leader must take appropriate responsive action and report the violation to the Executive Vice President of Operations or the Vice President of Academic Affairs, who will determine whether any disciplinary measures are necessary.

ATTENDANCE POLICY

The University of Fairfax believes that consistent participation and engagement are vital to student success. Just as reliability and accountability are expected in professional life, regular attendance and active participation are essential parts of the educational experience. Students who stay engaged in their courses are far more likely to achieve academic success.

EXPECTATIONS FOR ATTENDANCE AND ENGAGEMENT

Students are expected to attend all class sessions (for on-site courses) and to actively participate in all online courses each week. "Attendance" in an online course is defined as meaningful academic engagement such as submitting an assignment, posting a discussion response, completing a quiz or test, or participating in instructor-led learning activities. Simply logging into Canvas without completing academic work does not count as attendance.

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 (i.e., attending from an appropriate, quiet location; keeping a camera on with the student's face visible throughout the session; and adhering to professional behavior and dress) is a graded component in the calculation of the course grade. Students are encouraged to participate each week in online chat room sessions facilitated by the professor in each course.

Whether the course is delivered in a physical classroom or via SyncSessions™, students are expected to attend each live session. Each required class session includes in-class assignments collectively worth 40% of the total course grade.

CONSECUTIVE ABSENCES

If a student does not attend or submit work for any course in 14 consecutive calendar days (including weekends and holidays), the University will reach out to the student to determine the student's intentions:

- Students who intend to return must notify the University in writing within five (5) days of reaching the 14-day mark and must resume participation within 21 days from their last date of attendance.
- If the student does not resume coursework by the 21st day, the student will be administratively withdrawn from the program. The withdrawal date will be recorded as the student's last date of attendance, and the date of determination (DOD) will be set as the 15th day of non-attendance.
- Term breaks listed on the academic calendar do not count toward the 14-day period. However, weekends and legal holidays during an active term do count.
- For students who received Title IV Federal Financial Aid, the University will complete a Return to Title IV (R2T4) calculation for the United States Department of Education.

ATTENDANCE EXCEPTIONS

The University understands that extenuating circumstances may occasionally prevent a student from attending a required synchronous class session. A student may request an attendance exception as follows:

1. Exceptions are reviewed on a case-by-case basis and must involve circumstances beyond the student's control.
2. Supporting documentation is required.
3. The request must be submitted within seven (7) days of the absence.
4. If approved, the student will receive an alternate assignment of equal rigor and similar content, with the same time allowance for completion as afforded to students who attended the session.

The exception is not approved until the student receives confirmation from an Academic Advisor. Students who fail to meet academic standards or complete make-up work will still receive a failing grade. Note: Not all courses are eligible for attendance exceptions.

VETERANS USING GI BILL® BENEFITS

All veteran students receiving education benefits must complete an Enrollment Certification Form each term to ensure their benefits are properly certified. Students using Chapter 33 (Post-9/11 GI Bill®) benefits are also required to verify their enrollment status each month to continue receiving their Monthly Housing Allowance (MHA) and/or kicker payments. Verification may be completed via text message or by phone, as directed by the U.S. Department of Veterans Affairs.

If a veteran student is withdrawn due to non-attendance, their education benefits will be terminated and may be reinstated if the student is readmitted and resumes coursework in accordance with University and Department of Veterans Affairs' guidelines.

RESIDENCY REQUIREMENTS

Not every course or program has a residency, but when an international student studying in the United States is scheduled in a class that includes a residency, the student is required to attend all residency sessions on the campus. For example, if a student is scheduled for a weekend residency session, the student must attend all three (3) days of the session. Missed sessions will result in a failing grade for that session's assignments and may lead to the loss of F-1 visa status

for international students in the U.S. Domestic students in a residency class are required to attend for a specified day and may choose whether to attend in person or via video conference.

ON CAMPUS RESIDENCY MAKE UP SESSIONS

Students who are studying in the United States on F-1 status may make up no more than one (1) residency session within an academic year (which is two [2] 16-week semesters) for any reason. If approved, the student will be charged $625 for the make-up session. Students with documentation of circumstances that were outside the student's control (such as natural disasters, jury duty, accidents, or family deaths) may present this documentation to request a waiver of the $625 fee. Complete and authentic documentation indicating references to dates and times that coincide with the original residency schedule must be presented to the Chief Academic Officer (CAO) to be considered for the waiver. Makeup residency sessions will only be offered when the campus is open, typically on weekdays, based on the availability of campus personnel. In no case will a make-up session be held after the end of the semester.

A missed makeup residency session will result in a failing grade (F) in the residency course and may lead to the loss of F-1 visa status for international students studying in the United States.

LEAVE OF ABSENCE POLICY

The University of Fairfax understands that life can be unpredictable and that students may need to temporarily pause their degree pursuits. This policy exists to help students navigate that process by explaining how to request a temporary "Leave of Absence" (LOA) for a planned, one-semester break. Throughout this process, students must remember to communicate with their Academic Advisors. The advisor is the student's best resource and can guide the student through the process.

KEY DEADLINE

Requests for a leave of absence must be submitted and approved at least 15 days before the first day of the semester the student plans to be absent. Students are eligible for a leave of absence only if they are in good academic standing. Students who are not in good academic standing are not eligible for a leave of absence.

TERM LOA POLICY FOR TITLE IV FEDERAL FINANCIAL AID RECIPIENTS

Students who receive federal financial aid under Title IV of the Higher Education Act (for example, Federal Direct Loans or Pell Grants) must be aware that taking a Leave of Absence can affect their financial aid eligibility. An approved LOA under Title IV regulations:

1. May not exceed 180 days within any 12-month period.
2. Must be requested in writing before the student stops attending courses.
3. Must include a stated reason for the leave that is approved by the University.

The length of this LOA cannot exceed one full term. A student may be approved for more than one LOA in a 12-month period. The number of days in the approved LOA, when added to the number of days in all other approved leaves of absence, cannot exceed 180 days in any 12-month period.

The university may not assess additional charges to a student returning from LOA, and the university may not award any additional Title IV aid until the student has completed the coursework in which the student was enrolled when the leave was granted. Additional requirements include:

- Students will begin the LOA at the beginning of a term.
- Students will remain in LOA until the end of the term leave unless they notify the university of an official request to withdraw. Students may not return early from LOA.
- The Academic Advisor and Dean will remain in communication with the student during the approved leave time frame.
- Students will receive monthly communication, notification of next term schedule, and program updates.

While on an approved LOA, the student is enrolled for Title IV purposes, and no return of federal funds is required. If the student does not return by the end of the approved leave, the withdrawal date will be the date the student began the LOA, and a Return of Title IV Funds calculation will be performed as required by federal regulations. This may result in a balance owed to the University and the Department of Education.

Students must post attendance in the first week of the subsequent term in all scheduled courses to be considered returned from LOA. If a student does not resume attendance at the end of the approved Title IV Term LOA, the university must treat the student as a withdrawal and perform the return to Title IV calculations based on the last date of attendance before the approved leave was granted.

Students should speak with the Financial Aid Office before submitting a Leave of Absence Request Form to fully understand how the leave may affect financial aid eligibility, loan deferment status (including the exhaustion of some or all of the student's grace period), and repayment timelines.

INTERNATIONAL STUDENTS (F-1 VISA)

International students studying in the United States on an F-1 visa must follow this process to take a semester-long break:

1. Annual Vacation Break: After successfully completing two consecutive 16-week semesters (a full academic year), the student is eligible for a one-semester break. Here is how to request the break:
    a. Complete the "Leave of Absence Request Form" (available from the Advisor).
    b. Send the completed form to the Academic Advisor. Digital signatures, scanned copies, or even high-quality photos of the form are all acceptable.
    c. Receive confirmation of the request's approval or denial within the first five business days of the semester.
2. If the student plans to leave the country during the break, meet with the Designated School Official (DSO) prior to departing, as the DSO must sign (endorse) your I-20 form for travel.
3. The student must return to the university and resume studies by the expected return date. Failing to return on time can put the student's visa status at risk.

4. Doctoral students are ineligible to take a semester-long leave during the dissertation courses.

RETURNING TO YOUR STUDIES

When the leave is over, the student must be in good academic and financial standing with the University. The Academic Advisor can answer any questions students may have.

MEDICAL RECORD COURSE LOAD POLICY (INTERNATIONAL STUDENTS)

International students in F-1 status are generally required to maintain full-time enrollment from the start of their program until program completion. Under federal immigration regulations, the Student and Exchange Visitor Program (SEVP) permits a Medical Reduced Course Load (MRCL) when a student is temporarily unable to maintain a full course of study due to a documented medical condition. Students experiencing a qualifying medical condition should consult with their Academic Advisor before reducing enrollment. Approval must be granted prior to any reduction in course load and approved Medical Reduced Course Loads are recorded in the student's SEVIS record.

A Medical Reduced Course Load is approved on a term-by-term basis. Students must provide a doctor's note from a U.S.-licensed Medical Doctor (MD), Doctor of Osteopathy (DO), or Clinical Psychologist/Psychiatrist recommending a Medical Reduced Course Load for the applicable term dates. The doctor's note must specify whether the student should drop all courses or reduce enrollment, including any modality limitations (e.g., residential or online), as applicable. General medical records or reports that do not include a recommendation for a reduced course load may not satisfy this requirement.

Students may request an MRCL prior to the start of the term. Requests must be received and approved no later than the last day of the Drop/Add period of the term in which the change is requested. If a student is officially withdrawn, unofficially withdrawn, or administratively withdrawn prior to the effective date of an approved Medical Reduced Course Load, the approval will be voided and no MRCL will be applied to the student's SEVIS record.

Students may renew an MRCL for additional terms, if needed, by submitting a new request and updated doctor's note each term. An MRCL may be used for multiple terms but may not exceed 12 months aggregate per program level. Prior authorized medical reduced course load time at the same program level may count toward the 12-month aggregate limitation.

Students are expected to resume full-time enrollment by the return date indicated in the approved MRCL. Failure to resume full-time enrollment as required may result in withdrawal from the University and may result in loss of F-1 eligibility and SEVIS action. An MRCL has no effect on the student's standards of progress, as the student remains actively enrolled; however, a course reduction may influence program completion time.

EXPERIENTIAL LEARNING AND PRACTICUM REQUIREMENT

Because learning occurs both in the classroom and through real-world application, the University integrates experiential learning opportunities across all degree levels—from baccalaureate through doctoral programs. These experiences are designed to help students apply academic knowledge, strengthen professional skills, and prepare for advancement in their chosen careers.

PRACTICUM REQUIREMENT FOR INTERNATIONAL STUDENTS

In accordance with federal regulations governing F-1 visa holders, international students studying in the United States are required to complete a practicum or similar supervised work experience as an integral component of their program. The practicum provides an opportunity for students to apply their learning in a professional setting related to their fields of study.

- International students must complete the practicum with an organization located in the United States that agrees to provide supervision and verification of the student's work.
- Each practicum placement must be approved by the University prior to the start of the experience.
- Practicum hours vary by program and degree level, typically ranging from 80 to 640 hours per academic term.

STAYING ON TRACK: THE 80-HOUR MINIMUM

Meeting the minimum of 80 hours per semester is crucial for the student's progress, but the University understands that sometimes challenges arise. If a student does not complete the 80 hours in a semester, the student will receive one (1) additional semester to complete the missing hours. During that next semester, the student must complete both the hours missed and the new hours for the current semester (totaling 160 hours between the two semesters). For example, if a student only completed 50 hours in the Fall semester (missing 30 hours), that student must complete those 30 hours plus the 80 new hours for the Spring semester, for a total of 110 hours, by the end of Spring. If all required practicum hours (both past and current) are not completed by the end of the second, grace-period semester, the student is subject to dismissal from the program.

EXPERIENTIAL LEARNING FOR DOMESTIC AND ONLINE STUDENTS

Students who are not required to complete a practicum are strongly encouraged to participate in experiential learning activities that complement their studies. These may include supervised work experiences, applied research, community service projects, professional internships, or other practice-based learning aligned with program outcomes and career goals.

Students are responsible for identifying and securing their practicum or experiential learning opportunities, with support and approval from the University. Common placement sites include businesses, nonprofit organizations, government agencies, and other entities relevant to the student's academic discipline.

STANDARD COURSE LOAD AND PROGRAM LENGTH

UNDERGRADUATE STUDENTS

At the University of Fairfax, full-time undergraduate students enroll in at least 12 credit hours per 16-week semester. This typically includes four different 3-credit courses offered across either 8-week or 16-week sessions.

- Full-time: 12 or more credit hours per term
- Half-time: 6–11 credit hours per term

Students may enroll in up to 18 credit hours in a single term (typically six distinct 3-credit courses), but enrolling in more than 12 credits requires prior approval from the Dean to ensure appropriate academic balance. To estimate how long it will take to complete a degree, divide the total program credits by the number of planned credits in each term. For example:

- A 120-credit bachelor's degree completed at 12 credits per term takes 10 semesters (120 ÷ 12 = 10).
- Taking 15 credits per term reduces that to 8 semesters.
- Taking the maximum 18 credits per term can shorten completion to approximately 7 semesters (28 months) since the University offers three semesters per calendar year.

GRADUATE STUDENTS

Full-time graduate students enroll in at least 6 credit hours per 16-week term, which typically means two 3-credit courses offered across 8-week or 16-week sessions.

- Full-time: 6 or more credit hours per term
- Half-time: 3–5 credit hours per term

Graduate students may take up to 12 credit hours per term (four 3-credit courses) with Dean approval required for enrollment above 6 credits. To estimate the time to completion, divide the program's required credits by the number of planned credits in each term. For example:

- A 62-credit doctoral program completed at 12 credits per term takes about 5 to 6 semesters (62 ÷ 12 = 5.2).
- Taking 6 credits per term extends the program to 11 semesters.

DOCTORAL STUDENTS

Like graduate students, full-time doctoral students enroll in at least 6 credit hours per 16-week term until they approach the dissertation phase.

- Full-time: 6 or more credit hours per term
- Full-time 1-3 credit hours per term (Dissertation only)
- Half-time: 3–5 credit hours per term

Students enrolled in individual dissertation courses carrying one (1) to three (3) credit hours are considered full-time. Dissertation courses require substantial independent research, scholarly activity, and faculty-directed academic engagement. The University considers the academic workload associated with these courses to be a full-time course load. This situation applies only to the 14-credit dissertation course sequence that is required as part of the student's doctoral program. International students studying in the United States on an F-1 Visa who have reached the dissertation phase of their programs must take 6 credits per term to remain full-time.

TECHNOLOGY REQUIREMENTS

To ensure academic success, students must have access to a reliable computer that meets or exceeds the University's minimum technical standards, and a smartphone with access to the internet. These requirements support all University of Fairfax programs and are designed to remain sufficient throughout a student's entire program of study, but students may benefit from taking advantage of regular hardware and software advances. Specific courses may require additional software or applications. While Mac computers can access most University resources through remote tools, Windows-based systems are recommended and supported.

Doctoral students may be required to use several applications and virtual environments, such as:

- SAS OnDemand
- SPSS
- Oracle VirtualBox
- Kali OS
- Apache Web Server
- GNU/Linux
- OpenSSL
- ROS (Robot Operating System)
- Blender (3D Graphics)
- Orange (Data Mining)

MINIMUM COMPUTER SPECIFICATIONS

Component	Minimum	Recommended	Best
CPU	4-core, 3.0 GHz	6-core, 3.0 GHz	8-core, 3.0 GHz
RAM	16 GB	32 GB	32 GB
Storage	500 GB SSD	1 TB SSD	1 TB SSD
Graphics	Integrated or 2 GB (DirectX 11)	4 GB or NVIDIA 4 GB (DirectX 11)	4–6 GB NVIDIA (DirectX 11)
Operating System	Windows 11 (64-bit, Professional Edition only)	Same	Same
Required Accessories	2 USB 3.0 ports, microphone, camera, external or cloud-based USB drive (500 GB for backup)	Same	Same

Note that mobile devices such as tablets or smartphones may be used for light tasks (checking grades, messages, or due dates in Canvas), but are unsuitable for taking exams, uploading assignments, or completing coursework.

REQUIRED SOFTWARE AND APPLICATIONS

Productivity Suite

- Microsoft Office: Access, Excel, OneNote, Outlook, PowerPoint, Power BI, Project, Publisher, Visio, Sway, Word, Forms, Delve
- Internet browsers (multiple recommended): Microsoft Edge, Google Chrome, Safari, Firefox
- Adobe Acrobat Professional (for PDF creation and editing)
- Zoom Desktop Client (Download)

Optional Free Video/Photo Editing Tools
(Choose one or two for multimedia assignments)

- PowerDirector – Best overall
- Promeo – Ideal for social media content
- iMovie – Beginner-friendly
- Splice – Simple trimming and cropping
- Quik – Great for quick montages
- KineMaster – For advanced editing
- Filmmaker Pro – Best for vertical editing
- InShot – Excellent for social media creators
- Mojo – Great for posts and stories
- VivaVideo – Good for beginners

SYSTEM MAINTENANCE

Students are responsible for maintaining their systems, including:

- Keeping Windows Updates, .NET Framework, and security software current
- Ensuring stable internet access (minimum 10 Mbps recommended)
- Backing up course files regularly to an external or cloud drive

PROCTORED ASSESSMENTS AND EXAMINATIONS

To maintain academic integrity and verify student identity, the University of Fairfax administers proctored assessments and examinations throughout its degree programs. Most of these proctored exams are administered during live, synchronous class sessions. Before the assessment is delivered, students must present a valid government-issued photo identification (or another approved form of identification). During the assessment, the faculty member administering the assessment observes the student to ensure that the person completing the work is the enrolled student. Using this process, the University upholds its commitment to academic honesty.

CHANGE OF STUDENT INFORMATION

Students are responsible for keeping their personal information current with the University. If a student's address, phone number, email, or employer changes, the student must inform the Academic Advisor immediately.

NAME CHANGE POLICY

To change a student's legal name on file with the University, the student must submit the following items to the Office of Student Services:

- Copy of the updated Social Security card (when applicable)
- Driver's license or other government-issued ID reflecting the new name

Once all required items have been received and verified, the student's name will be updated in all University records and official documents.

SATISFACTORY ACADEMIC PROGRESS AND ACADEMIC STANDING POLICY

The University of Fairfax requires all students to maintain Satisfactory Academic Progress (SAP) toward the successful completion of their degree programs. SAP applies to all students, regardless of whether they receive financial aid, and is reviewed after each academic term.

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STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

To remain in good academic and financial aid standing, students must meet both qualitative and quantitative standards:

1. Cumulative Grade Point Average (Qualitative Measure)
   a. Undergraduate students must maintain a minimum Cumulative GPA of 2.0.
   b. Graduate and doctoral students must maintain a minimum cumulative GPA of 3.0.
2. Completion Rate (Quantitative Measure)
   a. Students must successfully complete at least 67% of all attempted credits (measured cumulatively).
3. Maximum Timeframe
   a. Students must complete their programs within 150% of the published program length, measured in attempted credits (for example, a 36-credit master's program must be completed within 54 attempted credits).

SAP EVALUATION AND STATUS DESIGNATIONS

SAP is evaluated at the end of each term based on cumulative performance. The University uses the following status designations:

Status	Description	Impact on Aid & Enrollment
Attending	The student meets the GPA and completion rate requirements.	The student is eligible for continued enrollment and financial aid.
Financial Aid/ Academic Warning	The student fails to meet SAP standards for the first time. The student meets with the Academic Advisor to create an academic plan.	The student may continue to receive aid for one term while improving performance.
Financial Aid/ Academic Probation (After Appeal)	The student successfully appeals the SAP withdrawal and demonstrates a likelihood of meeting SAP within one term and follows an academic plan.	The student is eligible for aid while under the terms of the approved appeal.
Withdrawal (SAP Dismissal)	The student fails to meet the SAP standards and is ineligible for an appeal.	The student is ineligible for continued enrollment at the University.

If a student who was previously not meeting SAP meets all standards at the next evaluation point, the student is returned to Attending, and full financial aid eligibility is restored for subsequent terms.

THE APPEAL PROCESS

If a student is Withdrawn after a period of Financial Aid/Academic Warning, the student has the right to appeal. Valid reasons for an appeal include:

- A serious illness or injury to the student or an immediate family member.
- The death of an immediate family member.
- Other significant, unexpected circumstances that were outside of the student's control.

How to Appeal:

1. Complete the Appeal Form, which may be obtained from the Academic Advisor.
2. Provide supporting documentation as official proof of the circumstances (e.g., a letter from a doctor, a death certificate, police reports, etc.). This is a crucial and essential step.
3. Submit an Academic Plan, developed with an Academic Advisor, that shows exactly which courses the student will take to get back into Good Standing.

Each appeal is reviewed by an academic leader who notifies the student of the decision via email. All SAP determinations, including appeals decisions, are communicated to the student in writing and maintained in the student's permanent record.

- If the appeal is approved, the student is placed on Financial Aid/Academic Probation. The student will remain eligible for financial aid for one (1) semester and must follow the academic plan. At the end of the semester, this student must meet all SAP standards, or the student will be withdrawn from the University (SAP Dismissal).
- If the appeal is denied, the student will be withdrawn from the University (SAP Dismissal).

DURATION OF ACADEMIC WARNING AND PROBATION

Academic Warning and Academic Probation are temporary statuses designed to help students recover satisfactory progress. A student may remain on Academic Warning for no more than one semester. If satisfactory progress is not regained, the student will be Withdrawn and must successfully appeal to be placed on Academic Probation.

Academic Probation may continue for one additional semester, following an approved appeal, during which the student must follow the approved Academic Plan. Students who fail to return to Good Academic Standing within the approved timeframe will be Withdrawn from the University.

REESTABLISHING ELIGIBILITY

A student may regain SAP and financial aid eligibility by successfully completing sufficient coursework at the student's own expense to meet GPA and completion standards, or by meeting all requirements of an approved academic appeal.

UNDERSTANDING SATISFACTORY ACADEMIC PROGRESS (SAP)

The University of Fairfax is committed to helping all students understand how academic performance and course completion affect their eligibility to remain enrolled and, where applicable, to receive financial aid. The following examples and definitions are provided to clarify how Satisfactory Academic Progress (SAP) is calculated and maintained.

ATTEMPTED AND EARNED CREDITS

Attempted credits include all courses for which a student is officially registered and receives a grade (including grades of A, B, C, D, DPR, F, W, I, or AU). Earned credits include only those courses successfully completed with passing grades.

Incomplete grades (i.e., courses with a grade of "I") are counted as attempted but not earned until a final grade is submitted. Once a final grade is posted, the student's SAP will be recalculated.

Transfer credits accepted toward a student's program are counted as both attempted and earned when calculating SAP, but they are not included in the student's Cumulative GPA calculation.

For students who change programs and/or earn additional degrees, only those credits attempted and grades earned that count toward the student's current program of study will be included in the determination of the student's satisfactory academic progress.

COMPUTING A CUMULATIVE GRADE POINT AVERAGE (CGPA)

The Cumulative Grade Point Average (CGPA) is a summary of a student's overall academic performance at the University. It reflects the average of all the grades a student has earned in the courses and is used to determine the student's academic standing each semester. Here is how a CGPA is calculated:

- Each letter grade earned is assigned a grade point value (see the Grading Scales below).
- That grade point value is multiplied by the number of credits for the course to get the grade points for that class.
- The total grade points for all completed courses are added together.

Finally, that total is divided by the total number of credits the student has attempted to find the student's CGPA. For example, if a student earned an A (4.0) in a 3-credit class and a B (3.0) in another 3-credit class, the student's total grade points would be:

$$(4.0 \times 3) + (3.0 \times 3) = 21.$$

Dividing that total of 21 by the total credits (6) displays the student's CGPA as 3.5.

COMPUTING A COMPLETION RATE

A student is enrolled in a 36-credit master's program. At the end of the second term, the student has attempted 18 credits and successfully completed 12 credits. The completion rate is calculated as follows:

$$12 \text{ (earned credits)} \div 18 \text{ (attempted credits)} = 66.7\%.$$

Because this completion rate falls below the required 67% minimum, the student does not meet SAP's quantitative measure. The student would be placed on Financial Aid/Academic Warning for the next term. This student must raise the completion rate by the end of that term to avoid being Withdrawn.

COMPUTING A MAXIMUM TIMEFRAME

Students must complete their programs within 150% of the published program length, measured in attempted credits. For example, a 36-credit master's program must be completed within 54 attempted credits ($36 \times 1.5 = 54$). Students who can no longer complete the program within the Maximum Timeframe are Withdrawn.

QUESTIONS OR ASSISTANCE

Students who have questions about their academic standing or SAP calculations are encouraged to contact the Academic Advisor or the Financial Aid Office for personalized guidance.

GRADING SCALES

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

UNDERGRADUATE SCALE

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
C-	70-72	1.67
D+	67-69	1.33
D	60-66	1
F	Below 60	0
I	Incomplete	N/A
W	Withdrawal	N/A
AU	Audit	N/A
A 2.0 CGPA is required to successfully complete the program.		

GRADUATE SCALE

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	N/A
W	Withdrawal	N/A
P	Progress	N/A
NP	No Progress	N/A
AU	Audit	N/A

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

DISSERTATION COURSES

Dissertation courses (i.e., those beginning with RES and DST prefixes) are completed based upon individual performance, according to the following:

- Students who interact with the advisor on a regular basis and/or submit all deliverables as outlined by the course receive a grade of "P."
- Students who do not submit course deliverables, who do submit deliverables that did not meet course requirements, or who failed to have regular interaction with the advisor receive a grade of "NP."

INCOMPLETES

Unexpected circumstances may prevent a student from finishing all course requirements on time. In these cases, a student may request an Incomplete (I) grade to allow extra time for coursework, rather than receiving a final grade immediately. A student may request an Incomplete if all the following conditions are met:

- The student is unable to complete coursework due to circumstances beyond their control, supported by third-party documentation (for example, a doctor's note or employer verification).
- The request is made before the final week of the course and is approved by the course instructor, the Dean, and the Vice President of Student Services.
- The student has been actively participating in the course within the last 14 days of the term.
- The student's grade at the time of the request is 70% or higher.

When an Incomplete is approved:

- Students have 14 calendar days after the end of the term to submit all outstanding coursework in the learning management system.
- No late penalties will be applied to these assignments.
- Once all work is submitted and graded, the instructor will submit a grade change form to replace the "I" with the final grade earned.
- If coursework is not completed within 14 days, the "I" will automatically revert to the grade earned before the Incomplete was granted.
- Additional extensions beyond the initial 14 days are not permitted.
- While an "I" remains on record, it is temporarily treated as an "F" for Satisfactory Academic Progress (SAP) calculations.

Important Notes

- Certain time-sensitive coursework (e.g., discussion posts and live session participation) cannot be completed after the course ends and therefore cannot be included in an Incomplete.
- Only major course deliverables (i.e., final projects, papers, or exams) are eligible for extension.
- All remaining assignments must be submitted directly within the original course shell through the designated assignment drop boxes.

To request an Incomplete, the student must email the Request for Incomplete Form and complete documentation of the circumstances to the Academic Advisor.

WITHDRAWALS

Students who choose to withdraw from a course before completion receive a grade of "W." The "W" carries no credit and does not affect the cumulative GPA; however, it counts toward the maximum timeframe and completion rate when measuring Satisfactory Academic Progress (SAP). Students who stop attending or submitting work but do not officially withdraw or request an Incomplete will receive a grade of "F." Students who must withdraw due to military service will receive the same consideration and grading standards as other students.

AUDITED COURSES

Students who wish to audit a course (attend without earning credit) must receive prior approval from the Dean. Audit students are expected to meet the same attendance requirements as other class members, but participation in assignments and projects is optional. The student's transcript will display "AU," indicating the course was audited and carries no grade or credit. A previously

audited course may later be taken for credit, and students may choose to audit a course they have already passed. Course fees apply to all audited courses.

REPEATED COURSES

Students must repeat any course in which they earn a grade of "F" or "NP." Students may choose to repeat a course to improve their understanding or raise their Cumulative GPA (CGPA). Only the highest grade earned will count toward the CGPA. All attempts will appear on the transcript, yet the credit for a repeated course is awarded only once. A single course may be repeated up to three times unless additional attempts are approved by the Chief Academic Officer. Students may not repeat dissertation courses more than three times. Standard tuition and fees apply at the current rate for all repeated courses.

TRANSCRIPT GRADING KEY

Grade	Meaning	Grade Points	Notes
	Standard Letter Grades (A-F)		
A	Excellent	4.0	Highest undergraduate performance
B	Above Average	3.0	Good work above expected standards
C	Average	2.0	Acceptable, meets minimum standards
D	Below Average	1.0	Passing for undergraduate credit Not passing for graduate credit
F	Failure	0.0	No credit earned
DPR	Core Prerequisite Failed	0.0	Required prerequisite not met; must retake
FS	Failure to Meet Enrollment Standards	Not Applicable (N/A)	Treated as a type of failure; often used for attendance or participation issues
	Transfer Grades		
T	Transfer Credit	N/A	Credit accepted from another institution; not factored into GPA
X	No Transfer Credit	N/A	Coursework not accepted for transfer credit
	Withdrawal/Repeat Grades		
W	Withdrew	N/A	Dropped the course after start date
R	Repeated Course	N/A	Highest grade for the course counts toward GPA
DR	Drop During Drop/Add	N/A	Student dropped during drop/add period
CN	Cancelled During Drop/Add	N/A	Student started but cancelled during drop/add
	Special Status Grades		
I	Incomplete	0.0	Unfinished work must be submitted to earn a grade
PP	Pass	N/A	Used for pass/fail or non-credit work
FF	Fail	0.0	Used for pass/fail or non-credit work
AU	Audit Class	N/A	Taken for enrichment only, not for credit
NC	Refresher Course	N/A	Used for refresher courses (after Nov 7, 2016, assigned "AU")
Y	Course Passed, Credit Awarded	N/A	Earned via passing an internal challenge examination
LW	Work Experience Credit	N/A	Credit based on prior work or experiential learning
OC	Orientation Complete	N/A	Non-credit completion marker
OI	Orientation Incomplete	N/A	Non-credit incomplete marker

GRADE APPEAL POLICY

The University encourages open communication between students and faculty. Students with concerns about a course grade should discuss the issue directly with the instructor who issued the grade. Most concerns can be resolved through this conversation. If, after speaking with the

instructor, the student still believes the grade was assigned in error, the student may submit a formal grade appeal by following the steps below.

1. Submit an appeal within ten (10) business days after the end of the class by emailing the Dean.
2. The written appeal should include the student's full name and student number, course name and term, a clear explanation of why the grade is incorrect, supporting documentation (e.g., graded assignments, screenshots, or other evidence), and a phone number and times to discuss the matter.

The appeal will be reviewed by the Dean within five (5) business days of receipt. If approved, a grade change form will be submitted to the Registrar for final approval. Once processed, the student will receive written notification by email. If denied, the student will be notified by email and provided with the reason for the decision.

If the student disagrees with the outcome of the grade appeal, the student may submit a formal grievance under the University's Grievance Policy, as described in this catalog.

Academic Honors

For the distinction of "High Honors," a student must graduate with a CGPA between 3.75 and 4.0. The distinction of "Honors" is awarded to a student who graduated with a CGPA between 3.50 and 3.74. The name of any student who earns a grade point average between 3.5 to 3.9 in an academic semester will be placed on the Dean's List. The name of any student who earns a grade point average of 4.0 in an academic semester will be placed on the President's List. The lists are prepared at the end of each semester.

Program Modifications

COURSE SUBSTITUTIONS

Students may receive approval to substitute a course within a program (unless the requested course is used for programmatic assessment) by submitting the Course Substitution Form to the Academic Advisor.

TRANSFER OF COURSE CREDITS

Many students bring valuable learning from previous colleges and universities, which the University is proud to recognize. Applicants and students may transfer previously earned college credits toward a University of Fairfax degree program, as long as at least 25% of the program's course credits are completed at the University of Fairfax. The Registrar's Office will carefully review previous transcripts to ensure the previously earned credits align with the program requirements. Please note that while transfer credits count toward your total coursework, they do not affect a student's cumulative grade point average (CGPA).

To qualify for transfer credit, prior coursework must meet these standards:

- The course was completed for credit at an accredited institution.
- The course content, rigor, and credit hours are equivalent to those offered at the University of Fairfax.
- The student earned a grade of at least "C."

- Courses completed more than five years ago may not be accepted due to the rapid rate of change in the field.

Transfer credit is not awarded for non-academic or life experience (the University has a different bucket for that credit—see the Experiential Credit section), nor for doctoral programs where advanced standing has already been granted.

Students who would like an evaluation of prior coursework for possible transfer acceptance must inform the University during the admissions process or may request a review from the Registrar's Office after acceptance into the University. The University will guide the individual through requesting official transcripts and help ensure a smooth process.

All prior coursework is reviewed to confirm it meets the standards of the University. The University will not deny transfer credit solely based on the type of accreditation held by the sending institution. It is the student's own responsibility to avoid duplicating a course for which credit may be awarded. Any duplication which results in Title IV and Veterans overpayments to the student is the responsibility of the student.

Students with questions or who believe additional credits should be accepted are welcome to appeal using the University's Grievance Policy.

CONVERSION OF QUARTER TO SEMESTER HOURS

Courses completed in a quarter-hour system that are equivalent in content, rigor, and learning outcomes to courses at the University of Fairfax will be considered for transfer credit. For conversion purposes, one (1) semester credit hour is equivalent to 1.5 quarter credit hours. To determine semester credit hour equivalents, the number of quarter credit hours earned will be divided by 1.5. When the result includes a fraction, the number of semester credit hours will be rounded up to the next full credit hour for the benefit of the student. For example, a course valued at four (4) quarter credit hours converts to 2.67 semester credit hours, which will be rounded up to three (3) semester credit hours of transfer credit.

TRANSFERABILITY OF EARNED CREDITS

Students and graduates should note that when seeking to transfer credits from the University of Fairfax to another educational institution, the receiving institution has full discretion as to which credits are accepted in transfer.

GLOBAL FOCUS CLASSES

When a course is scheduled to be offered, the university will strive to limit the course size of didactic courses to no more than 30 students (or lower when required by a regulatory entity). If a course does not have at least three (3) registered students within seven (7) days of the scheduled term start, that course will be reviewed for cancellation or conversion to a directed study ("Global Focus" class). Global Focus classes ensure students can complete required coursework while maintaining academic rigor and receiving appropriate support.

A student may be eligible for a Global Focus if:

- The course is required for a student's timely graduation,

- The student has no alternative course options within the academic year,
- The student is meeting Satisfactory Academic Progress (SAP) requirements as defined by university policy, and
- A faculty member is available to supervise the course.

To be approved, the student must:

- Submit a Global Focus Request Form endorsed by the student's academic advisor.
- Receive approval from the Dean/Program Chair.
- Agree to follow the standard syllabus and meet all deadlines set by the instructor.

Approved students will complete coursework through Canvas. During Week 1 of the course, the student must meet with the instructor to review the course expectations. The student is required to follow the established course schedule and meet (or exceed) all deadlines set by the instructor. It is the student's responsibility to maintain proactive communication with the instructor regarding academic progress or challenges inside a Global Focus course.

EXPERIENTIAL CREDIT

The University offers credit for what the student has already learned (sometimes called "Credit for Prior Learning;" however, it does not give the student automatic credit for past experience. Each requesting student must work directly with the Academic Advisor to complete the process of applying to receive credit.

To be eligible to receive prior learning credit for a course, students must demonstrate that past experiences resulted in college level learning and met the course learning objectives. There are a variety of options to help the student do this:

- Taking a University-administered Challenge Exam
- Military Training
- Passing competency-based examinations
- Presenting a Portfolio of Prior Learning Assessment (PLA)

CHALLENGE EXAMS

Challenge exams may be used in select courses to allow students to demonstrate prior knowledge or skills in place of traditional course completion. To take an exam, the student must obtain approval from both the department's leader and from the Student Services department. Challenge exams are proctored. The University does not provide study materials or a study guide for students taking the Challenge Exams.

Course Limit

A student may attempt challenge exams for no more than 25% of the program requirements.

Timing and Eligibility

Once a student has started a course, a challenge exam may not be used as a substitute for coursework or as a final grade. The University will offer these exams only during the first 35 days of each term.

Passing Requirement
A minimum score of 70% is required to pass the challenge exam.

Retakes
If the student does not pass on the first attempt, the student is eligible for one (1) retake attempt.

Transcript and Credit
Credit earned through a challenge exam is awarded as a passing grade and is not factored into GPA unless otherwise stated in institutional policy. If a student successfully tests out of a course in which the student had previously taken a class in which an unsatisfactory grade was earned, the previous grade on the student's transcript will be supplanted by the successful exam, the student's GPA will be adjusted accordingly, and the additionally attempted credits will be added to the student's maximum timeframe calculation. If a student is in a warning, appeal, or probationary status, this updated GPA will not remove the status until the next scheduled evaluation (usually after the next term of enrollment).

Military Training

The University of Fairfax recognizes the valuable learning and leadership experiences gained through military service. Credit may be awarded for military training and occupational experience as recommended by the American Council on Education (ACE), provided the training is relevant to the student's program of study.

Students must submit an official Joint Services Transcript (JST) or Community College of the Air Force (CCAF) transcript for evaluation. The University will review these transcripts and apply credit recommendations consistent with ACE guidelines and University transfer credit criteria.

Competency-Based Examinations

The University of Fairfax recognizes demonstrated college-level learning achieved through nationally standardized examinations. Students may earn transfer credit for successful completion of competency-based examinations that assess mastery of college-level subject matter. Accepted examinations include:

- Advanced Placement (AP) Examinations administered by the College Board
- College-Level Examination Program (CLEP)
- DANTES Subject Standardized Tests (DSST)

Credit may be granted under the following conditions:

- Official score reports must be sent directly to the University of Fairfax.
- Minimum scores required for credit are consistent with ACE (American Council on Education) or College Board recommendations, as applicable.
- Credit will be applied only to equivalent courses within the student's program of study.

All competency-based examination credits will be evaluated on a case-by-case basis to ensure alignment with course outcomes and University standards.

Prior Learning Assessment (PLA) Portfolio

The University recognizes that meaningful learning occurs both inside and outside the classroom. Through the PLA portfolio process, students may earn up to 25% of the academic credit for their program at the University via college-level learning gained through professional experience, service, licensure or certification, volunteering, or other documented activities. A complete PLA portfolio should include:

- A detailed summary of relevant workplace training
- Copies of licenses, certifications, or diplomas
- Documentation of volunteer, civic, or community service activities
- Transcripts, training certificates, letters from employers, or samples of work product
- A reflective narrative that explains what the student knows, how the learning occurred, and how the learning can be demonstrated in a college-level context.

Once submitted, the portfolio is evaluated by qualified faculty to determine whether the demonstrated learning aligns with course-level competencies. Credit awarded through PLA appears on the student's transcript as transfer and counts toward degree completion requirements, helping students progress toward graduation more quickly.

Elective Credit Recognition for Full-Time Employment Experience

The University of Fairfax recognizes that meaningful learning often occurs through professional practice and workplace experience. To honor this learning, the University offers degree-seeking students the opportunity to earn elective credit through verified full-time employment.

Undergraduate Students

Enrolled undergraduate students may earn up to twelve (12) semester credit hours of elective credit per verified year of full-time employment. These credits are recorded on the transcript as Career Exploration (REX4000, REX4001, etc.) and apply exclusively toward elective credit requirements within the student's academic program.

Graduate Students

Enrolled graduate students may earn up to three (3) semester credit hours of elective credit per verified year of full-time employment. These credits are recorded on the transcript as Career Exploration (REX7000, REX7001, etc.) and apply exclusively toward elective credit requirements in the student's program of study.

Eligibility Criteria

To qualify for Recognition of Professional Experience (REX) credit, students must:

- Be currently enrolled in a University of Fairfax program.
- Demonstrate verified full-time employment (minimum of 40 hours per week) sustained for at least twelve consecutive months.
- Provide verification of legally recognized, verifiable employment in any field or industry.

Credit Allocation and Limitations

Credit is awarded as non-course-based elective credit under the course title Career Exploration (REX prefix). Credits may not substitute for core requirements, and the maximum number of credits awarded through this policy may not exceed the number of elective credits required by the program. Students may not receive duplicate credit for the same period of employment under other experiential or prior learning assessment policies. Credits awarded under this policy carry no grade value and do not affect the cumulative grade point average (CGPA).

Verification Process

Students seeking REX credit must submit documentation verifying qualifying employment, which may include, but is not limited to:

- Employer verification letters,
- W-2 forms or equivalent tax documentation, or
- Consecutive pay statements confirming full-time employment.
- Documentation will be reviewed and verified by the Registrar's Office, and approved credit will be transcripted as "Career Exploration."

Tuition and Fees

No tuition is assessed; however, a $50 fee is charged per credit for the evaluation or awarding of Recognition of Professional Experience (REX) credit. Once a course is accepted, the student will be notified. The student must pay the fee prior to the transfer of work-life credits being posted to the student's account. The student has 14 business days from the time of approval to pay the fee.

RIGHT TO CHANGE ASPECTS OF THE EDUCATIONAL PROGRAM

The University reserves the right, in its sole discretion, to confer or award additional certificates, diplomas, degrees, or other academic credentials to students who have successfully completed coursework, competencies, or other requirements that may warrant such recognition. The awarding of any additional credential shall not alter the student's tuition and fee obligations otherwise expressly stated in writing and shall be subject to applicable accreditation, regulatory, and licensing requirements.

DOCTORAL PROGRAM TIME RESTRAINTS

Doctoral students are expected to complete all program requirements within a minimum of two (2) years and a maximum of eight (8) years from the date of initial enrollment to ensure both academic quality and the continued relevance of coursework and research. Students who do not complete their program within the limit will be administratively withdrawn and must formally petition for readmission if they wish to return to their studies.

Students who need additional time beyond the limit may submit a one-time petition for a program extension within 21 calendar days of receiving notice of program withdrawal due to time limit expiration. If the petition is denied, the student may submit a final appeal to the President.

Administrative Withdrawal

The University reserves the right to administratively withdraw any student when it determines that such action is in the best interest of the student, the University community, or both. Administrative withdrawal may occur for reasons including, but not limited to:

- Failure to comply with University rules, regulations, or policies;
- Failure to maintain satisfactory academic progress;
- Failure to meet attendance or participation requirements as outlined in this catalog;
- Conduct or behavior that interferes with the learning environment or operation of the University; or
- Failure to meet financial obligations to the University.

Any student determined to be unwilling or unable to abide by University rules, regulations, or policies may be dismissed and withdrawn from enrollment at the University. Students who are dismissed under this policy may appeal their dismissal by filing a grievance in accordance with the procedures set forth in the University's Grievance Policy.

Graduation Requirements

The University confers degrees to students who have successfully completed all academic and administrative requirements of their programs. After a student finishes the final course in the student's program, the Chief Academic Officer (CAO) reviews and certifies completion of all degree requirements. Once certification is confirmed and all financial obligations have been met, the University confers the degree and any applicable certification(s) and specialization(s) on the student.

Requirements for All Graduates

To qualify for graduation, students must:

- Complete the minimum number of credit hours required for the degree program.
- Meet all program and specialization requirements, including all required and elective courses.
- Earn at least the minimum cumulative grade point average (CGPA) designated for the degree.
- Fulfill all financial and administrative obligations to the University.

Requirements for Doctoral Graduates

In addition to the above, doctoral candidates must:

- Complete and obtain formal approval of their doctoral dissertation, and
- Successfully defend the dissertation as described in the *Dissertation Handbook*.

Transcripts

The official progress record of a student is maintained by the University indefinitely. Transcripts are issued by the Registrar's Office upon receipt of a signed Transcript Request Form. All graduated students will receive one official transcript without charge. This record is released electronically to the student at the time of graduation. Transcript requests are made via the University's website. There is a $10 charge per request.

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS

ACADEMIC FREEDOM

Learning flourishes in an environment of open inquiry and respectful dialogue. Students and faculty are encouraged to exchange ideas freely, explore diverse perspectives, and engage in thoughtful discussion on complex or controversial topics. While academic freedom is a shared value, students are expected to express their viewpoints in ways that are professional, courteous, and considerate of others. Faculty members play a key role in fostering this environment by guiding discussion, promoting mutual respect, and ensuring that every voice can be heard without fear of reprisal.

ACADEMIC RECORDS POLICY

The University of Fairfax protects the privacy and integrity of all student records in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA grants students specific rights regarding their educational records, including:

- The right to review and inspect the student's educational records.
- The right to request corrections if the student believes information is inaccurate or misleading.
- The right to expect confidentiality in the handling and release of personally identifiable information.

Students wishing to review their academic records must submit a written request to the Chief Academic Officer (CAO). The University will arrange access within 45 days of receiving the request by allowing the student to review the records during regular business hours or by special appointment.

All official records are securely maintained in electronic format. At a minimum, the student's application for admission, financial ledger, and academic transcript are retained permanently as part of the University's official record.

GRIEVANCE POLICY

The University of Fairfax provides a fair, timely, and consistent process for resolving student complaints and grievances, including allegations of discrimination on the basis of race, color, religion, creed, ancestry, gender, marital status, sexual orientation, national origin, age, physical or other disability, military or veteran status, or receipt of public assistance. This policy is designed to ensure prompt and equitable resolution of all student concerns. The University encourages informal resolution whenever possible but provides a formal procedure when informal resolution is not appropriate or successful.

FILING A COMPLAINT

Students are encouraged to attempt informal resolution of routine academic or administrative concerns through the appropriate instructor, advisor, dean, or University office prior to filing a formal grievance when appropriate.

Any student who wishes to file a formal grievance should address it as follows:

1. A formal grievance should be filed in writing by email to Formalgrievance@ufaoirfax.edu. The formal grievance should contain the name, address, telephone number, and email address of the student filing the grievance, a brief description of the circumstances giving rise to the grievance, and written statements from all other persons involved in the grievance who wish to be heard. The student should also provide copies of any documents, correspondence, screenshots, recordings, or other evidence the student wishes the University to consider as part of the investigation. The University may also review relevant University records and communications as part of the investigation.
    - A formal grievance should be filed within thirty (30) days of an alleged incident or one (1) week after the complainant becomes aware of the circumstances giving rise to the grievance, whichever is later.
    - Upon receipt of the formal grievance, the Vice President of Academic Affairs (VPAA), or designee, will coordinate and conduct an investigation of the grievance in consultation with the appropriate Program Dean, Chairperson, or other relevant University personnel, as applicable.
    - Following completion of the investigation, the investigative findings and supporting documentation will be submitted to the Provost for review and determination.
    - The Provost will review the investigative findings, make a determination, and take such action as is deemed appropriate within ten (10) business days of receipt of the investigative findings.

Appeal to the Executive Vice President Of Operations

2. If the complainant is not satisfied with the determination or action of the Provost, he or she may make a written appeal within thirty (30) days of the determination or action to the Executive Vice President of Operations (EVPO). The appeal should be filed by email to Grievanceappeal@ufairfax.edu.
    - The appeal should contain the name, address, telephone number, and email address of the student filing the appeal, a brief description of the circumstances giving rise to the original grievance, and a brief description of the reason why the student believes the determination or action to be in error.
    - The Executive Vice President of Operations (EVPO) will consider the appeal, make a determination, and take such action as he or she deems appropriate within ten (10) business days of receiving the appeal.

Final Appeal to the University President

3. If the complainant is not satisfied with the determination or action of the Provost or the Executive Vice President of Operations (EVPO), he or she along with all persons involved in the complaint may make a written appeal to the President of the University. The appeal should be filed by email to GrievanceAppeal@ufairfax.edu
    - The appeal should contain the name, address, telephone number, and email address of all persons involved in the complaint which prompted the appeal, a brief description of the circumstances giving rise to the original complaint, and a brief description of the reason why the student believes the determination and action of the Program Dean, Vice

President of Academic Affairs, Provost or Executive Vice President of Operations to be in error.

- The President will consider the appeal, make a determination, and take such action as he or she deems appropriate within 10 days of receiving the appeal.

4. The University may extend grievance timelines when reasonably necessary to ensure a thorough investigation or due to witness availability, academic breaks, or other operational considerations. The complainant will be notified of any such extension.

5. Retaliation against any individual participating in the grievance process is prohibited.

Additional Avenues for Resolution

If grievance cannot be resolved through the University's internal procedures, students may contact the appropriate external agency:

State Licensing Authority
Virginia: State Council of Higher Education for Virginia (SCHEV)
James Monroe Building, 10th Floor
101 N. 14th Street, Richmond, VA 23219
Tel: (804) 225-2600 | www.schev.edu

Institutional Accreditor
Distance Education Accrediting Commission (DEAC)
1101 17th Street NW, Suite 808, Washington, DC 20036
Tel: (202) 234-5100 | www.deac.org

State-Specific Contacts
If a student resides in one of these states, the student may contact this entity directly. If the student does not live in one of these states, the student should contact SCHEV (see above).

California: Bureau for Private Postsecondary Education
1747 North Market Blvd., Suite 225, Sacramento, CA 95834
Tel: (916) 574-8900 or (888) 370-7589

Florida: Commission for Independent Education, Department of Education
325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400
Tel: (888) 224-6684

Kentucky: Council on Postsecondary Education
100 Airport Rd., 3rd Floor, Frankfort, KY 40601
Tel: (502) 573-1555

GI Bill® Beneficiaries
The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. The Virginia State Approving Agency (SAA) investigates complaints of GI Bill® beneficiaries. While most complaints should initially follow the school

grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact the Virginia State Approving Agency via email at saa@dvs.virginia.gov. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. Government Website at www.benefits.va.gov/gibill.

Recordkeeping and Confidentiality

All grievance records will be securely maintained in the University's student information system for a minimum of five (5) years after final resolution. The University treats all grievances and related communications as confidential to the extent permitted by law.

HARASSMENT POLICY

The University of Fairfax is committed to maintaining an academic and work environment that is free from unlawful harassment of any kind. Unlawful harassment is prohibited by this policy and by federal and state law.

Harassment includes any unwelcome verbal, written, visual, or physical conduct based on a protected characteristic that creates an intimidating, hostile, or offensive environment; unreasonably interferes with an individual's academic or work performance; or adversely affects a person's educational or employment opportunities. Protected characteristics include, but are not limited to: race, color, creed, religion, national origin, ancestry, sex, gender identity or expression, sexual orientation, age, disability, marital status, military or veteran status, or any other category protected by applicable law.

Sexual Harassment

Sexual harassment is a form of sex discrimination prohibited under Title IX of the Education Amendments of 1972. It includes unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made explicitly or implicitly a condition of an individual's education or employment;
- Submission to or rejection of such conduct is used as the basis for academic or employment decisions; or
- Such conduct is severe, pervasive, and objectively offensive so as to interfere with a person's academic participation or work performance.

This policy prohibits behavior such as, but not limited to:

1. Unwanted sexual advances;
2. Offering employment benefits in exchange for sexual favors;
3. Making or threatening reprisals after a negative response to sexual advances;
4. Verbal sexual advances or propositions;
5. Displaying sexually suggestive objects, pictures, cartoons, or posters (includes by electronic means);
6. Sexually offensive comments, graphic verbal commentary about an individual's body or dress, sexually explicit jokes and innuendos, and other sexually oriented statements;
7. Stalking;
8. Physical conduct, such as touching, assault, or impeding or blocking movements; or

9. Dating violence, domestic violence, and abusive sexual contact.

Reporting

Any student, faculty, or staff member who experiences or observes harassment must report it immediately to the Dean (for academic-related concerns), the Chief Academic Officer, or the Title IX Coordinator (for allegations of sexual harassment or discrimination). Reports may be submitted confidentially by email to TitleIX@ufairfax.edu.

Individuals desiring to confidentially report an offense should go to the Anonymous Reporting of Crime website: https://ufairfax.edu/university/consumer-disclosures/crime-tip/.

Confidentiality and Protection from Retaliation

Any attempt by a member of the University community to penalize, intimidate, or retaliate in any way against a person who makes a report of or who is otherwise involved in an investigation of discrimination or harassment is prohibited. Any person who believes that he or she has been the victim of retaliation for reporting discrimination or harassment or cooperating in an investigation should immediately contact the Title IX Coordinator. Any person who retaliates against a person in response to a report or cooperation in an investigation will be in violation of policy and will be subject to the appropriate discipline process.

Investigation and Resolution

Reports of sexual or gender-based misconduct will be investigated promptly and impartially by trained personnel. Findings will be based on a *preponderance of the evidence* standard (i.e., more likely than not). Both the complainant and respondent will be notified in writing of the outcome and any right to appeal.

Interim Measures and Sanctions

As appropriate, the University may implement interim measures during an investigation, including no-contact orders, changes in class schedules, or other actions to protect the safety and well-being of the parties involved. Students or employees found responsible for violations are subject to disciplinary action, up to and including dismissal or termination.

Support and Resources

The University's primary concern is the safety and well-being of its community. Individuals impacted by sexual harassment or violence are encouraged to seek confidential counseling, advocacy, and support services. Questions regarding Title IX may be referred to the University's Title IX Coordinator or to the U.S. Department of Education Office for Civil Rights at 32 Old Slip, 26th Floor, New York, NY 10005. They may be contacted via email (OCR.NewYork@ed.gov) or phone (646.428.3800) or through their website (http://www.ed.gov/ocr).

Intellectual Property Policy

The University of Fairfax values intellectual inquiry and innovation and recognizes the rights of students to retain ownership of their original academic work. All original work products created by students in fulfillment of course, program, or degree requirements (e.g., papers, projects,

research, presentations, dissertations, other creations) remain the intellectual property of the student.

By submitting work for academic credit, students grant the University of Fairfax a non-exclusive, royalty-free license to reproduce, display, and archive such work for purposes of: academic evaluation and grading, compliance with accreditation or legal recordkeeping requirements, publication in the University's digital repository (if applicable), and institutional research or program improvement.

The University will not distribute or use student work for profit without the express written consent of the student.

When a student's work is produced as part of a sponsored research project, collaborative initiative, or under an agreement with an external organization, ownership and rights to resulting intellectual property will be governed by the terms of that agreement, consistent with applicable law.

NONDISCRIMINATION POLICY

The University of Fairfax is an equal opportunity institution that is committed to providing a learning and working environment free from discrimination or harassment. The University does not discriminate on the basis of race, color, religion, creed, ancestry, national origin, sex, gender identity or expression, sexual orientation, marital status, age, disability, veteran or military status, genetic information, or any other characteristic protected by applicable federal, state, or local law in its admissions, educational programs, employment practices, or other operations.

This policy applies to all programs, services, activities, and employment practices of the University, regardless of modality (on-site or online).

LEGAL REFERENCES

The University's policies and practices are in compliance with the following federal laws, among others:

- Title VI of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act (ADA) of 1990, as amended
- The Age Discrimination Act of 1975
- The Vietnam Era Veterans' Readjustment Assistance Act of 1974

REPORTING AND INQUIRIES

Questions or complaints regarding this policy may be directed to:
Office of the Title IX Coordinator
University of Fairfax
Email: TitleIX@ufairfax.edu

Complaints may also be filed with external agencies such as the U.S. Department of Education, Office for Civil Rights (OCR), or applicable state authorities.

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:

Timely Submission of Assignments

The University requires students to participate in all classes—whether on campus or online—on a regular and consistent basis. Each course includes established due dates designed to help students progress through the curriculum at a consistent and appropriate pace. Turning in work late is strongly discouraged.

In-Class Assignments

All in-class assignments must be completed during the scheduled class session, per the due date set by the instructor. Instructors are not required to accept make-up work for missed in-class assignments unless an attendance exception has been approved in accordance with the University's Attendance Policy.

Late Submission of Individual or Out-of-Class Assignments

If a student must submit an individual or out-of-class assignment after the due date, the following policy applies:

A) Turning in work late is discouraged. Assignments that are one day late will receive a 10% late penalty. Each additional day will incur an additional 5% deduction. For example, if an assignment is five days late, the first day will result in a 10% deduction, and the following four days will result in an additional 20% deduction, for a total deduction of 30%.

B) Assignments submitted more than seven (7) days after the due date will not be accepted and will receive a grade of zero (0).

C) Discussions are interactive; therefore, late discussion posts are not accepted. Discussions must be posted before the assigned weekend.

D) D) Quiz and test answers are shared once the quiz or test closes. Therefore, late quizzes and tests are not permitted and must be completed during the assigned week. A missed quiz or test due to lateness will receive a grade of zero (0).

Discussion Board Participation

In courses where discussion boards are utilized, students are expected to engage throughout the week in accordance with the following schedule:

- Initial post: Due by Thursday, 11:59 p.m. ET each week.
- Peer responses: Due by Sunday, 11:59 p.m. ET each week.
- No discussion posts or responses will be accepted after the week has ended on Sunday at 11:59 p.m. ET.

Students are expected to follow the instructor's guidelines for content, professionalism, and engagement in discussion board activities.

Academic Integrity Policy

The University of Fairfax expects all members of its academic community to uphold the highest standards of honesty, integrity, and ethical conduct. Academic integrity is essential to the

University's mission and the value of its degrees. Every student, faculty member, and staff member shares the responsibility to preserve these standards and to take appropriate action when violations occur.

Faculty members are responsible for clearly communicating expectations for academic work, educating students about integrity standards, and reporting any suspected violations. Students are expected to produce original work, accurately attribute ideas and sources, and contribute fairly to all individual and group assignments.

Violations of this policy will be addressed through the Code of Academic Integrity Policy. Disciplinary action may include a failing grade for the assignment or course, suspension, or dismissal from the University.

CHEATING

Cheating undermines the learning process and will not be tolerated. Students must complete their own coursework, assignments, and projects unless collaboration is explicitly authorized. In group projects, all participants are expected to contribute equitably in the quality and quantity of work produced. Examples of cheating include, but are not limited to:

- Submitting work completed by another individual or generated by unauthorized tools;
- Using or attempting to use unauthorized materials or assistance during an exam or assignment;
- Fabricating or falsifying information, data, or citations; or
- Allowing another individual to complete coursework on one's behalf.

PLAGIARISM

Plagiarism violates the integrity of the academic community by presenting another's work or ideas as one's own. It includes the failure to properly credit sources, whether intentional or unintentional. Because digital information is easily accessible, students must take particular care in citing materials obtained online. Plagiarism includes, but is not limited to:

- Quoting directly from a source without proper acknowledgment;
- Paraphrasing or summarizing another's work without citing the source;
- Submitting work that closely mirrors another's language, structure, or ideas without proper attribution;
- Using generative AI tools, purchased papers, or other unauthorized aids to complete assignments without instructor approval.

Students are strongly encouraged to ask instructors for guidance on proper citation methods and the acceptable use of reference materials and technology.

ETHICAL USE OF ARTIFICIAL INTELLIGENCE (AI) POLICY

The University of Fairfax recognizes that Artificial Intelligence (AI) technologies have the potential to enhance learning, research, and professional practice. When used responsibly, AI can promote innovation, improve productivity, and deepen understanding. This policy outlines expectations for the ethical and appropriate use of AI by students, faculty, and staff, ensuring that all use aligns with the University's standards of academic integrity, respect for privacy, and commitment to high-quality scholarship.

Guiding Principles

- AI may be used to support but not to replace authentic learning, critical thinking, or scholarly engagement.
- All academic work must represent the student's own effort and understanding. The use of AI to complete or substantially generate graded work is prohibited unless explicitly permitted by the instructor.
- Any content, ideas, or text generated with the assistance of AI must be properly attributed using the relevant academic citation style (e.g., APA). For assistance, see www.grammarly.com/citations/apa/generative-ai.
- AI-generated information may contain bias or inaccuracies. Users are responsible for verifying the accuracy and reliability of AI outputs before use.
- Personally identifiable information (PII), confidential data, or proprietary university information must never be entered into AI systems.

Expectations

Students are encouraged to use AI tools responsibly to enhance their learning, provided use remains consistent with the following expectations:

- AI may be used for study support, brainstorming, concept development, or writing refinement, but not to complete assignments or examinations unless explicitly authorized.
- When AI is used in any part of an assignment, the student must disclose its use and provide appropriate citation.
- Students must evaluate AI-generated material critically and are responsible for the accuracy of all information submitted.
- Misuse of AI, including plagiarism or unauthorized use in assessments, constitutes a violation of the University's Academic Integrity Policy.

Prohibited Uses

- Submitting AI-generated work, in whole or in part, as one's own without proper disclosure or attribution.
- Using AI to complete examinations, assignments, or projects in violation of course policies.
- Entering or uploading any student data, PII, or confidential university information into AI tools or systems.
- Using AI to create or share false, misleading, discriminatory, or otherwise harmful material.

Compliance and Consequences

Failure to comply with this policy is a violation of University standards. Reported violations will be addressed under the Code of Academic Integrity Policy and relevant disciplinary procedures for students, faculty, or staff. Sanctions may include grade penalties, course failure, suspension, or termination of employment, depending on the severity of the infraction.

CONFIDENTIAL INFORMATION POLICY

The University of Fairfax encourages open dialogue and the sharing of professional experiences to enrich classroom learning; however, students must respect and uphold confidentiality

agreements, privacy expectations, or ethical standards associated with their employment, clients, or professional affiliations. When discussing workplace scenarios or client interactions, personally identifiable or proprietary information should never be disclosed.

COPYRIGHT POLICY

The University of Fairfax is committed to compliance with U.S. Copyright Law (Title 17, U.S. Code) and to the ethical use of intellectual property. All members of the University community are responsible for understanding and upholding copyright standards when creating, using, or distributing materials in any format.

USE OF LICENSED AND SUBSCRIBED RESOURCES

The University subscribes to a variety of licensed databases and resources through the Library Portal, providing access to scholarly journals, conference proceedings, trade publications, and other academic content. Students may download and use these materials for academic purposes without additional fees. Faculty identifying required readings must direct students to access these materials through the Library Portal rather than uploading or reposting them in the course shell. Copying or redistributing subscription materials outside of the University's licensed systems is prohibited.

FAIR USE GUIDELINES

Faculty and staff may use limited portions of copyrighted works for instructional or scholarly purposes under the Fair Use provisions of U.S. Copyright Law. Occasional use of an article, excerpt, or image for a specific class session or assignment may qualify as fair use. Repeated or systematic use of the same materials in multiple courses or terms generally requires permission or a licensed copy. When materials are not available through University subscriptions, students may be required to purchase or access them through approved vendors. Questions regarding fair use should be directed to the Chief Academic Officer (CAO).

PUBLIC DOMAIN AND GOVERNMENT DOCUMENTS

Materials that are in the public domain, published by the U.S. government, or no longer protected by copyright may be freely used and distributed for academic purposes. Faculty and students are encouraged to confirm that such materials are indeed free of copyright restrictions before use.

SOFTWARE USE AND DISTRIBUTION

All software used in University courses must comply with applicable license agreements. Students must obtain personal licenses for required software unless the University or textbook publisher provides access as part of course materials. Faculty and students may not copy, distribute, or install copyrighted software on multiple devices unless explicitly authorized by the license. Open-source software may be used when distributed through legitimate, authorized channels. Faculty should post verified links within the course shell rather than distributing the software directly.

DISTRIBUTION OF AUTHORED AND PUBLISHED MATERIALS

The creator of a work owns the copyright unless rights have been transferred to a publisher or other entity. Authors retain the right to distribute their own unpublished or self-published

materials. Materials published by another party may not be reproduced or distributed without permission from the copyright holder. Faculty who wish to reuse copyrighted materials in successive courses must obtain written permission or ensure that appropriate licenses are in place.

Digital and AI-Generated Content

The same copyright protections apply to digital, multimedia, and AI-assisted works. Users must ensure that any AI-generated content used in coursework or instruction does not infringe upon copyrighted materials. When in doubt, attribution or permission should be obtained before use or distribution.

Compliance and Oversight

Faculty members are responsible for confirming that materials used in instruction comply with this policy. In cases of uncertainty or when use may exceed Fair Use standards, the CAO must be consulted to determine whether permission or purchase arrangements are necessary. Violations of this policy may result in disciplinary action consistent with University policies on academic integrity and professional conduct.

DRUG AND ALCOHOL ABUSE PREVENTION POLICY

The University of Fairfax is committed to maintaining a learning and working environment free from the unlawful possession, use, or distribution of illicit drugs and alcohol. Consistent with federal, state, and local law (including the Drug-Free Schools and Campuses Act [20 U.S.C. § 1011i; 34 C.F.R. Part 86]), the University prohibits the manufacture, distribution, dispensing, possession, or use of controlled substances or alcohol on University property, in University facilities, or at any University-sponsored activity or event.

The consumption of alcohol is not permitted during the regular course of business or official class sessions. Limited exceptions may be authorized in writing by the President or Chief Academic Officer for approved University-sponsored events where alcohol service is consistent with law and professional conduct expectations.

Applicability

This policy applies to all members of the University community (students, faculty, staff, and guests) whether participating in programs, courses, or events conducted in person or online.

Health Risks

The misuse or abuse of alcohol and drugs poses significant health risks, including but not limited to physical and psychological dependence, organ damage, impaired judgment, reduced academic or job performance, and—in extreme cases—death. Substance abuse also increases the risk of accidents and injuries and can adversely affect interpersonal relationships and mental health.

Legal Sanctions

Federal and state laws impose serious penalties for unlawful possession, use, manufacture, or distribution of controlled substances or alcohol. These penalties include fines, imprisonment, and loss of eligibility for federal student aid. Under federal law, possession of a controlled substance can result in imprisonment for up to one year and a minimum fine of $1,000 for a first offense.

Virginia law (and other applicable state law) further prohibits the sale or furnishing of alcohol to minors and imposes penalties for operating vehicles under the influence of alcohol or drugs.

University Sanctions

Violations of this policy will result in disciplinary action consistent with University procedures and may include:

- Mandatory counseling or participation in an approved rehabilitation program;
- Suspension or termination of employment (for faculty/staff);
- Probation, suspension, or expulsion (for students); and
- Referral for criminal prosecution when appropriate.

All disciplinary actions will respect due process and be administered in accordance with the University's Professional Conduct Policy and applicable handbooks.

Assistance and Counseling Resources

The University encourages any student or employee struggling with substance use to seek help before it interferes with academic or professional responsibilities. Information and referrals for confidential counseling, treatment, or rehabilitation are available through:

- SAMHSA National Helpline: 1-800-662-HELP (4357) – confidential, 24-hour support
- National Drug and Alcohol Treatment Referral Service: 1-800-662-HELP
- Local or regional Employee Assistance Programs (for staff and faculty)
- Licensed health providers or mental health professionals

The University may provide information about local treatment centers or community health agencies upon request.

Annual Notification and Biennial Review

The University of Fairfax will distribute this policy annually to all students and employees, review the effectiveness of its Drug and Alcohol Abuse Prevention Program at least every two years, and implement improvements as needed to ensure compliance with the Drug-Free Schools and Campuses Act.

END-OF-COURSE EVALUATIONS

End-of-course (EOC) evaluations are a key component of the University of Fairfax's continuous improvement and institutional effectiveness processes. These evaluations provide valuable feedback on teaching effectiveness, course design, and student learning experiences, ensuring that our programs remain rigorous, relevant, and responsive to student needs.

At the conclusion of each course, students are invited to complete an online end-of-course evaluation. This confidential survey seeks input on the instructor's teaching effectiveness and engagement, the extent to which course objectives were met, and the overall quality and value of the learning experience. Participation is voluntary but strongly encouraged, as student feedback plays an essential role in maintaining academic quality.

EOC evaluations are anonymous. Faculty and administrators cannot identify individual respondents. Faculty members receive aggregate results and summarized comments only after

final grades are submitted. The Chief Academic Officer (CAO) and academic leadership review evaluation data to support ongoing faculty development, course improvement, and curriculum review. Aggregated results contribute to the annual outcomes assessment process.

Findings from EOC evaluations inform course and program revisions, faculty performance reviews and professional development, and institutional assessment of educational effectiveness.

RESEARCH PRACTICES AND HUMAN SUBJECTS POLICY

The University is committed to ensuring that all research conducted under its auspices upholds the highest ethical standards and complies with federal regulations governing the protection of human subjects, including 45 CFR 46 (the Common Rule). Any research project—whether conducted by students, faculty, or staff—that involves human participants, their data, or identifiable private information must receive prior approval from the Institutional Review Board (IRB) before data collection begins. This includes, but is not limited to:

- Surveys, interviews, focus groups, and questionnaires (in person, online, or by telephone);
- Observations of human behavior;
- Testing or experimental procedures involving individuals; and
- The use of existing personal or demographic data not in the public domain.

IRB Application

Researchers must complete and submit an IRB Research Application Form outlining the study's purpose, methods, participant protections, and data management plan.

Review and Determination

The IRB will review the submission and issue either a Certification of IRB Approval or recommendations for revision and resubmission.

Approval Required Prior to Research

No research involving human subjects may begin until written IRB approval has been granted.

Access to Forms

IRB-related forms and resources are available on the student's portal.

Oversight and Compliance

The IRB operates under the authority of the Chief Academic Officer (CAO) and ensures compliance with all applicable University policies and federal regulations. Violations of this policy may result in disciplinary action, including the invalidation of research, revocation of approval, or academic sanctions.

NETIQUETTE

The University expects all students to communicate respectfully and professionally in all online and electronic interactions (e.g., emails, learning management system discussions, group projects, live virtual sessions). The purpose of this policy is to promote a positive, inclusive, and productive learning environment through the observance of netiquette—a blend of "network" and "etiquette."

Netiquette refers to using technology in ways that reflect courtesy, professionalism, and respect for others. All communications in academic settings should demonstrate the same level of civility and thoughtfulness expected in face-to-face interactions. Students should:

- Think before posting or sending. Write clearly, stay on topic, and contribute constructively.
- Be respectful. Address peers and instructors politely. Avoid sarcasm, inflammatory remarks, or overly personal comments.
- Use professional tone and language. Avoid slang, texting abbreviations, or all-cap messages (which may be interpreted as shouting).
- Keep discussions academic. Personal or private matters should be addressed through individual email, not public forums.
- Review before submitting. Proofread your message for tone, clarity, and accuracy before posting or sending.
- Engage thoughtfully. Before asking a question, review existing discussion threads to ensure it hasn't already been answered.

Flaming and Inappropriate Conduct

"Flaming" refers to sending or posting hostile, insulting, or personally targeted messages. Flaming, harassment, or any form of disrespectful communication is strictly prohibited and may result in disciplinary action under the University's Professional Conduct Policy and Code of Academic Integrity Policy.

SyncSession™ Etiquette

Live online sessions are an important part of the learning experience and should mirror the professionalism of a traditional classroom. When participating in a SyncSession™, students should follow these guidelines:

- Microphone Use: Live sessions operate under a "pass the microphone" system. The instructor manages who has speaking privileges at any given time.
- Raising Your Hand: Use the "Raise Hand" icon to indicate your wish to speak. Wait for the instructor to grant you microphone access.
- Speaking: Once the microphone is enabled for you, click the icon to activate it. When finished, click again to release control so others may participate.
- Courtesy: Allow others to finish speaking before responding. Avoid interruptions or background noise by muting your microphone when not speaking.
- Instructor Authority: Instructors may revoke microphone privileges if necessary to maintain an orderly learning environment.

Regarding a student's professional conduct, students in a SyncSession™ are expected to:

- Arrive on time and remain engaged throughout the session.
- Dress and behave appropriately for an academic setting.
- Avoid multitasking, side conversations, or distractions while the session is in progress.
- Treat the virtual classroom as a professional learning space.

SUMMARY

Whether in asynchronous (discussion-based) or synchronous (live) settings, students represent the University and its academic community. Demonstrating professionalism, respect, and thoughtful communication supports effective learning and reflects the University's commitment to excellence.

STUDENT SUPPORT SERVICES

The University of Fairfax offers comprehensive student support to ensure that each learner has the necessary academic, technological, and administrative resources for success in an online learning environment. Services are available to all students, regardless of location, through online portals and virtual support systems.

ORIENTATION

All new students are required to attend an online orientation in order to:

1. Understand the University's attendance, due date, and sexual harassment policies.
2. Understand how to navigate a course.
3. Identify course communication tools (e.g., email).
4. Understand how to utilize Course Information and Assignment tools (e.g., posting to Discussion Forums, submitting assignments, taking tests).
5. Identify course resources.
6. Learn how to access the University Library and the CareerConnect sites.

ACADEMIC ADVISORS

Each student is assigned to an Academic Advisor who supports all facets of the student experience—from enrollment and orientation through graduation. The Advisor assists new, continuing, and returning students in navigating the university's systems, policies, and services to ensure their continued success.

Advisors assist students in interpreting degree requirements, understanding academic policies, selecting appropriate courses, and monitoring progress toward graduation. Advisors help students understand prerequisites and align their academic planning with personal and professional goals. Students are encouraged to contact their assigned advisors prior to registration each term or whenever they are considering changes to their academic plan, such as adding or withdrawing from a course, requesting a leave of absence, or changing programs.

STUDENT HEALTH AND SAFETY

The University of Fairfax is a commuter institution without residence halls or on-campus health facilities. Students are encouraged to maintain personal health insurance and establish care with a local healthcare provider for their ongoing medical needs.

In the event of a medical emergency while on campus, students should immediately dial 911. After emergency services have been contacted, students should notify any available faculty or staff member for assistance and to help direct responders to the location. Each campus location maintains posted emergency procedures and contact information to ensure quick access to help when needed.

NON-EMERGENCY HEALTH AND WELLNESS RESOURCES

The University is committed to supporting student well-being and success. While the University does not provide on-site health or counseling services, students can access a range of community and online resources for non-emergency health and wellness needs. Local public health departments, urgent care centers, and community clinics offer affordable medical services; and

many national hotlines provide 24-hour confidential support for mental health and wellness concerns.

Students in need of non-emergency assistance are encouraged to contact the Office of Student Services for guidance in identifying reputable online or telehealth options.

Library and Research Resources

The University maintains a virtual library providing access to a robust collection of scholarly and professional resources through the Library Portal in Canvas. Students and faculty can access these databases at any time and from anywhere. Librarians are available via chat, email, and telephone to discuss recorded tutorials, subject guides, and frequently asked questions, providing students with support in their research.

Career Services

The Career Services team is dedicated to supporting students and alumni in developing the skills, confidence, and professional readiness needed to achieve their career goals. Whether preparing to enter the workforce, advancing in a current role, or transitioning into a new field, Career Services provides personalized guidance and practical resources to help students succeed.

The University is committed to equipping every graduate with the competencies that employers value. Our career specialists offer individualized assistance with:

- Career exploration and goal setting
- Resume and cover letter development
- Interview preparation and professional communication
- Job search strategies and networking opportunities

Career Services maintains a comprehensive online career management platform available 24 hours a day, 7 days a week. CareerConnect is designed to support all learners, including those studying online, working full-time, or managing other responsibilities. Through CareerConnect, students and alumni can access:

- Step-by-step career planning tools
- Resume and portfolio builders
- Virtual mock interviews and feedback
- Career development videos and workshops
- Current employment postings and internship opportunities

Students and graduates are encouraged to engage with Career Services early and often to maximize their career readiness and employability. Whether on campus or online, the University's goal is to prepare every student for long-term professional success.

Student Identification Card

Students may request a University Student Identification Card by downloading and submitting the Student ID Request Form available in the Orientation Center or the Student Portal. A digital photo must be provided with the request.

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Student Email Address

All students receive a University of Fairfax email account prior to orientation. The University's .edu email accounts are hosted on Microsoft Office 365 for Education, which provides students with secure communication and collaboration tools, including:

- 25 GB of email storage
- 7 GB of online file storage
- Shared calendars
- Office Web Apps for online document editing
- Instant messaging and video chat
- Blogging and collaboration tools

Because these services are cloud-based, students can access their accounts from virtually any device with an internet connection. Students can go to www.ufairfax.edu and click on "Student/Faculty Portal" at the top of the page (https://portal.ufairfax.edu), login, and then click on "Webmail/Office 365 Login" to access their emails. Students' usernames will be last name, first initial, and sometimes will include a middle initial and a number, followed by the email domain name (@students.ufairfax.edu). The first-time students log into the Student Portal or 365, they will be prompted to change their passwords and register a phone number for MFA (Multi Factor Authentication). Please remember that use of the University's email is a privilege and subject to the University's acceptable use policy.

These email accounts are linked to Canvas for course access. Students should not change their email addresses within Canvas. Students are expected to check their university email accounts regularly, as it is the official method of communication between students, faculty, and staff.

Help Desk and Technical Support

The University of Fairfax provides students with the digital tools and resources necessary for success in online and on-campus learning. The University utilizes Canvas as its primary learning management system, in addition to a variety of approved third-party platforms. Students receive a Microsoft Office 365 account and access to the Student Portal and Mobile App. For help with student email or the portal account, call 888.410.6109 (Option 2) or email helpdesk@ufairfax.edu.

For help with attendance or registration concerns, financial aid, textbooks or scheduling, disabled Canvas accounts, or other Student Services matters, contact the Academic Advisor or email studentservices@ufairfax.edu.

When encountering a technical or access issue, do not delay. Ask for help right away. Early communication prevents missed coursework and ensures uninterrupted access to classes and coursework.

CANVAS LEARNING PLATFORM

All students are required to complete the Online Orientation prior to beginning coursework. The orientation introduces course navigation, communication tools, and system requirements. Technical support for Canvas is available as follows:

- For immediate help, click “Need Help?” in the Canvas Global Navigation menu and choose Report a Problem or Chat with Canvas Support.
- Call the Canvas Student Support Hotline at 833.715.2291.
- Review the Canvas Student Guide and Basic Computer Specifications in the Online Orientation.
- For additional assistance, contact your Academic Advisor.

Students with questions about course content should contact the instructor of record using the contact information in the Canvas course. If the student does not receive a response within 24 hours, the student should email the Dean with a forward of the previous correspondence.

THIRD-PARTY LEARNING PLATFORMS

Some courses use specialized educational tools. For assistance, contact the provider directly:

- Cengage MindTap: https://www.cengage.com/coursepages/anu_student
- McGraw-Hill Connect: https://mhedu.force.com/CXG/s/
- McGraw-Hill ALEKS: https://mhedu.force.com/aleks/s/
- Elsevier: https://www.elsevier.com/support
- TestOut: https://www.testout.com/support
- Paradigm: https://paradigmeducation.com/contact/technical-support

DOCTORAL STUDENT SUPPORT

DISSERTATION BOOTCAMP

Doctoral students participate in a Dissertation Bootcamp where they present proposed research topics and sites. Faculty and prospective dissertation advisors provide feedback to refine research design and feasibility.

DISSERTATION HANDBOOK

The Dissertation Handbook provides step-by-step guidance on all stages of the dissertation process—from topic development to final defense.

DISSERTATION PROJECT PLAN (DPP)

To promote consistent progress, doctoral students complete milestones defined in the Dissertation Project Plan (DPP). Deliverables are submitted in conjunction with research and dissertation development courses to ensure timely advancement toward completion.

TUITION AND FEES

Total Cost of the Program

The total cost of a student's program depends on the number of credit hours required and the total number of credit hours attempted to successfully complete all degree requirements. Tuition is charged on a per-credit-hour basis and billed each academic term according to the published tuition rate for the student's specific program of study. All textbooks are included in the student's tuition.

Tuition rates and fees may vary by program. Certain programs may include optional or course-specific fees, which students are encouraged to review when planning their academic schedules.

The University of Fairfax reserves the right to adjust tuition rates, fees, and other charges as necessary. Any changes to tuition or fees will be announced in advance and will apply to future enrollment periods.

UNDERGRADUATE PROGRAMS

Program	Tuition (Per Credit Hour)
Bachelor of Science in Network Administration	$357
Bachelor of Science in Network Administration and Cybersecurity	$357
Bachelor of Science in Software Development	$357

GRADUATE PROGRAMS

Program	Tuition (Per Credit Hour)
Master of Business Administration	$728
Master of Science in Cloud Computing	$742
Master of Science in Computer Science and Engineering	$513
Master of Science in Cybersecurity Management	$648
Master of Science in Information Technology	$742

DOCTORAL PROGRAMS

Program	Tuition (Per Credit Hour)
Doctorate in Information Assurance	$1,084
Doctorate of Business Administration (In-person Residency)	$1,084
Doctorate of Business Administration (Fully Online)	$733
Doctorate of Software Development	$1,084
PhD in Computer Science and Engineering	$1,153

GRADUATE CERTIFICATE PROGRAMS

Certificate	Tuition (Per Credit Hour)
Cybersecurity Best Practices Certificate	$985
Information Security Professional Practices Certificate	$985
Enterprise Information Security Certificate	$985
Project Management and Quality Assurance Certificate	$985

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FEES FOR DOCTORAL AND GRADUATE CERTIFICATE STUDENTS

Type	Description	Amount
Application Fee	Included with initial program cost; subsequent applications $125	$0-$125
Matriculation Fee (For international students only. This fee is not charged to students enrolling in the PhD in Computer Science and Engineering program)	One-time, non-refund able fee for new or change-of-status international students. Payable within two weeks of VISA receipt. Automatically disbursed at the beginning of the second term of continuous enrollment.	$250-$500 depending on country of origin
Re-Application Processing Fee (For international students only)	For international students submitting a new application after withdrawal or deferral.	$125

FEES APPLICABLE TO ALL STUDENTS

Type	Description	Amount
Transcript Fee	First copy free; each additional copy	$10
Returned Check/Declined Credit Card Fee	Per occurrence	$25
Transaction Chargeback	Per occurrence	10% + $15
Diploma Reprint	First copy free; each additional copy	$50
Experiential Learning Evaluation	Per course	$50
Challenge Exam	Per exam	$50
REX Fee (Recognition of Professional Development)	Per course	$50

CALIFORNIA RESIDENTS – STUDENT TUITION RECOVERY FUND (STRF)

The Student Tuition Recovery Fund (STRF) is a California state program that helps protect students who pay tuition in advance at eligible schools. The STRF provides financial relief if a school closes or fails to deliver the education or refunds that were promised.

A student is eligible for STRF protection if all the following apply:

- The student is (or was) a California resident while enrolled, or the student enrolled in a California-based residency program;
- The student prepaid all or part of the tuition;
- The student paid (or was deemed to have paid) the STRF assessment; and
- The student suffered an economic loss due to one of the qualifying events listed below.

Students are not eligible and do not need to pay the STRF fee if they are not a California resident and not enrolled in a California residency program.

WHEN STRF MAY HELP

A student may be eligible for reimbursement from STRF if any of the following occur:

- The University, a campus location, or a specific academic program closes or is discontinued, and the student was unable to finish the program or participate in an approved teach-out plan.
- The student was enrolled within 120 days before a program or location was closed or discontinued.
- The student was enrolled more than 120 days before a closure, but the California Bureau for Private Postsecondary Education (BPPE) determined that the program's quality significantly declined before closure.
- The school was ordered by the BPPE to issue a refund but failed to do so.

- The school did not return or reimburse loan proceeds as required by law.
- The student won a refund or monetary award through court or arbitration against the school but was unable to collect it.
- The student hired an attorney to cancel one or more student loans and have documentation showing both the legal services and the loan cancellation.

HOW TO APPLY

The student must apply for STRF reimbursement within four (4) years of the event that made the student eligible. If the loan was later revived by a debt collector after a period of inactivity, the student may still apply; however, no STRF claims can be paid without a valid Social Security Number or Taxpayer Identification Number.

KEEP RECORDS

The student should keep copies of the enrollment agreement, receipts and payment records, financial aid documents, and any written communication about refunds or program closures.

QUESTIONS?

Contact the California Bureau for Private Postsecondary Education (BPPE):
1747 North Market Blvd., Suite 225
Sacramento, CA 95834
Phone: (916) 574-8900 or (888) 370-7589
Website: www.bppe.ca.gov

REFRESHER PRIVILEGE

As part of our commitment to keeping graduates' skills and training up to date, the University allows its graduates to return at any time to retake courses in their respective fields, subject to availability. While no tuition fees will be charged for this benefit (Refresher Students will receive an "AU" grade on their transcripts), graduates will be responsible for any additional costs associated with books, equipment, or third-party testing fees.

FINANCIAL POLICIES

COST AND FINANCIAL PLANNING

A major concern of many students' considering college is the cost: "Can I afford to go to college? Can I get help financing my college education?" Such students are pleased to discover that University of Fairfax is affordable! Through a comprehensive financial assistance program, the University helps qualified students, and their families apply for various types of assistance.

There are several kinds of financial assistance available – grants and scholarships, which do not have to be repaid; student loans, which must be repaid; and work study, which is part-time employment. Many students find it helpful to meet with a financial services representative when planning how to arrange funding for their studies. During these meetings, each student is privately and impartially evaluated to determine the dollar amount that the student and the student's family can be expected to contribute to the cost of education based on a federal formula developed for this purpose. This amount is called the "Student Aid Index" (SAI). To determine the amount of funding for which a student may qualify, the student's SAI is compared to the cost of attendance, which includes tuition, fees, housing, meals, transportation, certain living expenses, books and supplies. Specific information as to the types of financial assistance available are discussed, as well as how to apply for each one and relevant deadlines.

All students who will be making payments for tuition must make payment in full before the term begins. Students using federal financial aid must have all paperwork completed and payments scheduled prior to the start of the term. Students utilizing employer, Veteran Education Benefits, or other third-party tuition reimbursement plans must have a letter of contract on file that has been approved by the University for a delayed payment. Students who do not meet these deadlines may be cancelled or withdrawn during the drop/add period of the term. Students who request to be reinstated that were withdrawn due to lack of payment may be reinstated into their program of study. These students are subject to the late assignment policy and will be charged a reinstatement fee of $300, payable immediately upon reinstatement.

ELIGIBILITY FOR FINANCIAL ASSISTANCE

Students must maintain Satisfactory Academic Progress (SAP) to establish and retain eligibility for financial aid. SAP standards for financial assistance recipients are the same as those required for all students and are described in the Standards of Academic Progress section of this Catalog.

Students who lose eligibility due to not meeting SAP standards may regain eligibility by following the procedures outlined in the SAP policy. Students whose progress is interrupted by military service, serious medical emergencies, personal disasters, or other extenuating circumstances may appeal in writing to the Office of Student Services. Appeals are reviewed by the Academic Review Committee.

FINANCIAL ASSISTANCE FOR INTERNATIONAL STUDENTS

Programs sponsored or subsidized by the U.S. government are generally not available to international students. International students should contact their home-country consulate or

embassy for available funding options or secure private sponsorship before studying in the United States.

ASSISTANCE FOR DOMESTIC STUDENTS STUDYING INTERNATIONALLY

While the University does not offer formal study abroad programs, a student who remains enrolled in a University of Fairfax program while temporarily studying abroad may remain eligible for Title IV aid if the study abroad experience is pre-approved for credit.

VERIFICATION POLICY

The U.S. Department of Education requires institutions to verify the accuracy of certain information reported on a student's Free Application for Federal Student Aid (FAFSA). Students selected for verification (by either the Department of Education or the University) must provide supporting documentation before financial aid can be disbursed. Verification documents may include, but are not limited to:

- Income information for all required individuals (via IRS Direct Data Exchange or tax return/W-2 forms),
- Verification Worksheet (available through the Financial Services Office),
- Proof of secondary school completion (high school diploma, GED, state certificate, or equivalent),
- Valid government-issued photo ID and Statement of Educational Purpose (notarized if all courses are online), and
- Documentation of untaxed income received during the year.

Students are encouraged to submit verification materials before the start of the award year. All documentation must be received within 120 days after the last date of enrollment. Failure to complete verification will result in loss of financial aid eligibility. Additionally, any information received by the university that appears to be potentially fraudulent or may indicate criminal misconduct will be investigated by the university. Any credible instances of such activity will be referred to the Office of the Inspector General.

If verification results in corrections to FAFSA data, the Financial Services Office will submit updates and issue a revised Financial Plan if necessary. Students are notified of revisions via email, text message, or videoconference (Zoom).

RIGHTS AND RESPONSIBILITIES OF FINANCIAL AID RECIPIENTS

Students have the right to know:

- The total cost of attendance for an academic year (tuition, fees, and estimated expenses),
- The deadlines for submitting financial aid applications,
- How financial need is determined and how much of that need has been met,
- The types and terms of financial assistance offered, and
- The University's satisfactory academic progress and refund policies.

Students are responsible for:

- Providing accurate and complete information when applying for aid,
- Complying with all financial aid agreements and promissory notes,

- Reporting changes in enrollment status or outside scholarships,
- Understanding repayment terms for any loans borrowed,
- Meeting institutional and federal deadlines for application and verification, and
- Fulfilling student employment duties (if applicable).

Financial Aid Application Process

Students interested in financial assistance should visit the U.S. Department of Education website at www.studentaid.gov, meet with the Financial Services Office, and complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. Transfer students should contact the Financial Services Office to confirm any additional requirements.

Cancellation and Refund Policy

Students may cancel enrollment within five (5) calendar days of signing their Enrollment Agreement for a 100% refund of all monies paid. Students who cancel after five days but before the start of the program are also entitled to a full refund.

DROP/ADD, WITHDRAWAL, AND REINSTATEMENT

The Drop/Add Period applies only to courses that begin at the start of each 16-week term and ends on Saturday of Week 1. Registration for all courses must be finalized by Monday of Week 1, and all tuition and fees must be paid in full by the Sunday prior to the start of the term. Students who have not participated in their courses by the census date (Tuesday of Week 2) are administratively dropped from those courses and are not considered enrolled.

Students enrolled in 8-week courses that begin in the second half of a 16-week term do not have a separate Drop/Add Period. All registration and payment requirements must be met prior to the beginning of the full 16-week term. Students with documented extenuating circumstances may appeal to the Vice President of Student Services for re-entry no later than Wednesday of Week 2.

After the Drop/Add Period ends (Saturday of Week 1 of the 16-week term), students who withdraw from an individual course will receive a grade of "W." Withdrawal from all courses in a term constitutes a program withdrawal and will trigger a refund calculation in accordance with University policy and applicable regulations. Students who fail to attend for 14 consecutive calendar days are considered unofficially withdrawn as of their last date of attendance.

Students who are withdrawn for non-payment prior to the start of the term may be reinstated only if space remains available, upon payment of a $300 reinstatement fee and full tuition for the course(s). Students may not be reinstated into courses once the census date (Tuesday of Week 2) has passed or in the middle of a 16-week term.

REFUNDS AND EXAMPLES

Refunds are issued within 30 days of withdrawal notification according to this schedule:

8-Week Session

Withdrawal Date	Refund %
Prior to or during Week 1	100%
Week 2	75%

Withdrawal Date	Refund %
Weeks 3–4	50%
Weeks 5–6	25%
Weeks 7–8	0%

16-Week Term

Withdrawal Date	Refund %
Prior to first assignment	100%
Weeks 1	100%
Weeks 2–4	75%
Weeks 5–8	50%
Weeks 9–12	25%
Weeks 13–16	0%

(Weeks are defined as Monday–Sunday.)

For example: A student who withdraws on Day 11 (i.e., the middle of Week 2) of an 8-week session in a $1,071 course would receive a refund of $803.25 (i.e., 75% of the tuition paid). If that same student withdraws on Day 15 (i.e., Week 3), the student will receive a 50% refund. If, however, that student was taking a 16-week term and withdraws on Day 15 (still in Week 3), that student would receive a refund of 75%.

Students, including military students who must leave for military service, who withdraw from a course after the Cancellation Period receive refunds of tuition 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.

Return of Title IV Funds (R2T4)

Federal law requires the University to return unearned Title IV financial aid funds when a student withdraws before completing 60 percent of the term. The percentage of aid earned is determined by dividing the number of days completed by the total number of days in the payment period (excluding scheduled breaks of five or more days).

If more than 60 percent of the period has been completed, all Title IV aid is considered earned. If less than 60 percent has been completed, a portion of the aid is unearned and must be returned to the federal programs within 45 days of the student's withdrawal, even if this creates a balance owed to the University.

In certain cases, a student may be eligible for a post-withdrawal disbursement of Title IV funds for which the student qualified prior to the withdrawal. Students who owe unearned funds and do not repay may lose eligibility for future federal aid.

How Earned Financial Aid Is Calculated

Federal financial aid is earned on a pro-rated basis according to the portion of the payment period completed. The percentage earned is calculated by dividing the number of calendar days attended by the total number of days in the payment period, excluding scheduled breaks of five or more consecutive days. The unearned percentage equals 100 percent minus the earned percentage.

If a student completes more than 60 percent of the payment period or term, all Title IV aid is considered earned and no return is required.

Withdrawal Dates

Official Withdrawals: The withdrawal date is the student's last day of attendance, as reported when notice of withdrawal is received.

Unofficial Withdrawals: The withdrawal date is the last recorded day of attendance. The University determines an unofficial withdrawal after 14 consecutive days of non-attendance.

Order of Return of Title IV Funds

1. Unsubsidized Direct Loans
2. Subsidized Direct Loans
3. Direct PLUS Loans (Graduate and Parent)
4. Federal Pell Grants
5. Federal Supplemental Educational Opportunity Grant (FSEOG)
6. Other Title IV programs

Final Financial and Academic Transactions

All financial and academic transactions between the University and a student become final 12 months after the student's last date of attendance (LDA). A break in attendance of more than one semester (approximately four [4] months) establishes the LDA for this purpose. This policy does not supersede federal, state, or other jurisdictional regulations.

Professional Judgment: Special and Unusual Circumstances

American National University recognizes that every student's financial situation is unique. Federal regulations allow the University to use professional judgment to review individual cases where special or unusual circumstances affect a student's financial need or dependency status. This process ensures that each student's financial aid eligibility is based on their current and actual situation.

Types of Professional Judgment Requests

Special Circumstances – Cost of Attendance Adjustments: Students may request a review if their educational costs are higher than the standard budget. Examples include:

- Increased childcare expenses while attending classes
- Higher commuting or transportation costs required for the program
- Increased housing or utility expenses
- Required purchase of specialized books, equipment, or supplies

Special Circumstances – Student Aid Index (SAI) Adjustments: Students may also request a review if their or their family's income has changed significantly since the most recent tax year used on the FAFSA. Examples include:

- Loss or reduction of employment income (student, spouse, or parent)
- Loss of untaxed income or benefits
- Excessive medical or dental expenses not covered by insurance

Unusual Circumstances – Dependency Overrides: In certain cases, a dependent student may request to be considered independent for financial aid purposes. Examples include:

- Family abuse, abandonment, or other unsafe home conditions
- Parental incarceration or institutionalization
- Other exceptional situations where the student cannot obtain parental information

The University may require documentation from a third party (such as a counselor, medical professional, clergy member, social worker, or court official) to verify these circumstances.

HOW TO REQUEST A REVIEW

Students who believe they qualify for a professional judgment review should contact the Financial Services Office to obtain the appropriate form. Supporting documentation must be submitted within 60 days of enrollment to be considered. Once all materials are received, the University will review the request and notify the student of the outcome as soon as possible.

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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.

Applying For Financial Assistance

Students interested in attending University of Fairfax may apply for financial assistance. Students are encouraged to review the Department of Education website at https://studentaid.gov/h/understand-aid/how-aid-works to learn how financial aid works. Students seeking financial assistance are scheduled to meet with the Financial Services Office and review all financing options. Students seeking to participate in federal and/or most state financial aid programs must complete the Free Application for Federal Student Aid (FAFSA), available at www.fafsa.ed.gov. Transfer students should contact the Financial Services Office to determine if this step is necessary. Staff members in the Financial Services Office are available to answer questions regarding the financial aid application process, student eligibility, and other financial assistance-related matters.

Federally Funded Grants

Financial aid assists students in meeting the cost of education. The following federally funded grants are available to eligible students at the University. These grants do not need to be repaid.

FEDERAL PELL GRANT

The Federal Pell Grant is available to undergraduate students who have not yet earned a bachelor's, graduate, or professional degree and who demonstrate financial need. All undergraduate programs at the University qualify for a maximum award for the full academic year. Part-time and less-than-half-time students may receive a smaller amount based on their enrollment, but students who enroll in all three semesters at the University may receive up to 150% of their annual award in the year.

To apply, students must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA calculates a Student Aid Index (SAI), which helps determine the student's eligibility based on financial need, enrollment level, and cost of attendance.

Students can receive Pell Grants for up to 12 semesters (six years) of full-time study.

IRAQ AND AFGHANISTAN SERVICE GRANT

If a student is ineligible for a Pell Grant based on SAI, but the student's parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after September 11, 2001, the student may qualify for the Iraq and Afghanistan Service Grant.

To qualify, the student must be under 24 years old or enrolled in college at the time of the servicemember's death and meet all other federal student aid eligibility requirements. The amount and disbursement process for this grant are the same as for the Pell Grant.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

The FSEOG provides additional grant funds for undergraduate students with exceptional financial need who have not yet earned a bachelor's degree. Priority is given to students who qualify for a Pell Grant, and have the lowest Student Aid Index (SAI).

Award amounts vary but are typically $150 per term, depending on federal funding availability. To be considered, students must complete the FAFSA by the deadlines published each year. Funds are limited, so early application is encouraged.

FEDERAL STUDENT LOANS

Federal student loans provide financial assistance to help students pay for college. These loans must be repaid with interest, typically beginning after a six-month grace period following graduation, withdrawal, or enrollment below half-time. All eligible University programs participate in the William D. Ford Federal Direct Loan Program, with the U.S. Department of Education serving as the lender.

SUBSIDIZED AND UNSUBSIDIZED DIRECT LOANS

Federal Direct Loans are available in two types: subsidized for eligible undergraduate students with financial need, and unsubsidized for undergraduate, graduate, and professional students regardless of financial need. These loans differ in how interest is handled while the student is enrolled and during grace or deferment periods.

Direct subsidized loans are available to undergraduate students with financial need. The federal government pays the interest while the student is enrolled at least half-time, during a six-month grace period after leaving school, and during approved deferment periods. The student must begin repayment after the grace period ends.

Not all borrowers qualify for the interest subsidy. Contact the Financial Services Office or visit studentaid.gov for details. If the student is a first-time borrower on or after July 1, 2013, the student's eligibility for Direct Subsidized Loans is limited to 150% of the published length of the program. For example, if the program is designed to be completed in two (2) years, the student can receive subsidized loans for up to three (3) years.

Direct unsubsidized loans are available to undergraduate, graduate, and professional students, regardless of financial need. The student is responsible for all interest from the time the loan is disbursed until it is paid in full and may choose to pay the interest while in school or let it accrue and be added to the loan balance (capitalized).

LOAN LIMITS

The total amount a student can borrow depends on the student's academic level and dependency status. Undergraduate students may borrow between $5,500–$12,500 per year while graduate or professional students may borrow up to $20,500 per year (unsubsidized only). Visiting studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized will give the student current annual and lifetime loan limits.

Repayment

Once a student graduates, withdraws, or drops below half-time enrollment, a six-month grace period begins before the borrower's first loan payment is due. The student's federal loan servicer will contact the borrower to provide repayment details and available repayment plan options. Payments are typically due monthly, and flexible income-driven and standard repayment plans are available. For more information or to complete required steps—such as the Free Application for Federal Student Aid (FAFSA), Loan Entrance Counseling, or Master Promissory Note—visit studentaid.gov.

Eligibility and Application

Students must be enrolled at least half-time in an eligible program, complete Loan Entrance Counseling, and sign a Master Promissory Note before funds are disbursed. Graduate students and parents applying for Direct PLUS Loans must also complete a separate PLUS Loan Application and credit check through studentaid.gov. Interest rates and fees are set annually by federal law.

Repayment Options

Federal Direct Loan repayment begins after the six-month grace period that follows graduation, withdrawal, or a drop below half-time enrollment. No deferment request is necessary while the student remains enrolled at least half-time or during the grace period. Repayment is made in monthly installments until the loan is paid in full. Borrowers may select or change repayment plans by contacting their federal loan servicer. More information on current interest rates, loan limits, and repayment options are available at https://studentaid.gov/manage-loans/repayment/repaying-101 and https://studentaid.gov/manage-loans/repayment/plans.

NOTE ON LOANS

Loan information is reported to the National Student Loan Data System (NSLDS) where they can be accessed by authorized agencies, loan servicers, and schools for federal reporting and servicing purposes.

Work-Study Programs

Work-study programs allow students to earn money to help pay for educational expenses while gaining valuable work experience. These programs offer part-time employment opportunities both on and off campus, depending on eligibility and available funding.

FEDERAL WORK-STUDY (FWS)

The Federal Work-Study Program provides part-time jobs for students with financial need, allowing them to earn money while attending school.

- Jobs may be available on campus or with approved community organizations that provide public or student services.
- Work hours are scheduled so they do not interfere with class time.
- Employment depends on the availability of federal funds each year.
- Pay is based on hourly rates and the number of hours worked, generally covering the academic year.

Students must complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility. For more information or to apply, contact the Financial Services Office.

INSTITUTIONAL WORK-STUDY

The Institutional Work-Study Program is funded by the University to provide additional employment opportunities for students who may not qualify for federal funding or who wish to earn extra income. Positions are designed, whenever possible, to develop business skills and provide career-related experience in the student's field of study. International students who meet institutional eligibility requirements may also qualify to participate in the Institutional Work-Study Program. Interested students should contact the Financial Services Office for information on available openings and eligibility criteria.

OTHER FEDERAL ASSISTANCE PROGRAMS

The University is approved by the State Approving Agency for the education and training of eligible veterans and their dependents. For details on specific programs or eligibility requirements, contact the Financial Services Office.

INSTITUTIONAL ASSISTANCE

The University of Fairfax is committed to supporting students in achieving their academic and professional goals by providing a variety of institutional grants and scholarships. These awards are designed to recognize merit, encourage persistence, and assist with the financial costs of higher education. Institutional aid may be based on academic achievement, affiliation, employment partnership, military service, or other qualifying criteria. All awards are subject to the availability of funds and the University's policies governing financial assistance.

GRANTS AND SCHOLARSHIPS

BLUE RIBBON GRANT

The Blue Ribbon Grant recognizes and supports veterans, active-duty military personnel, spouses, and dependents by providing additional financial assistance after the exhaustion or expiration of military education benefits. Eligible individuals include those who have received education benefits under Veterans Administration Chapters 30, 31, 33, 35, 1606, Military Tuition Assistance, or State National Guard programs. The University of Fairfax provides a grant of up to 35% of the total amount paid toward direct educational costs. (MYCAA recipients are not eligible.)

Applications are available through the Financial Services Office.

Eligible students may accumulate up to $18,000 in Blue Ribbon Grant funds, which may be used to extend or complete their programs of study or to assist a current spouse or qualified dependent at the University of Fairfax. Grant funds must be used within 10 years of the last term in which they were earned. Military students may elect to transfer their earned grant funds to a current spouse or qualified dependent under the age of 30.

Yellow Ribbon Grant

The Yellow Ribbon GI Education Enhancement Program (The Yellow Ribbon Program) is a provision of the Post9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with VA to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. The institution can contribute up to 50% of those expenses and VA will match the same amount as the institution. Institutions that voluntarily enter into a Yellow Ribbon Agreement with VA choose the amount of tuition and fees that will be contributed. VA will match that amount and issue payment directly to the institutions.

Military services students with military education assistance funding are evaluated for eligibility during financial services appointments. The grant will be awarded up to 50% of the Chapter 33 tuition payment.

Business Partnership Grant

The Business Partnership Grant provides additional financial assistance to students receiving employer tuition assistance who are pursuing new job skills or upgrading existing skills. Students must be employed by an organization that has entered into a tuition assistance agreement with the University. Continued eligibility depends on continued receipt of employer tuition assistance. This grant is not available to students enrolled as international students on active SEVIS status (F-1/F-2, H-1B/H-2B, etc.) or working under CPT/OPT authorization.

Eligible students and their employers must complete the Business Partnership Grant application, available through the Financial Services Office.

Awards are made at a rate of $1 for every $2 of employer tuition assistance received and are applied after all other aid has been awarded.

International Doctoral Grant

The International Doctoral Grant promotes global collaboration and educational advancement by assisting qualified international students pursuing doctoral study. Eligible students are international F-1 students who are in good standing with the Department of Homeland Security and have met all admissions requirements for an eligible doctoral program at the University of Fairfax.

Applicants are automatically considered upon submission of a completed international student application and applicable fees.

Eligible students receive a $262 per course grant, applied directly to tuition and fee charges. Continued eligibility depends on continuous enrollment, although exceptions may be granted for students who temporarily return to their home countries for visa or health reasons, with final approval by the Vice President of Operations.

Awards are certified based on the date of application receipt by the International Admissions Office. The grant operates on an award year from July 1 through June 30, with an annual funding allocation of $350,000. Availability is reviewed annually. This grant cannot be combined with

other institutional grants or scholarships and is not available to students in the PhD in Computer Science and Engineering program.

University Transfer Grant

The University Transfer Grant is designed to enhance collaboration between educational institutions and facilitate continued higher education for international students. It is offered to students from Universities and Colleges or English as a Second Language programs within the United States who transfer their I-20 to the University of Fairfax or its affiliates. The grant is a lifetime maximum award of $1,000, credited to the students' account after their first term of enrollment, and is non-renewable. The lifetime maximum award may be exceeded by an additional $1,000 in the event a student transfers to University of Fairfax or its affiliates due to the completion of a degree. This grant may not be combined with any other scholarship program and is available to students who enroll before May 15, 2027.

University Legacy Merit Scholarship (Domestic and Non-I-20 Students)

The University Legacy Merit Scholarship honors the academic achievements of University of Fairfax alumni who pursue a second or higher degree at the University or its affiliates. Applicants must have completed a prior degree at the University of Fairfax with the following minimum GPA and credit requirements:

- Bachelor's Degree – 84 credit hours with a GPA of 3.0 or higher
- Master's Degree – 18 credit hours with a GPA of 3.5 or higher
- Doctorate Degree – 9 credit hours with a GPA of 3.5 or higher

Students must enroll in a new program within one year of completing their previous UF degree and will receive a one-time, non-renewable scholarship of $1,000, applied to the first term of re-enrollment. An additional $1,000 may be awarded for students transferring to a UF affiliate following degree completion. This scholarship cannot be combined with other institutional aid and is available to students enrolling before May 15, 2027.

University Legacy Merit Scholarship (International Students)

This scholarship recognizes international alumni on active I-20 status who return to pursue additional degrees at the University of Fairfax or its affiliates. Applicants must have earned a prior degree at UF with the following minimum GPA and credit requirements:

- Bachelor's Degree – 84 credit hours with a GPA of 3.0 or higher
- Master's Degree – 18 credit hours with a GPA of 3.5 or higher
- Doctorate Degree – 9 credit hours with a GPA of 3.5 or higher

A one-time, non-renewable scholarship of $1,000 is applied to the first term of re-enrollment. An additional $1,000 may be awarded for students transferring to a UF affiliate following degree completion. This scholarship cannot be combined with other institutional aid and is available to students enrolling before May 15, 2027.

Summary of Institutional Grant and Scholarship Terms

All institutional grants and scholarships at the University of Fairfax:

- Are subject to available funding and university policies.

- Cannot be redeemed for cash or combined with other institutional aid unless expressly stated.
- Are applied directly toward tuition and fees.
- Require satisfactory academic progress and adherence to university standards of conduct.

DOCTORAL FELLOWSHIPS

As part of its commitment to advancing research and professional excellence, the University of Fairfax offers a number of competitive fellowships to support the continuing growth and development of its doctoral students. These fellowships are awarded based on fund availability at the rate of $134 per credit hour and are intended to recognize academic merit, professional distinction, and contributions to research and practice in specialized areas of study. Recipients must remain in good academic standing and meet all financial obligations to the University to continue receiving fellowship disbursements.

COMPUTER SCIENCE RESEARCH FELLOWSHIP

The Computer Science Research Fellowship is open to doctoral students from around the world who are engaged in innovative and impactful research in computer science and engineering. The fellowship may be awarded at any stage of doctoral study and is intended to encourage students pursuing research that advances the field. Applicants are evaluated based on academic achievement, motivation, and the quality of their research statement. The University may award up to ten (10) fellowships each academic year.

INFORMATION SECURITY CERTIFICATION FELLOWSHIP

The Information Security Certification Fellowship supports degree-seeking applicants who hold recognized information security certifications such as CISSP, CISM, or CISA. This fellowship encourages certified professionals to continue their education and strengthen 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.

FISMA FELLOWSHIP

The FISMA Fellowship was established to promote research and practical solutions that enhance Federal Information Security Management Act (FISMA) compliance. Preference is given to students who demonstrate the capability and motivation to undertake projects directly related to FISMA compliance. Awards are based on merit and/or financial need.

CYBER POLICY FELLOWSHIP

The Cyber Policy Fellowship supports cybersecurity professionals who seek to address high-level policy challenges in cybersecurity and advance their leadership within the field. Awards are granted to qualified and motivated students who demonstrate a commitment to developing strategic and policy-based approaches to cybersecurity issues.

CYBERSECURITY CRISIS FELLOWSHIP

Recognizing the ongoing global cybersecurity crisis, the Cybersecurity Crisis Fellowship was established to prepare and support professionals dedicated to protecting business and government data systems. This fellowship provides financial assistance to students pursuing education and research aimed at mitigating cybersecurity risks worldwide.

THIRD PARTY ASSISTANCE

In addition to federal, state, and institutional aid, students may be eligible for financial support from outside sources. These third-party options can help bridge the gap between the total cost of attendance and other available aid.

PRIVATE OR ALTERNATIVE EDUCATION LOANS

Not all students are eligible for federal student loans, and some may prefer to explore private or alternative loan options. The University partners with a variety of private lenders who provide education loans to qualified students. Terms, interest rates, loan limits, and eligibility criteria vary by lender. Students interested in exploring private or alternative loans are encouraged to:

- Compare loan terms carefully among different lenders.
- Discuss options with the Financial Services Office, which can help review available choices and provide guidance on responsible borrowing.

Private loans are made directly between the student and the lender, and borrowers are responsible for understanding all repayment obligations.

EMPLOYER TUITION ASSISTANCE PROGRAMS

Many employers support their employees' professional growth by offering tuition reimbursement or direct tuition payment programs. Students are encouraged to contact their employer's Human Resources or Training department to determine whether such a program is available. The University actively partners with employers through its Business Partnership Grant program to help expand tuition assistance opportunities for employees. The University can provide employers with detailed information about degree programs, courses, and tuition benefits upon request.

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ATTENDING AN ONLINE OR HYBRID PROGRAM

Each student's journey to graduation is unique, so each student receives an individualized Program of Study (POS) from the University. The POS outlines the required courses to meet degree requirements and is reviewed and updated at least annually (more frequently when circumstances require adjustments).

To help students progress through the programs, the University has hired faculty who stand ready to assist through multiple, accessible channels of communication such as SyncSessions™ (real-time class sessions), OpenForum discussions in Canvas courses, email (preferred for individual questions), and telephone (as applicable). Faculty strive to respond to emails and phone calls within 24 hours, post feedback on major assignments (especially sequential doctoral work) within 5 business days of submission, and post grades no later than 48 hours after the course's final assignment due date.

In addition to faculty, each student is assigned an Academic Advisor to support the student's progress throughout the program. Advisors help students interpret and update the POS; register for courses and understand degree requirements; navigate academic policies, course loads, and milestones; and access university resources for academic or personal success. Students are encouraged to meet with the advisor at least once per term and whenever academic or personal circumstances may occur.

SUBMISSION OF COURSE WORK

All coursework must be submitted via Canvas by the deadline specified in Canvas before the end of the course session. If additional time is needed due to approved extenuating circumstances, a student may request an Incomplete by the second-to-last week of the course, subject to approval by the appropriate Dean. Coursework to resolve an incomplete must be submitted within two weeks after the course end date.

COURSE DELIVERY AND LEARNING MODES

The University courses use both synchronous (live) and asynchronous (on-demand) interactions. Courses are delivered online (delivered through Canvas with scheduled SyncSessions™) and through hybrid instruction (combining online coursework with required in-person residencies).

Domestic students are not required to take a residential course but may take up to two residential courses per term. International Students (SEVP Participants) on F-1 visas must maintain compliance with SEVP requirements:

- Only one fully online (3-credit) course per term is permitted.
- Additional courses must be taken in a residential format.

SYNCSESSIONS™

SyncSessions™ are held in each online course to provide real-time interaction between faculty and students. These sessions are usually scheduled on alternating weekends (the meeting time is determined by the instructor), and attendance is required unless prior arrangements have been approved by the instructor. Students participate through Zoom using the provided link in Canvas.

RESIDENCIES

Residency courses provide synchronous, instructor-led engagement designed to enhance applied learning. Activities may include lectures, projects, presentations, exams, or virtual labs. Each residency has the following expectations:

- Review the residency schedule and Zoom links posted in Canvas and sent by email.
- Attend all scheduled sessions; absences cannot be rescheduled.
- Participate actively throughout each day; early departures are not permitted.
- Maintain professionalism in appearance, communication, and background.
- Submit all required work in Canvas by the end of each day.

Residency sessions are recorded for later review; nonetheless, physical attendance in the residency session is required.

PARTICIPATION EXPECTATIONS

Active participation is essential for success. Students should log into Canvas at least three (3) times per week on different days, contribute meaningfully to threaded discussions and respond to peers, and attend all scheduled SyncSessions™ or arrange approved alternatives in advance.

CHILDCARE

Many students balance their studies with parenting responsibilities, and, on occasion, it may be necessary to bring a child to a physical site. To maintain a safe and effective learning environment for all, the following guidelines apply:

- The University is an educational environment, and all individuals are expected to avoid activities that may disrupt students, faculty, or staff.
- For safety and academic integrity reasons, children are not permitted in classrooms, laboratories, or libraries, regardless of age.
- In non-academic areas of the in-residence site, children must always remain under the direct supervision of a parent or guardian.

The University reserves the right to request that a parent or guardian remove a child from the premises if the child's presence becomes disruptive or poses a safety concern.

SITE SECURITY

In accordance with federal law, the University provides information about campus safety policies, procedures, and crime statistics to current and prospective students and employees. The Annual Security Report (ASR) includes statistics concerning the occurrence of certain crimes on or near University in-residence sites, as well as information about campus safety measures, emergency response procedures, and crime prevention programs. The most recent report is available on the University's website or by contacting the University's administrative office.

The ASR indicates that the incidence of reportable crimes at its individual locations has remained very low or nonexistent in recent years. Nonetheless, the safety and well-being of all members of the University community are of the highest importance. Students, faculty, and staff are strongly encouraged to report any crimes or suspected criminal activity to university leaders or to the appropriate local law enforcement agency.

Adverse Weather

The safety of students, faculty, and staff is the University's top priority during periods of inclement weather. While every effort will be made to maintain scheduled classes and operations, the University encourages everyone to use personal judgment when determining whether travel to a physical site is safe.

Announcements regarding campus delays, early dismissals, or cancellations will be communicated through text and email notifications. When appropriate, notices may also be shared via local television and radio stations serving the affected area. All students are automatically enrolled in the University's alert system upon admission. This system is used to deliver time-sensitive updates related to weather, campus closures, and other emergencies. Students are responsible for ensuring that their contact information remains current with the University to receive notifications.

Communication Devices

Students may possess mobile phones or other communication devices while on University property; however, all such devices must remain in silent mode during class sessions. The use of mobile or communication devices during class is prohibited unless specifically authorized by the instructor for academic purposes. If a student uses a device in a manner that disrupts the learning environment, the instructor may confiscate the device and return it at the end of the class session.

Canvas Learning Platform

The Canvas Learning Management System is the central platform for all University courses. In Canvas, students can access syllabi, assignments, and course materials, participate in discussions and SyncSessions™, submit assignments, view grades in the Gradebook, and communicate with instructors and peers. Students are responsible for maintaining access to Canvas and checking it regularly for course announcements, deadlines, and feedback.

Grading of Deliverables

Each graded component within a course is assigned a specific number of points, contributing to a total of possible points for the course. Faculty assess student work using qualitative and quantitative criteria to ensure consistency, rigor, and fairness in grading.

Discussion Threads

Active participation in discussion threads is a critical element of online learning. Faculty assess both the quantity and quality of participation, with emphasis on engagement, critical thinking, and communication skills.

Submitted Assignments

Written work is evaluated on both its content and the quality of writing, whereas performance assessments are evaluated based on the full submission package. The University follows the Publication Manual of the American Psychological Association for in-text citations, references, and general formatting. Faculty assesses written assignments according to the following dimensions:

Content and Organization

- Addresses all key elements of the assignment.
- Demonstrates comprehension of relevant theories and concepts.
- Supports conclusions with evidence and logical reasoning.
- Incorporates current, credible, and diverse sources (beyond the textbook).
- Organizes material logically, with clear introductions, transitions, and conclusions.

Content Development

- Demonstrates thoughtful analysis and interpretation, not mere description.
- Incorporates real-world examples where appropriate.
- Integrates perspectives from course materials and external research.

Style and Mechanics

- Adheres to APA 7th edition formatting and citation requirements.
- Demonstrates professional presentation with effective structure, headings, and layout.
- Uses correct grammar, punctuation, and spelling.
- Maintains clear, concise, and coherent writing throughout.
- Uses precise language and appropriate tone for the intended audience.

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Stakeholder Involvement in Policy and Procedure Changes

This policy establishes a clear and transparent process for the proposal, review, and approval of changes to one of University of Fairfax's policies and procedures. Applying to all changes, revisions, or new additions to university-wide policies and procedures that impact the operational, academic, or student life aspects of University of Fairfax, this policy encompasses proposals originating from any faculty member, staff member, administrator, or recognized student organization.

Proposal Submission: Any faculty member, staff member, administrator, or recognized student organization may initiate a proposal for a new policy or a change to an existing policy or procedure. Proposals should be submitted in writing to the relevant departmental head or administrative office, outlining the proposed change, its rationale, anticipated impact, and alignment with university mission and goals. In the absence of knowing the relevant department head or administrative office, the individual may submit the suggestion to approvals@ufairfax.edu with the subject POLICY REQUEST.

Initial Review and Consultation: Upon receipt, the relevant departmental head or administrative office will conduct an initial review to assess the proposal's completeness and relevance. The leader will consult with stakeholders who would be affected by the proposed change, gathering preliminary feedback.

Committee Review: If the proposal warrants further consideration, it will be forwarded to the appropriate university committee for a comprehensive review. This committee will evaluate the proposal's merits, potential implications, and alignment with existing university policies and strategic objectives.

Broad Stakeholder Feedback: The committee will ensure that the proposed policy or procedure is disseminated to all stakeholders with a direct and reasonable interest in the matter.

Revision and Recommendation: Based on the feedback, the reviewing committee will revise the proposal as necessary. The committee will prepare a final recommendation, including a summary of feedback and how it was addressed, for the appropriate senior administrator or governing body.

Final Approval: The revised policy or procedure, along with the committee's recommendation, will be submitted to the President, Provost, or other designated senior administrator/governing body for final approval.

Communication and Implementation: Once approved, the new or revised policy/procedure will be communicated to the entire university community through official channels (e.g., university website, official announcements, policy manual updates). Training and support will be provided as needed to ensure effective implementation.

COURSE DESCRIPTIONS

All courses are arranged in alphabetical order by the subject area (after the initial pre-entrance and development courses). They are embedded into a table that showcases the subject area, course code, course title, number of credits, course description, and pre-requisites and co-requisites (if applicable) similar to the following table:

Subject	Code	Name
	Credits	Description
		Pre-Requisites (if applicable)

ACCOUNTING COURSES

ACC	6100	Financial Reporting
	3	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.
ACC	6500	Accounting and Multinational Enterprises
	3	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.

BUSINESS COURSES

BUS	1150	Information Systems for Business
	3	This course is designed to introduce students to the fundamentals of information systems. Students will learn how information systems are used within a business environment and the advantages they provide for an organization. Topics to be explored include business intelligence, cloud computing, ecommerce, enterprise systems, mobile computing, and systems acquisition.
BUS	2250	Business Communications
	3	A comprehensive course in business communication, that includes the study and practice of concepts and skills as they apply to business and professional settings including written communication, business and professional presentations, interpersonal and group dynamics. Special attention is given to learning to communicate effectively in multiple formats as professionals in today's digital, social, and mobile world.
BUS	2400	Project Management
	3	Students will be guided through a four-phase systematic approach to project concepts, study, design, and implementation. Course work will include real world case studies that emphasize aspects of the project phases.
DBA	8150	Information, Organization, and Strategy
	3	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.
DBA	8300	Leading Organizational Change (Qualitative)
	3	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.
DBA	8350	Sociology of Corporate Culture
	3	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.
DBA	8450	Managing, Organizing, and Negotiating for Value
	3	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.
DBA	8900	Project Management
	3	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.
MB	5200	Leadership and Business Communication
	3	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.
MB	5300	Financial Management
	3	This course introduces students to the fundamentals of valuation, financial forecasting, risk and return analysis, cost of capital, debt policy, and project evaluation.
MB	5400	Developing Human Resources
	3	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.
MB	5700	Business Information Systems
	3	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.
MB	5820	Managing Global Diversity (Quantitative)
	3	This course examines the 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 course is designed to assess the student's quantitative research skills.

MB	6350	Six Sigma Lean
	3	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.
MB	6400	Business Research
	3	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.
MB	6500	Legal Environment of Business
	3	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.
MB	6600	Data Governance
	3	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.
MB	6700	Managing Strategic Change
	3	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.
MB	6750	Coordinating and Managing Supply Chain
	3	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.
MB	6800	Project Management
	3	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).
MB	6850	Managing Quality
	3	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 credits) 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.
MB	6900	Organizational Management
	3	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.

MB	7000	Managing Global Diversity (Quantitative)
	3	This course examines the 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.

Career Exploration Courses

REX	40XX	Career Exploration
	3	This is an elective, credit-bearing course intended for undergraduate students seeking to demonstrate and articulate college-level learning acquired through professional practice. Credits are allocated to the elective credit areas of their programs. Students may be awarded up to twelve (12) semester credit hours per verified year of full-time employment, up to the maximum institutional limit.
REX	70XX	Career Exploration
	3	This is an advanced elective, credit-bearing course intended for graduate students to demonstrate and articulate high-level learning and professional expertise derived from full-time employment. The course requires students to provide and submit detailed verification of a minimum of one year of full-time professional employment. Credits earned are allocated to the elective credit areas of their programs. Students may be awarded up to three (3) semester credit hours per verified year of full-time employment, up to the maximum institutional limit.

Cloud Computing Courses

MSCC	5100	Cybersecurity and Privacy
	3	Overview of cybersecurity and privacy, including cryptography, authentication, malware, viruses, network security, anonymity, privacy and online privacy, risk management; common cyberattacks and techniques for detection and defense; policy and legal perspectives for managing cybersecurity missions supporting private sector and government; cyber technologies as applied to the stability of global information and communications infrastructure; government cybersecurity policies.
MSCC	5200	Cloud Application Architecture
	3	Cloud application design guidelines and software patterns. Survey of cloud services for scalable secure cloud applications. Trade-offs in cloud application design, container vs virtual machine deployments, and monolithic vs microservice.
MSCC	5300	Research Methods
	3	In this course, the students will learn the basic skills that are essential to becoming a successful researcher. The objective of the course is to teach research skills in a systematic fashion, early in a student's graduate program. Lecture topics will include research methodology, experimental design, professional ethics and academic integrity, and oral and written presentation techniques. Students will be required to perform a literature survey (on a topic in their own research area), construct a research proposal that includes an experimental design, and write a paper summary in the style of a formal scientific paper/Project.
MSCC	5400	Big Data and Cloud Computing
	3	This course covers a wide range of research topics related to big data and cloud computing, including data centers, virtualization, hardware, and software architecture, as well as system-level issues on performance, energy efficiency, reliability, scalability and security.
		Pre-Req: MSCC5200
MSCC	5500	Secure Cloud Computing
	3	This course provides a comprehensive guide to security concerns and best practices for cloud computing and cloud services. Topics discussed include cloud computing architectures, risk issues and legal topics, data security, internal and external clouds, information security frameworks and operational guidelines.

MSCC	5600	Data Analytics
	3	Introduction to data analytics introduces you to the basics of data science and data analytics for handling of massive databases. The course covers concepts of data mining for big data analytics and introduces you to the practicalities of map-reduce while adopting the big data management life cycle.
MSCC	5700	Applied Machine Learning for Computing and IT Professionals
	3	This course emphasizes learning algorithms and theory including concept, decision tree, neural network, computational, Bayesian, evolutionary, and reinforcement learning. The course will give the student the basic ideas and intuition behind modern machine learning methods as well as a bit more formal understanding of how, why, and when they work. The underlying theme in the course is statistical inference as it provides the foundation for most of the methods covered.
MSCC	5800	Program and Project Management
	3	Students taking this course will develop skills in project integration, scope, time, cost, quality, human resources, communications, risk, procurement and stakeholder management as well as planning, executing, monitoring, controlling and closing processes. This course emphasizes the principles distinctive to managing information technology projects that extend well beyond standard project management requirements.
MSCC	5900	Management and Compliance in Cloud Computing
	3	Maintaining compliance in the cloud. Theory, methodology, and procedures related to cloud computing; proper audit procedures for discovering system vulnerabilities; documenting findings according to the standards of compliance-based auditing.
		Pre-Req: MSCC5500
MSCC	6000	Cloud Migration Strategy
	3	Migrating traditional IT services to a cloud-based environment. Technical and business considerations necessary to develop an effective cloud migration strategy for an organization. Decision analysis framework to prioritize migration applications.
		Pre-Req: MSCC5500
MSCC	6100	Thesis/Graduate Research Paper
	6	A candidate for the Master of Science in Cloud Computing is required to perform a study, a design of investigation, under the direction of a faculty advisory committee. A written thesis is required to be presented, and defended orally, and submitted to the faculty advisory committee for approval.
		Pre-Req: MSCC5300

Computer Literacy Courses

CPL	1010	Computer Literacy
	3	Since technology is in constant flux, you must keep up with the changes to remain digitally literate which involves having a current knowledge and understanding of computers, mobile devices, the web, and related technologies. This course introduces students to computing hardware, software, devices, networks, systems, and the web via home computers, mobile devices, laptops, tablets, e-book readers, and the like.

Computer Science Courses

CS	1000	Security+
	3	Security Plus provides students with the foundational knowledge needed within the field of Cybersecurity. This course highlights the vulnerabilities and threats organizations face today. Students will learn how to mitigate these vulnerabilities and various methods to prevent these occurrences.
		Pre-Req: IT1110
CS	1050	Introduction to Relational Database Management Systems
	3	During this course students will learn concepts regarding various types of databases. Students will also explore concepts in designing basic and advanced databases. This course will also provide students with insight regarding database connectivity with web technologies.

CS	2350	Spreadsheet Applications
	3	Students taking this course will learn how to use Microsoft Access and Microsoft Excel to prepare databases and spreadsheet applications.
CS	2500	Systems Analysis and Design I
	3	Students taking this course are introduced to the analyses, methodology and tools used to translate business requirements into information systems that support the short- and long-term objectives of the enterprise. Students will learn about traditional structured analysis, object-oriented concepts and agile methods and the Systems Development Life Cycle (SDLC). They are also introduced to project management concepts and the software tools most commonly used by systems analysts.
CS	3200	Cybersecurity Law and Ethics
	3	Students taking this course will learn about laws concerning network and computer security, legal limits for accessing systems, data, and various other forms of regulations on digital information. Students in this course will also be introduced to Crimeware and how it relates to multiple areas of the application architecture.
CS	3300	Project Management for IT Professionals
	3	Students taking this course will develop skills in project integration, scope, time, cost, quality, human resources, communications, risk, procurement and stakeholder management as well as planning, executing, monitoring, controlling and closing processes. This course emphasizes the principles distinctive to managing information technology projects that extend well beyond standard project management requirements.
CS	3500	Information Security Fundamentals
	3	Students taking this course will learn the fundamental skills needed to evaluate and ultimately defend the networks and clients that they manage. This course introduces students to the core concepts of security, malicious attacks, threats, and vulnerabilities. Students in this course will have an understanding of cryptography, auditing, and security operations.
CS	3750	Computer Forensics
	3	This is an introductory course in computer and digital forensics. The course covers the principles, procedures, and techniques used in computer forensic crime investigations. Topics include understanding computer investigations, current computer forensics tools, processing crime and incident scenes, and digital evidence controls. Students are introduced to file systems, data acquisition, and computer forensics analysis.
CS	4100	Risk Management
	3	In this course, students will explore ethical business decision-making and risk management related to the use of technology. This course introduces students to the core concepts of information security contingency plans and risk management.
CS	4250	Ethical Hacking
	3	Ethical hacking covers vulnerability and penetration testing, which are essential elements in modern cybersecurity. Ethical hacking consists of testing the security of IT systems by trying to find and exploit security vulnerabilities. This class demonstrates the ethical use of various "white hat" cyber penetration testing tools and techniques consistent with Ethical Hacking training. Network tools and techniques take place in an enclosed "sandbox" environment. Students are exposed to various computer hacking skills and analyze various protective measures and their effectiveness.
CS	4350	Principles of Cryptography
	3	This course provides a practical survey of both the principles and practice of cryptography in computer security. Students are introduced to the basic concepts of cryptography and their use in protecting data and resources from disclosure, to guarantee the authenticity of data and messages, and to protect systems from network-based attacks.
CS	6500	Computer Networking and Telecommunications
	3	This course is designed to help students with an understanding of various methods of networking and telecommunications. The course starts with a foundation of networking. Topics 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 focus of this course covers various methods of networking and telecommunications, software tools and techniques will also be examined.
CS	6600	Distributed Systems
	3	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.
CS	6700	Cloud Computing
	3	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.
CS	6800	Big Data and Analytics
	3	Big Data Analytics introduces 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.
CS	6900	Capstone in Computer Science Engineering
	3	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.
DC	7350	Advanced Research Methods in Computer Science and Engineering
	3	During this course students will learn research skills necessary for conducting research in the field of Computer Science and Engineering. Some of the principles will include formulating research questions, data analysis, theory, and identification of various research methods. This course is designed for Computer Science students planning to conduct research that involves human interaction with computer technology, controlled experiments, action research, archival analysis, case studies, and surveys.
DC	7450	Advanced Research Methods in Communications Networks
	3	This course is designed for students interested in conducting research on advanced topics in Communications Networks. This course will also examine current and emerging research topics in communication networks. Topics covered include network measurements, internet routing peer to peer networks, network protocols, network security, wireless and sensor networks. Due to the rise in Cyber Security, A significant portion of this course will focus on Security and Networking related issues.
DC	7550	Advanced Research Methods in Parallel and Distributed Database Systems
	3	This course covers algorithms and architectures necessary for parallel and distributed database management systems. While the main focus of this course is on relational systems, issues related to all large-scale database systems will also be addressed. Some of the areas examined will include MapReduce-based distributed data management, Parallel data management, distribution architectures, distribution design, distributed query processing and optimization.
DC	7650	Advanced Research Methods in Very Large-Scale Integration Design
	3	This engineering related course is designed to help students understand the fabrication and design techniques associated in the design of Large-Scale Systems. Various topics will be

		introduced to include CMOS logic, MOSFET theory, design techniques, capacitance requirements, power consumption, performance estimation, effective circuit design, and clocking. This course will also cover the design of elementary data paths for microprocessors, including moderate-speed adders, and multipliers.
DC	7700	Advanced Qualitative Methods in Computer Science Engineering
	3	This course is designed to assess the student's ability to conduct independent research under the guidance of an instructor. These courses will assess the student's ability to listen to the instructor and incorporate the instructor's feedback. These courses will also assess the student's ability to work productively with the instructor to accomplish the following goals including, but not limited to: choosing an appropriate a topic that aligns with the parameters set forth in the class syllabus; refining the topic; conducting the literature review; designing the study that that aligns with the parameters set forth in the class syllabus; collecting appropriate evidence; interpreting the findings; critically assessing/analyzing the evidence in relation to the problem under investigation and the research questions; critically assessing/analyzing the evidence in relation to the problem under investigation and the hypotheses (quantitative research); and writing scholarly doctoral-level research that adheres to APA guidelines. The assessment of the aforementioned personal attributes and skill-sets, in addition to the formal research knowledge and skill-sets under investigation in these two classes, are paramount to improving the student's success later in the program when h/she is researching and writing his/her own, original dissertation project with his/her Chair.
DC	7800	Advanced Quantitative Methods in Computer Science Engineering
	3	This course is designed to assess the student's ability to conduct independent research under the guidance of an instructor. These courses will assess the student's ability to listen to the instructor and incorporate the instructor's feedback. These courses will also assess the student's ability to work productively with the instructor to accomplish the following goals including, but not limited to: choosing an appropriate a topic that aligns with the parameters set forth in the class syllabus; refining the topic; conducting the literature review; designing the study that that aligns with the parameters set forth in the class syllabus; collecting appropriate evidence; interpreting the findings; critically assessing/analyzing the evidence in relation to the problem under investigation and the research questions; critically assessing/analyzing the evidence in relation to the problem under investigation and the hypotheses (quantitative research); and writing scholarly doctoral-level research that adheres to APA guidelines. The assessment of the aforementioned personal attributes and skill-sets, in addition to the formal research knowledge and skill-sets under investigation in these two classes, are paramount to improving the student's success later in the program when h/she is researching and writing his/her own, original dissertation project with his/her Chair.
DC	9200	Designing Solutions to Computer Science and Engineering Problems
	3	In this course, students 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.

COMPUTER SECURITY COURSE

CY	3250	Biometrics: Application Technology and Management
	3	This course presents the student with an introduction to biometrics as applied to computer security. The course emphasizes the biometric technologies employed in authentication, authorization, identification and access control to protect valuable computer and network resources and assets. The course examines how and why biometric systems are emerging as an increasingly important aspect of cyber security.

Dissertation Courses

DST	8110	Dissertation Results and Findings
	1	In DST8110, 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.
DST	8130X	Dissertation Manuscript Certification
	1	In this course, candidates present their findings to the Dissertation Committee at the defense.
DST	9500	Comprehensive and Qualifying Examination
	0	Students complete the comprehensive examination before progressing to RES8110.
DST	9501	Applied Doctorate Capstone
	3	This course is the culminating experience for students in the applied doctorate program. It is an action-oriented laboratory where students design, develop, implement, and evaluate a tangible, high-impact capstone project that addresses a complex problem of practice from a professional context. This course emphasizes the creation of a deliverable with real-world value. Guided by their capstone instructor, students will document their work in a project report and professional portfolio, demonstrating a synthesis of scholarly inquiry, practical skill, and leadership. The course culminates in a final showcase where students present their projects and their projects' impacts to the professional community.

English Courses

ENG	1020	English Composition
	3	Students taking this course will study and discuss rhetoric, style, and composition, with special emphasis on written communication skills. Students will learn how to effectively communicate. Students will learn how to demonstrate an effective writing style and composition. Students will demonstrate the ability to prepare forceful written communication using logical thinking.
ENG	1260	Professional Communication
	3	Students taking this course will develop the ability to express themselves effectively in public and private settings. Students will learn about the various theories and strategies of effective communication.

Environmental Science Course

ENV	1010	Environmental Science
	3	Environmental Science is a general course for non-biology majors in which students will explore the following basic principles: concepts required to understand interrelationships of the environment and the natural world; environmental problems both natural and man-made; risks associated with air, water, land pollution; health of humans and ecosystems; deforestation and climate change; overpopulation and environmental law, economics, and ethics.

Ethics Course

ETH	2050	Ethics
	3	Students taking this course will study ethical thought and ideals, with emphasis on the central assumptions of personal and social morality. Students will also investigate ethics and related problems in industry, civil society, and the typical American community.

Information Assurance Courses

IA	7000	Security in the Digital Age
	3	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.
IA	7020	Information Security Systems and Organizational Awareness
	3	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.
IA	7030	Legal and Ethical Practices in Information Security
	3	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.
IA	7040	Information Security and Organizational Change
	3	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.
IA	7401	Ethical Hacking (CEH)
	3	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.
IA	7402	Information Security Management (CISM)
	3	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.
IA	8010	Business and Security Risk Analysis
	3	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.
IA	8020	Security Policies, Standards, and Procedures
	3	It is critical that IT Professionals understand the underlying fundamentals of Cybersecurity. Therefore, taking an investigative approach to the development of Security Policies, Standards and Procedures, students will gain a deeper understanding of how forensics can aid in the development of Security Policies, Standards and Procedures in addressing business and technical risks.
IA	8021	Cloud Cybersecurity
	3	In this course students will research and analyze virtualization technology needed in today's rapidly changing IT workplace. The course will focus on virtualization in software-defined data centers. Students learn to build virtual networks, implement high-availability clusters, enhance performance and security, and manage the virtual data center.
IA	8030	Design, Development, and Evaluation of Security Controls
	3	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.
IA	8031	Cybersecurity Insurance
	3	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.
IA	8060	Intrusion Detection, Attacks, and Countermeasures
	3	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.

IA	8070	Design and Development of Security Architectures
	3	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.
IA	8110	Certification and Accreditation
	3	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.
IA	8190	Forensic Evaluation and Incident Response Management
	3	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.
IA	9150	Strategic and Technological Trends in Information Security
	3	In this course, students will focus on the managerial aspects of information security assurance. Topics covered include access control models, information security governance, and the assessment and metrics of information security programs. 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.
IA	9200	Research Topics in Information Security
	3	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.

INFORMATION TECHNOLOGY COURSES

IT	1000	Electronics and Systems
	3	Students taking this course will obtain a background in digital electronics, digital devices, digital circuits, safety, digital security, and will obtain an introduction to networking.
IT	1010	Implementing and Troubleshooting OS Technology
	3	This course is designed to prepare students for CompTIA A+ Essentials Certification examination (220-902). Topics include operating system fundamentals; operating system architecture; comparison of operating systems; the boot process; installing, configuring, supporting, and upgrading operating systems; diagnosing and troubleshooting operating systems, and file systems. Students will also be introduced to networking, hard drive support, and Internet concepts and configurations related to operating systems. At the conclusion of the course students will sit for the CompTIA A+ Essentials examination.
IT	1020	Computer Hardware Technology
	3	This course is designed to prepare students for the CompTIA A+ Practical Application Hardware Certification examination. Students taking this course will develop the knowledge and hands-on skills necessary to install, troubleshoot, service, and support microcomputer hardware. At the conclusion of the course, students will sit for the CompTIA A+ Hardware examination.
		Pre-Req: IT1000
IT	1030	Virtual Computing
	3	In the Virtual Computing course, students will learn about computer hardware virtualization, container technologies, and virtualization software. Students will deploy Linux and Windows operating systems using virtualization software and will apply these technologies throughout future courses as they build more complex systems. This course will provide a clear understanding of virtual machines and containers and how each are managed and implemented.

IT	1100	Network I
	3	This is a basic introductory course to Networking Fundamentals. Students will learn about switches, routers, and firewalls. This course is a prerequisite to Network II. Students taking this course will prepare for the CompTia Net+ certification. They will use their knowledge of networking technology for local area networks (LANS), wide area networks (WANS), and the Internet.
		Pre-Req: IT1010
IT	1110	Network II
	3	This is an Advanced course to Networking Fundamentals. Students will learn about Virtualization and Cloud computing, Subnets and VLANs, Wide Area Networks, and Network Risk Management. Students taking this course will obtain an understanding of networking technology for local area networks (LANS), wide area networks (WANS), and the Internet. As well as prepare them for the CompTia NET+ certification.
		Pre-Req: IT1100
IT	2000	Technical Writing for Engineers
	3	Students taking this course will develop the skills necessary to produce clear and effective technical documents and reports.
IT	2150	Client Configuration I
	3	Students taking this course will obtain the knowledge and skills necessary to implement, administer, and troubleshoot a desktop operating system in a network environment. This course aligns with the objectives in the Microsoft certification for client configuration.
		Pre-Req: IT1010
IT	2160	Client Configuration II
	3	Students taking this course will obtain the knowledge and skills necessary to implement, administer, and troubleshoot a desktop operating system in a network environment. This course aligns with the objectives in the Microsoft certification for client configuration.
		Pre-Req: IT2150
IT	2200	CISCO I
	3	Students taking this course will obtain a strong foundation in each aspect of computer networking. This course aligns with the objectives in the ICND1 blueprint from Cisco Systems.
		Pre-Req: IT1110
IT	2210	CISCO II
	3	Students taking this course will obtain a strong foundation in each aspect of computer networking. This course aligns with the objectives in the ICND2 blueprint from Cisco Systems.
		Pre-Req: IT2200
IT	2300	Help Desk Remote Services
	3	Students completing this course will be able to understand concepts that a service and help desk use to solve simple to complex computer and server issues. These issues will be addressed using phone, remote services, and face to face interaction. Upon completion of the course the student will have also acquired skills necessary to measure performance and manage a service and help desk environment.
IT	3000	LINUX Operations
	3	Students taking this course will build the skills and knowledge necessary to effectively deploy, manage and administer servers and clients using the Linux operating system in the enterprise and to effectively integrate devices using Linux based operating systems into the enterprise network.
IT	3100	IT Operations Management
	3	Students in this course will explore a unifying paradigm for understanding operations based on the design and management of business process. They will learn how managers can control process structure and process drivers to achieve desired business process performance and understand which level managers have to control: cycle-time, capacity, inventory and quality.

IT	3150	Application Development
	3	This course introduces students to multiple areas of application development while stressing Python style, best practices and good programming habits. The course covers application development for clients and servers, databases, interfacing with popular Microsoft Office applications, the World Wide Web, the cloud and social media.
IT	4000	Information Security Governance
	3	Students in this course will learn the basic strategies and tools used for developing a business case for information security/information assurance governance and will learn how to develop and implement a strategy to increasingly integrate assurance functions to improve security, lower costs and ensure the preservation of the enterprise and its ability to operate.
IT	4050	Computer Networking
	3	This class will cover the theory, design, engineering, and installation of networks to connect digital computers. The course will prepare students to plan and implement a network. Also includes peer-to-peer networks, the client-server model, network operating systems, and an introduction to wide-area networks. The network and implementation tools may vary to meet current development trends.
IT	4200	Software Assurance
	3	This course provides a detailed explanation of software assurance practices, methods, and tools required throughout the software development life cycle. Students will apply life-cycle knowledge in exploring common programming errors and evaluate common software testing tools.
IT	4250	Front End Processing
	3	This course provides a detailed explanation of selecting and manipulating DOM nodes using JavaScript. Generating DOM elements dynamically and manipulating the DOM structure including Fetching information from external sources. The topics will cover the Basic JavaScript constructs, testing and finding bugs, data persistence on the client and object-oriented programming, classes, objects, and methods.
IT	4300	Back End Processing
	3	This course covers backend processing of web technologies that are used to build back-end systems that enable rich web applications. Utilizing technologies such as Python, Flask, Docker, RDBMS/NoSQL databases, and Spark, this class aims to cover the foundational concepts that drive the web today. This class focuses on building APIs using micro-services that power everything from content management systems to data engineering pipelines that provide insights by processing large amounts of data. The goal of this course is to provide an overview of the technical issues surrounding back-end systems today, and to provide a solid and comprehensive perspective of the web's constantly evolving landscape.
IT	4400	Managing Innovation
	3	Managing innovation – a critical skill set in today's technical enterprise requires skills and knowledge that are significantly different than the traditional management toolkit and experience. Students in this course will learn a complete framework for thinking about innovation across technological, market and organizational perspectives, while integrating the latest developments in the field.
IT	5230	Advanced Database Systems
	3	This course covers the advanced fundamentals of database application development using C++, C, or Java by accessing a transaction-oriented database server. A commercial database environment such as Oracle is used. Optional topics may include enabling access to database via the web and administering large databases.
IT	5310	Networking Advanced Management
	3	This course surveys the various levels of a packet-switched computer network, using the TCP/IP protocol suite as the primary model. Other network protocol stacks (e.g., Novell) may also be considered as time permits. At the Physical and Data Link Layers, various protocols are compared, and their implications for network topology are considered. At the Network Layer, a wide variety of routing protocols and name resolution protocols are

		studied. At the Transport Layer, students are introduced to the various methods for building end-to-end reliability on top of lower layers. Finally, at the Application Layer a variety of standard protocols such as telnet, ftp, and electronic mail are examined, together with the related issues of security and authentication. Some programming in the C language is required.
IT	5400	Marketing Innovation and Technology Products
	3	This course provides students with a strong understanding of the unique marketing challenges that surround innovation and high-tech products and services. Students will learn how traditional marketing strategies and programs must be modified and adapted for today's global high-tech environment and how to bring together marketing with other business disciplines such as research and development, legal and management and strategy to achieve effective cross-functional interactions.
IT	5500	Network Security
	3	This course will involve a discussion of the methods and tactics used to keep attackers at bay as well as the mechanisms by which organizations can identify and potentially stop potential "bad guys." The course will involve the following topics as they all relate to the overall security posture: Encryption, authentication, firewalls, NAT/PAT, restricted access policies, intrusion detection and other security frameworks.
IT	5720	Web Application Development
	3	Analysis of mobile history, architecture and applications. Students will examine design principles for creating usable and accessible mobile applications. Students will develop technical skills and apply industry standards.
IT	5820	Systems Analysis
	3	Examination of the systems approach to the design and development of information systems. Methods and tools for the analysis and modeling of system functionality (e.g., structured analysis) and data represented in the system (e.g., object-oriented analysis) are studied.
IT	5900	Enterprise Architecture and IT Governance
	3	Students will learn to develop a complete, comprehensive methodology and framework for adopting and managing a successful service-oriented architecture environment and how to set up an SOA Architecture practice defining the policies, procedures and standards that apply to IT developers and the enterprise for business applications.
IT	6100	Global IT Products and Services
	3	In this course, students will examine both historical and current perspectives on IT products and services outsourcing, the continuously evolving outsourcing marketplace, and the incentives and opportunities that drive management decisions on IT products and services outsourcing. Contributing factors to IT products and services outsourcing and offshoring market evolution such as globalization, technological advancement, politics, changing global economies, and changing vendor characteristics will be examined. Within this context, students will review different IT products and services outsourcing framework, models, vendor selection strategies, and outsourcing lifecycle from both client and vendor viewpoints.
IT	6200	Decision Models for Technology Management
	3	This course is an introduction to the application of various statistical concepts and methods as decision support tools to support decision making in technology management. The emphasis is on business application rather than mathematical concepts or problem solving. Students will learn to use statistical tools and quantitative analysis for forecasting, process, and quality management.
IT	6230	Pattern Discovery in Data Mining
	3	The goal of the course is to examine the current theories, practices, tools and techniques in data mining. Many topics and concepts in data mining are learned most efficiently through hands-on work with data sets, students will spend time with software analyzing and mining data.

IT	6300	Data Warehousing – Cloud Based
	3	In the Data Warehousing course, students will examine how data warehouses are used to help managers successfully gather, analyze, understand and act on information stored in data warehouses. The components and design issues related to Cloud Based data warehouses and business intelligence techniques for extracting meaningful information from data warehouses are emphasized. Oracle tools will be used to demonstrate design, implementation, and utilization issues.
IT	6720	Advanced Web Development
	3	Study of design and implementation of dynamic Web pages and applications using both client and server-side configuration and programming. Example topics include PHP, Ruby on Rails, and Javascript.

LOGIC COURSE

LOG	3570	Logic and Critical Thinking
	3	This practical course provides students with an introduction to the art of thinking based on examining and discussing different types of reasoning and the requirements of logical consistency.

MANAGEMENT COURSE

MGT	8200	Human Resource Management
	3	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.

MATHEMATICS COURSES

MAT	1010	Understanding Mathematics
	3	Students taking this course will examine the fundamental principles of mathematical theory and grow to understand the logic and inter-relationship of various mathematical functions. Students will learn how to use fundamental vocabulary and symbols related to mathematics. Students will learn how to understand the relationships between various mathematical functions.
MAT	2140	Algebra
	3	Students will learn algebraic problem solving, radicals, quadratic equations, polynomials, inequalities, and applied problem solving. Students will learn how to solve a system of equations by the substitution method, the addition method, and the graphing method.

NETWORKING COURSES

NAC	4990	Networking Capstone Seminar
	3	In this capstone project course, students complete a networking project that combines multiple aspects of their bachelor program. The project requires collaboration with a team of students to manage, analyze, design, implement, and evaluate a computer-based network. The system development process is initiated with a case study included within the course structure. Students will develop a project charter that will guide them through the discovery of functional and nonfunctional requirements, the creation of a system design based on those requirements, and the development and testing of a functional network application. Students will develop a management presentation to describe the project design and justify the continuation of the project. The capstone course will involve reading, writing, discussion, as well as the preparation by students of a substantive piece of work (e.g., a senior thesis, a research paper, or a creative work.).

NET	2050	Windows Server Administration
	3	This course provides students with a broad understanding of Microsoft Windows Server 2016 as well as the knowledge and skills necessary to plan, implement, administer, and troubleshoot Windows Server 2016 in an Active Directory domain environment.
		Pre-Req: IT1110
NET	2270	Network Server Installation and Configuration
	3	This program provides students with the skills to successfully manage and troubleshoot the Microsoft system environment including administering and managing complex local and wide area networks. The course prepares students for roles as network administrators, network designers, network integrators and network analysts in the enterprise environment.
		Pre-Req: NET2050
NET	2280	Network Server Core Services
	3	This course is intended for students who want to learn how to configure and manage a Windows Server 2016 computing environment. This course covers Windows Server 2016 installation, management, storage, and virtualization concepts. Students will be introduced to both introductory and advanced features of installing, configuring, implementing and managing a Windows Server 2016.
		Pre-Req: NET2050
NET	3000	Open Source
	3	In this course you will learn modular web development using open-source tools, frameworks, and methodologies. This course provides concepts, principles, and applications of open-source software. Discuss about open-source software development process. Furthermore, this course Cover economy, business, societal and intellectual property aspects of open-source software. Obtain hands-on experiences on open-source software and related tools through developing various open-source software applications.
NET	4000	Designing and Implementing a Server Infrastructure
	3	This course covers the planning, design, and deployment of a physical and logical Windows Server 2016 Active Directory Domain Services infrastructure. Students taking this course will gain the knowledge and skills to perform name resolution, application integration, optimization and automatic remediation and maintenance of network services. This course maps to the Microsoft Certified Solutions Expert (MCSE) Cloud Platform and Infrastructure certification credential.
		Pre-Req: NET2050
NET	4100	Implementing Collaboration Services
	3	Students taking this course will obtain the knowledge and build the skills necessary to install, configure, and administer Microsoft SharePoint in the enterprise. The course also covers managing and monitoring sites and users. This course is designed to help students prepare for and pass Microsoft Certifications.
NET	4290	Network Server Advanced Services
	3	Students taking this course will build the skills and knowledge necessary to implement advanced Windows Server 2016 Services in an enterprise environment. The textbook focuses on mastery of fault tolerance, load balancing, failover clustering, certificate services, and identity federation.
		Pre-Req: NET2050

POLITICAL SCIENCE COURSE

POL	2020	Political Science
	3	This course provides the student with the means and opportunity to engage their government as a concerned individual. Global political systems and principal theories will be examined and compared to events and decisions affecting each student at the local level. Throughout the course, students will be encouraged to become participants in their local government and to recognize and understand the various challenges that influence local decisions. The information and skills students learn in this course may be applied to many professional fields.

PROGRAMMING COURSES

PR	2000	Introduction to Programming Logic
	3	This course reviews the basic concepts of programming. The course takes a unique and language independent approach with an emphasis on modern programming principles while introducing universal programming concepts and ensuring strong programming and logical thinking. This course will also explore gaming concepts as well as debugging techniques.
PR	4050	Python
	3	This is an introductory course to the Python programming language. In this course, students will be introduced to various aspects of Python programming logic. This will include an introduction to the concepts of object-oriented, transaction, linear, and other such programming concepts and procedural program writing using variables, arrays, control statements, loops, recursion, data abstraction, and objects.
		Pre-Req: PR2000
PR	4150	C Programming Logic
	3	This course is designed to introduce students to the C programming language. This course is an introduction of basic programming concepts using the C Program. It also covers an introduction to Python programming. It also covers topics such as memory management, pointers, and arrays, which are covered in the context of C programming. This course covers general-purpose programming and is appropriate for all majors.
		Pre-Req: PR2000
PR	4250	Java Programming
	3	This course is an introductory course to Java Programming. This course introduces students to the methodology of programming from an object-oriented perspective. Students will develop programs using built-in, programmer-created, and dynamic data structures. Sorting and search algorithms will be examined to further develop understanding and skills in Java programming. Topics include inheritance, class hierarchy, polymorphism, and abstract and interface classes. The course emphasizes good software engineering principles and fostering basic programming skills in the context of a language that supports the object-oriented paradigm.
		Pre-Req: PR2000
PR	4350	NoSQL Programming
	3	This is an introduction to NoSQL Programming. This course provides students with basic database concepts including an overview of SQL and industrial database application domains. This course covers basic SQL commands and develops practical database programming skills. It begins with a review of the database environment, adding procedures, functions, indexes and optimization. The course also focusses on applying the skills to real world applications including integrating databases with applications, big data, and graphing and geo-spatial databases.
		Pre-Req: PR2000

PROJECT MANAGEMENT COURSE

PM	8100	Information Security Project Management
	3	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.

PSYCHOLOGY COURSE

PSY	1270	Psychology
	3	This course provides students with an overview of the fundamental principles and methods of psychology. Topics for discussion include biological basis of behavior, sensory and

		perceptual processes, learning, motivation, developmental changes, personality, social behavior, and behavioral disorders.

RESEARCH COURSES

BR	9200	Designing Solutions to Business Problems
	3	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.
RES	8110	Dissertation Initiation
	3	This is the first course in the doctoral plan 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).
RES	8120	Dissertation Literature Review I
	3	This is the second course 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. RES8120 is the second course in which students continue developing the dissertation proposal (Chapters 1-4.1).
RES	8121	Dissertation Literature Review II
	3	This is the third course 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. RES8121 is the third course in which students continue developing the dissertation proposal (Chapters 1-4.1).
RES	8130	Dissertation Research, IRB, and Analysis
	3	In this course, 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. RES8130 is the fourth and final course in which students continue developing the dissertation proposal (Chapters 1-4.1).
RM	8500	Research Foundations
	3	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.
RM	9100	Qualitative and Quantitative Analysis
	3	In this course, students compare, contrast, and evaluate qualitative and quantitative methods of data analysis for solving problems and conducting related field research. In week 4, the Comprehensive and Qualifying exam is released as a separate course shell, 9130. The Exam is expected to be completed concurrently while completing RM9100 and is due in week 8.
RM	9150	Feasibility Problem-Driven Research
	3	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.

RM	9200	Designing Solutions to Information Security Problems
	3	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.

SECURITY EXCELLENCE COURSES

CEX	8220	Security Program Strategies and Implementation
	3	This course is designed to assess the student's ability to conduct independent research under the guidance of an instructor. This course is designed to assess the student's quantitative research skills.
CEX	8230	Legal and Ethical Management Issues in Information Security
	3	This course is designed to assess the student's ability to conduct independent research under the guidance of an instructor. This course is designed to assess the student's qualitative research skills.

SOFTWARE DEVELOPMENT COURSES

DS	7000	Database Management and Implementation
	3	In this course, students will explore Database Concepts, Advanced Design and Implementation, Data modeling and the importance of Data models. This course also includes Best Practices in database design and management as well as usage of data specifications.
DS	7100	Advanced Operating Systems
	3	In this course, students will examine the use of operating systems, their impact of improving areas such as memory management, process scheduling, file systems, and device drivers. This course will also examine the techniques and technologies of non-distributed operating systems that benefit researcher, academicians, and practitioners.
DS	7200	Software Engineering and Development
	3	In this course, students will explore Software Engineering techniques and deepen their understanding of high-level languages and systems programming. Some of the principles discussed include abstraction, algorithms, data structures, and web development. Students will also apply the methods and techniques for creating software systems using the best practices in modeling, architecture, process analysis, design, and object-orientated design patterns. This course will provide students with the principles and concepts involved in the analysis and design of large software systems.
DS	7300	Software Architecture and Design
	3	In this course, provides students with an advanced understanding of software development with an emphasis on architecture and design, and how this relates to programming and implementation. Students will explore advanced object-oriented concepts and the relationship between design in UML (Unified Modelling Language) and its expression in code and how this is supported by modelling tools and development platforms; parallelism using multi-threading, and first principles client server architecture using socket communications and basic protocols.
DS	7400	Software Architecture and Design
	3	In this course, students will examine topics related to maintaining large-scale software systems. Students will also investigate Database Systems, Networks, Cloud Computing, Electronic Commerce and Enterprise Systems. Some of the advanced features of this course will examine Knowledge Management and Specialized Information Systems. Finally, this course will examine Legal, Ethical, and Social Issues associated with Information Systems.
DS	7500	Problem Solving and Programming for the Research Practitioner
	3	In this course, students will be introduced to computer programming in a contemporary language. Algorithm development, refinement, and problem-solving approaches. Data types and control structures. Program debugging and testing. Interactive input/output.

		Single and multi-dimensional arrays. Simple sorting and searching algorithms. Introduction to classes, objects, and object-oriented programming.
DS	7600	Big Data and Analytical Research Methods for Software Developers
	3	In this course students will learn Advanced Data Analysis techniques which are oftentimes associated with Data Mining. Students will evaluate various optimization and simulation models in an effort to determine which models are best suited for various markets. Students will conduct extensive analysis to determine relationships among variables within various environmental settings.
DS	7700	Concurrent and Distributed Systems
	3	This course is designed to introduce students to concurrency control and distribution concepts and their implications for system design and implementation. Therefore, this course will provide an overview of properties of distributed and concurrent systems, software system structure, occurrence of concurrency in systems, concurrency control, and recovery methods.
DS	8000	Advanced Qualitative Methods in Software Development/Engineering
	3	This course is part of a two-course advanced research methodology sequence that is designed to assess the student's ability to conduct independent research under the guidance of an instructor. These courses will assess the student's ability to listen to the instructor and incorporate the instructor's feedback. These courses will also assess the student's ability to work productively with the instructor to accomplish the following goals including, but not limited to: choosing an appropriate a topic that aligns with the parameters set forth in the class syllabus; refining the topic; conducting the literature review; designing the study that that aligns with the parameters set forth in the class syllabus; collecting appropriate evidence; interpreting the findings; critically assessing/analyzing the evidence in relation to the problem under investigation and the research questions; critically assessing/analyzing the evidence in relation to the problem under investigation and the hypotheses (quantitative research); and writing scholarly doctoral-level research that adheres to APA guidelines. The assessment of the personal attributes and skill-sets, in addition to the formal research knowledge and skill-sets under investigation in these two classes, are paramount to improving the student's success later in the program when h/she is researching and writing his/her own, original dissertation project with his/her Chair.
DS	8100	Advanced Quantitative Methods in Software Development/Engineering
	3	This course is part of a two-course advanced research methodology sequence that is designed to assess the student's ability to conduct independent research under the guidance of an instructor. These courses will assess the student's ability to listen to the instructor and incorporate the instructor's feedback. These courses will also assess the student's ability to work productively with the instructor to accomplish the following goals including, but not limited to: choosing an appropriate a topic that aligns with the parameters set forth in the class syllabus; refining the topic; conducting the literature review; designing the study that that aligns with the parameters set forth in the class syllabus; collecting appropriate evidence; interpreting the findings; critically assessing/analyzing the evidence in relation to the problem under investigation and the research questions; critically assessing/analyzing the evidence in relation to the problem under investigation and the hypotheses (quantitative research); and writing scholarly doctoral-level research that adheres to APA guidelines. The assessment of the aforementioned personal attributes and skill-sets, in addition to the formal research knowledge and skill-sets under investigation in these two classes, are paramount to improving the student's success later in the program when h/she is researching and writing his/her own, original dissertation project with his/her Chair.
DS	9200	Designing Solutions to Software Development Problems
	3	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.
		Pre-Reqs: RM9150

SD	2350	Web Development
	3	This course is an introduction to the design, creation, and maintenance of web pages and websites. Students will learn how to evaluate website requirements and learn how to create and maintain quality web pages. Students will also learn web design standards and learn to create and manipulate images. Various tools and techniques for web editing, graphics and marketing are presented during this course.
SD	3050	Software Design
	3	This is an introductory course to Software Design. During this course, students will learn the basic knowledge for designing programs. Students will be introduced to the concepts of structured programming and object-orientated design patterns. This course will provide students with the principles and concepts involved in the analysis and design of small software systems.
		Pre-Req: PR2000
SD	3150	Software Engineering
	3	This is an introductory course in Software Engineering. In this course, students will learn basic principles and best practices for Software Engineering, including information security, user interface, architectural design, system models, verification, and validation. Students will be introduced to techniques used in high-level languages and system programming. The Fundamental Practice of Software Engineering Software Engineering introduces readers to the overwhelmingly important subject of software programming and development including process models, agile methods, software requirement and development testing and management.
		Pre-Req: CS2500
SD	3210	Operating Systems
	3	This class introduces students to several operating systems. These operating systems include UNIX, Linux, Windows and Android. Some of the topics discussed include the history of operating systems and an overview of the most popular operating systems currently being used today. Another key topic being discussed includes memory management to include virtual memory management. This course is also a good introduction to networking.
SD	3250	Software Architecture
	3	This course will explore large-scale software systems and the components needed to support them. This course aims to provide a sound understanding of architecture concepts, functions, tasks and techniques; and how the system constituent parts interact. Students will be exposed to the practical aspects of architecture. This course introduces students to architecture principles and tactics to support development of systems that exhibit system qualities required for successful software systems, such as performance, availability, security, and maintainability.
		Pre-Req: CS2500
SD	4450	SQL Programming
	3	This course introduces students to the concepts and skills required for database programming and their implementation using programmatic extensions to Structured Query language (SQL). Some of the topics include data manipulation, stored procedures, triggers, and query optimization. Concepts of this course will apply to any modern distributed database management system.
		Pre-Req: PR2000
SD	4990	Software Development Capstone Seminar
	3	In this capstone project course, students complete an integrative Software Engineering/IT project that combines multiple aspects of their bachelor program. The project requires collaboration with a team of students to manage, analyze, design, implement, and evaluate a computer-based information system. The system development process is initiated with a case study included within the course structure. Students will develop a project charter that will guide them through the discovery of functional and nonfunctional requirements, the creation of a system design based on those requirements, and the development and testing of a functional computer application. Students will develop a management presentation to

		describe the project design and justify the continuation of the project. The capstone course will involve reading, writing, discussion, as well as the preparation by students of a substantive piece of work (e.g., a senior thesis, a research paper, or a creative work).
SD	6000	Database Design and Management
	3	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.
SD	6100	Operating Systems
	3	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.
SD	6300	Software Engineering
	3	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.

FACULTY

The University provides high quality, practitioner-oriented online and hybrid programs utilizing expert faculty who are senior practitioners in their respective fields. These professionals help students remain current with accelerating trends and ensure that they may rapidly apply what they learn on the job.

Adnanson, Larry		
DIA	Information Assurance	University of Fairfax
MS	Multidisciplinary Studies	SUNY Buffalo
BS	Teaching Secondary Mathematics	Middle East Technical University
Ali, Azad		
DSc	Information Systems and Communication	Robert Morris University
MBA	Management Information Systems	Indiana University of Pennsylvania
MPA	Information Services Management & Management Science	University of Pittsburgh
BBA	Accounting	University of Baghdad
Bahmani, Sahar		
PhD	Economics	University of Wisconsin-Milwaukee
MA	Economics	University of Wisconsin-Milwaukee
BA	Economics and Political Science	University of Wisconsin-Madison
Christensen, Joel		
DIT	Information Technology	Capella University
MS	Networking and Communications	DeVry University
BS	Cybersecurity	Rasmussen College
BS	Management Information Systems	University of Phoenix
AAS	Marketing and Sales	Rasmussen College
Dalia, Jonathan		
DCS	Security & Information Assurance	Colorado Technical University
MS	IT Administration & Security	New Jersey Institute of Technology
BS	Network & Communications Management	DeVry University
Diploma	Network Engineering & Data Communications	DeVry University
Edgeston, Samuel		
DBA	Organizational Leadership	Argosy University
MAPC	Counseling Psychology	Argosy University
BS	Psychology	Freed-Hardeman University
Elias, Nilsa		
PhD	Information Technology	Capella University
MS	Applied Computer Science	Kennesaw State University
BS	Natural Sciences	University of Puerto Rico
Fonseca, Sandra		
PhD	Management Information Systems	Ana G. Mendez University
MIS	Information Systems	EDP University
BA	Business Administration	University of Puerto Rico
Gagnon, Sharon		
PhD	Organizational Management	Capella University
MEd	Education	Capella University
MS	Telecommunications	University of Maryland
BS	Computer Studies	University of Maryland
Giordani, John		
DIA	Information Assurance	University of Fairfax
MIS	Information Systems	City College of New York
BA	Italian Language and Literature	University of Pisa

Goodwin, Orenthio		
PhD	Organization and Management	Capella University
MS	Computer Information Technology	Regis University
BS	Business Administration	Bellevue University
Gugueoth, Vinay Kumar		
PhD	Information Technology (Major: Cybersecurity)	University of the Cumberlands
MS	Information Technology and Management	Campbellsville University
BS	Electrical and Electronics Engineering	Jawaharlal Nehru Technical University
Hills, Kenyatta		
DBA	General	Walden University
MBA	General	ITT Technical Institute
MHRM	HR Management	Walden University
BS	English	University of Florida
Issa, Joseph		
PhD	Computer Engineering	Santa Clara University
MBA	Project Management	Notre Dame University
MS	Electrical Engineering	San Jose State University
BEng	Computer Engineering	Georgia Institute of Technology
Joshi, Smriti		
MBA	Information Technology	American National University
MS	Information Technology	American National University
MS	English	Doaba College
MS	Journalism and Mass Communication	Doaba College
Kavlie, Lucas		
EdD	Higher Education	University of North Texas
MBA	General	Western Governors University
MS	Marketing Analytics	Western Governors University
MS	HR Management	Western Governors University
MA	Christian Education	Dallas Theological Seminary
BA	History and Bible	University of Northwestern-St. Paul
Khorsandroo, Sajad		
PhD	Computer Science	University of Texas at San Antonio
MS	Computer Science	University of Malaya
BS	Software Engineering	University of Applied Science & Technology
Li, Jack		
PhD	Computer Science	Texas A&M University
MS	Computer Science and Engineering	Shanghai Jia Tong University
BS	Mechanical and Electrical Engineering	Jingdezhen Ceramic University
Malook, Muhammad		
PhD	Information Technology	IIUM Malaysia
ME	Communication Systems and Networks	MUET Pakistan
MBA	Management Information Systems	UoS Pakistan
BE	Computer Systems	MUET Pakistan
Maree, Mujeeb Rehman		
PhD	Computer Science & Technology	Zhejiang University
MS	Computer Science	University of Sindh
Post-Doctoral Fellowship	Machine Learning	Concordia University
Mason, Monica		
PhD	Adult Education	Capella University
MBA	General	Saint Peters College
MIS	General	Saint Peters College
BS	Computer Science	University of Maryland Eastern Shore

McGee, Timothy		
PhD	Emerging Media and Cybersecurity	Colorado Technical University
MS	Telecommunications Engineering	University of Maryland Adelphi
BS	Computer Information Systems	Northern Arizona University
AS	Electronics	Community College of the Air Force
McIver, Rodney		
DBA	Information Systems	Walden University
MS	Technology Systems	East Carolina University
BAS	Computer Information	North Carolina Wesleyan University
Melton, Sonya		
PhD	Information Technology	University of the Cumberlands
MIS	Information Systems Management	DeVry University
BS	Finance and Banking	University of Alabama
Mostafa, Ahmed		
PhD	Computer Science and Engineering	University of Cincinnati
MS	Industrial Engineering	University of Cincinnati
BS	Electrical Engineering	Cairo University
Orellana, Franklin		
DBA	Project Management	Northcentral University
MBA	General	American InterContinental University
MIT	General	American InterContinental University
BA	Computer Animation	Espiritu Santo University
Panta, Kanchan		
DCS	Computer Science	Colorado Technical University
MBA	General	Regis University
Rao, Jessie		
MS	Psychology	Grand Canyon University
MS	English Language & Literature	Goa University
MS	Divinity in Professional Chaplaincy	Liberty University
BS	English Language & Literature, Psychology	Goa University
Rineer-Hershey, Ashlea L.		
PhD	Educational Leadership & Instructional Management	Robert Morris University
MA	Special Learning Needs	Eastern Mennonite University
Runyon, Patrick A.		
DBA	Leadership	Edgewood University
MBA	Business Administration	California Coast University
BS	Business Administration	California Coast University
AS	Business Management	Ashworth College
Sharma, Swati		
DIA	Information Assurance	University of Fairfax
MBA	General	American National University
MBA	Information Technology	American National University
BEd	Education	University of Jammu
Soomro, Safeeullah		
PhD	Computer Science	Graz University of Technology
MSc	Computer Science	University of Sindh
BSc	Computer Science	University of Sindh
Sorber, Timothy		
DCS	Computer Science	Colorado Technical University
MS	Software Engineering	National University
BS	Science	Pennsylvania State University
Stewart, Juanita		
DIT	Information Assurance and Security	Capella University

MS	Information Technology	American InterContinental University
BS	Management	Park University
Thapaliya, Rajan		
PhD	Data Science	National University
MSDS	Data Science	Northcentral University
MPH	Public Health	Western Governors University
BS	Science	Southern New Hampshire University
VanTalia, Lauren		
DBA	General	Argosy University
MBA	General	University of Phoenix
BS	Computer Business Administration	Coleman University
AS	Computer Business Administration	Coleman University
White, Kevin		
DIA	Information Assurance	University of Fairfax
MS	Information Assurance	Wilmington University
BS	Information Technology	University of Maryland
Yousefi, Alex		
PhD	Management	Northcentral University
MS	HR Management	Wilmington University
BS	Computer Information Systems	Strayer University

PROFESSIONAL ADVISORY BOARDS

These boards provide guidance and feedback to the University to ensure that the programs continue to reflect industry trends.

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Assan Jallow, Ph.D.	Senior Associate in QA	Catalent Pharma Solutions
Neil Armstrong, DBA	QA Analyst	The General
Daniel Zimmerman	Former Dean of Business	Aspen University
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Jennifer Yruegas, JD	MBA Faculty	Pacific University
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Dr. Christopher Gorham	IT Specialist (Apps & Software)	DOJ–U.S. Civil Division
Gerri Roberts, DIAS	Full Time Professor	Valencia College
Newsha Makooi	Chief Technology Officer	N4 Systems

UNIVERSITY DETAILS

The University of Fairfax is owned by University of Fairfax Services, Inc., a Virginia corporation. Regular office hours are Monday through Friday, 8:00 a.m. to 5:00 p.m. Eastern Time.

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Mr. Frank Yanez
Steven S. Cotton, JD
Joel Musgrove, DBA
Frank Longaker, PhD (non-voting)

ADMINISTRATION CONTACTS

Students may utilize the following departmental emails for assistance:
Academics: academics@ufairfax.edu
Admissions: admissions@ufairfax.edu
Dissertation: dissertation@ufairfax.edu
Librarian: librarian@ufairfax.edu
Registrar: registrar@ufairfax.edu
Student Services: studentservices@ufairfax.edu

Canvas Help Desk: 833-741-0035

President**:** Umesh C. Varma, PhD
Phone: 888.980.9151
Email: ucvarma@ufairfax.edu
Executive Vice President of Operations: Joel Musgrove, DBA
Phone: 888.980.9151
Email: jmusgrove@ufairfax.edu
Provost**:** Lucas Kavlie, EdD
Phone: 888.980.9151
Email: lkavlie@ufairfax.edu
Vice President of Academic Affairs: Sajad Khorsandroo, PhD
Phone: 888.980.9151
Email: skhorsandroo@ufairfax.edu
Dean of Business Programs: Sahar Bahmani, PhD
Phone: 888.980.9151
Email: sbahmani@ufairfax.edu
Dean of IT, Cybersecurity, and Computer Science: Rajan Thapaliya, PhD
Phone: 888.980.9151
Email: rthapaliya@ufairfax.edu
Director of Admissions: Monica Bansal, PhD
Phone: 888.980.9151 (in U.S.) or 1.540.692.1452 (ext. 3108)
Email: admissions@ufairfax.edu

Academic Advisor: Patricia Mitchem
Phone: 888.980.9151 (in U.S.) or 1.540.692.1452 (ext. 3301)
Email: studentservices@ufairfax.edu
International Academic Advisor: Smriti Joshi
Phone: 888.980.9151
Email: studentservices@ufairfax.edu

University Locations

The University of Fairfax is located at 1813 East Main Street, Salem, Virginia, and shares the space with the American National University. The University of Fairfax maintains an additional teaching site at 5850 T.G. Lee Boulevard, Suite 240; Orlando, FL 32822. The University maintains a second additional teaching site at 10509 Timberwood Circle, Suite 200; Louisville, KY 40223. These spaces are equipped with Wi-Fi and classrooms in addition to administrative space used for residencies.

University Holidays

University offices are closed in observance of the following holidays:

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

2026

SUMMER TERM

Summer Semester Term 2026 – (26SUF)

April 24, 2026	New Student Application
May 4, 2026	**Course Session Begins**
August 23, 2026	Course Session Ends
September 6, 2026	Incomplete Assignment Deadline

Summer Term 2026 – (26SU1) Course Session 1A

April 24, 2026	New Student Applications
May 4, 2026	**Course Session Begins**
May 28, 29, 30	Term A Residency Dates (Wk. 4)
June 11, 12, 13	Term A Residency Dates (Wk. 6)
June 28, 2026	Course Session Ends
July 12, 2026	Incomplete Assignment Deadline

Summer Term 2026 – (26SU3) Course Session 1B

April 24, 2026	New Student Application
May 4, 2026	**Course Session Begins**
July 23, 24, 25	Term B Residency Dates (Wk. 12)
August 6, 7, 8	Term B Residency Dates (Wk. 14)
August 23, 2026	Course Session Ends
September 6, 2026	Incomplete Assignment Deadline

Summer Term 2026 – (26SU2) Course Session 2A

June 19, 2026	New Student Application
June 29, 2026	**Course Session Begins**
July 23, 24, 25	Term A Residency Dates (Wk. 4)
August 6, 7, 8	Term A Residency Dates (Wk. 6)
August 23, 2026	Course Session Ends
September 6, 2026	Incomplete Assignment Deadline

Summer Term 2026 – (26SU4) Course Session 2B

June 19, 2026	New Student Application
June 29, 2026	**Course Session Begins**
September 17, 18, 19	Term B – Residency Dates (Wk. 12)
October 1, 2, 3	Term B – Residency Dates (Wk. 14)
October 18, 2026	Course Session Ends
November 1, 2026	Incomplete Assignment Deadline

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FALL TERM

Fall Semester Term 2026 – (26FAF)

August 14, 2026	New Student Application
August 24, 2026	**Course Session Begins**
December 13, 2026	Course Session Ends
December 27, 2026	Incomplete Assignment Deadline

Fall Term 2026 – (26FA1) Course Session 1A

August 14, 2026	New Student Application
August 24, 2026	**Course Session Begins**
September 17, 18, 19	Term A – Residency Dates (Wk. 4)
October 1, 2, 3	Term A – Residency Dates (Wk. 6)
October 18, 2026	Course Session Ends
November 1, 2026	Incomplete Assignment Deadline

Fall Term 2026 – (26FA3) Course Session 1B

August 14, 2026	New Student Application
August 24, 2026	**Course Session Begins**
November 12, 13, 14	Term B – Residency Dates (Wk. 12)
December 3, 4, 5	Term B – Residency Dates (Wk. 15)
December 13, 2026	Course Session Ends
December 27, 2026	Incomplete Assignment Deadline

Fall Term 2026 – (26FA2) Course Session 2A

October 9, 2026	New Student Application
October 19, 2026	**Course Session Begins**
November 12, 13, 14	Term A – Residency Dates (Wk. 4)
December 3, 4, 5	Term A – Residency Dates (Wk. 7)
December 13, 2026	Course Session Ends
December 27, 2026	Incomplete Assignment Deadline

Fall Term 2026 – (26FA4) Course Session 2B

October 9, 2026	New Student Application
October 19, 2026	**Course Session Begins**
Dec 21, 2026 – Jan 3, 2027	Term B - Winter Break
January 21, 22, 23	Term B – Residency Dates (Wk. 12)
February 4, 5, 6	Term B – Residency Dates (Wk. 14)
February 21, 2027	Course Session Ends
March 7, 2027	Incomplete Assignment Deadline

Fall Term 2026 – (26FA5) Course Session 2B

December 14, 2026	**Course Session Begins**
Dec 21, 2026 – Jan 3, 2027	Term B - Winter Break
February 21, 2027	Course Session Ends
March 7, 2027	Incomplete Assignment Deadline

2027

SPRING TERM

Spring Semester Term 2027 – (27SPF)

January 1, 2027	New Student Applications
January 11, 2027	Course Session Begins
May 2, 2027	Course Session Ends
May 16, 2027	Incomplete Assignment Deadline

Spring Term 2027 – (27SP1) Course Session 1A

January 1, 2027	New Student Application Deadline
January 11, 2027	**Course Session Begins**
February 15, 16, 17	Term A Residency Dates (Wk. 6) (Undergraduate)
February 18, 19, 20	Term A Residency Dates (Wk. 6) (Undergraduate)
March 7, 2027	Course Session Ends
March 21, 2027	Incomplete Assignment Deadline

Spring Term 2027 – (27SP3) Course Session 1B

January 1, 2027	New Student Applications
January 11, 2027	**Course Session Begins**
April 1, 2, 3	Term B Residency Dates (Wk. 12) (Masters)
April 15, 16, 17	Term B Residency Dates (Wk. 14) (Doctoral)
May 2, 2027	Course Session Ends
May 16, 2027	Incomplete Assignment Deadline

Spring Term 2027 – (27SP2) Course Session 2A

February 26, 2027	New Student Applications
March 8, 2027	**Course Session Begins**
April 15, 16, 17	Term A Residency Dates (Wk. 6) (Undergraduate)
May 2, 2027	Course Session Ends
May 16, 2027	Incomplete Assignment Deadline

Spring Term 2027 – (27SP4) Course Session 2B

February 26, 2027	New Student Applications
March 8, 2027	**Course Session Begins**
May 27, 28, 29	Term B Residency Dates (Wk 12) (Masters)
June 10, 11, 12	Term B Residency Dates (Wk 14) (Doctoral)
June 27, 2027	Course Session Ends
July 11, 2027	Incomplete Assignment Deadline

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SUMMER TERM

Summer Semester Term 2027 – (27SUF)

April 23, 2027	New Student Applications
May 3, 2027	**Course Session Begins**
August 22, 2027	Course Session Ends
September 5, 2027	Incomplete Assignment Deadline

Summer Term 2027 – (27SU1) Course Session 1A

April 23, 2027	New Student Application Deadline
May 3, 2027	**Course Session Begins**
May 24, 25, 26	Term A Residency Dates (Wk. 4) (Undergraduate)
May 27, 28, 29	Term A Residency Dates (Wk. 4) (Undergraduate)
June 27, 2027	Course Session Ends
July 11, 2027	Incomplete Assignment Deadline

Summer Term 2027 – (27SU3) Course Session 1B

September 5, 2027	New Student Applications
May 3, 2027	**Course Session Begins**
July 22, 23, 24	Term B Residency Dates (Wk. 12) (Masters)
August 5, 6, 7	Term B Residency Dates (Wk. 14) (Doctoral)
August 22, 2027	Course Session Ends
September 5, 2027	Incomplete Assignment Deadline

Summer Term 2027 – (27SU2) Course Session 2A (Current Students Only)

June 28, 2027	**Course Session Begins**
August 5, 6, 7	Term A Residency Dates (Wk. 6) (Undergraduate)
August 22, 2027, 2027	Course Session Ends
September 5, 2027	Incomplete Assignment Deadline

Summer Term 2027 – (27SU4) Course Session 2B (Current Students Only)

June 28, 2027	**Course Session Begins**
September 16, 17, 18	Term B Residency Dates (Wk 12) (Masters)
September 30, Oct. 1, 2	Term B Residency Dates (Wk 14) (Doctoral)
October 17, 2027	Course Session Ends
October 31, 2027	Incomplete Assignment Deadline

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FALL TERM

Fall Semester Term 2027 – (27FAF)

August 13, 2027	New Student Application
August 23, 2027	**Course Session Begins**
December 12, 2027	Course Session Ends
December 26, 2027	Incomplete Assignment Deadline

Fall Term 2027 – (27FA1) Course Session 1A

August 13, 2027	New Student Application
August 23, 2027	**Course Session Begins**
September 13, 14, 15	Term A – Residency Dates (Wk. 4) (Undergraduate)
September 16, 17, 18	Term A – Residency Dates (Wk. 4) (Undergraduate)
October 17, 2027	Course Session Ends
October 31, 2027	Incomplete Assignment Deadline

Fall Term 2027 – (27FA3) Course Session 1B

August 13, 2027	New Student Application
August 23, 2027	**Course Session Begins**
November 11, 12, 13	Term B – Residency Dates (Wk. 12) (Master's)
December 2, 3, 4	Term B – Residency Dates (Wk. 15) (Doctoral)
December 12, 2027	Course Session Ends
December 26, 2027	Incomplete Assignment Deadline

Fall Term 2027 – (27FA2) Course Session 2A (Current Students Only)

October 18, 2027	**Course Session Begins**
December 2, 3, 4	Term A – Residency Dates (Wk. 7) (Undergraduate)
December 12, 2027	Course Session Ends
December 26, 2027	Incomplete Assignment Deadline

Note: *During 2027, the following sessions are not available: 27FA4 and 27FA5*

2028

SPRING TERM

Spring 16 Week Term 2028 – (28SPF)

December 31, 2027	New Student Applications
January 10, 2028	**Course Session Begins**
Feb 14, 15, 16	(1) Residency Dates (Wk 6) (Undergraduate)
Feb 17, 18, 19	(2) Residency Dates (Wk 6) (Undergraduate)
Mar 16, 17, 18	(3) Residency Dates (Wk 10) (Undergraduate)
Mar 30, 31, Apr. 1	Residency Dates (Wk 12) (Masters)
Apr 13, 14, 15	Residency Dates (Wk 14) (Doctoral)
April 30, 2028	Course Session Ends
May 14, 2028	Incomplete Assignment Deadline

Spring Mid-Term 2028 – (28SPM)

February 25, 2028	New Student Application Deadline
March 6, 2028	**Course Session Begins**
April 30, 2028	Course Session Ends
May 14, 2028	Incomplete Assignment Deadline

May 1 – 7, 2028	**Spring Break Week**

SUMMER TERM

Summer 16 Week Term 2028 – (28SUF)

April 28, 2028	New Student Applications
May 8, 2028	**Course Session Begins**
June 12, 13, 14	(1) Residency Dates (Wk 6) (Undergraduate)
June 15, 16, 17	(2) Residency Dates (Wk 6) (Undergraduate)
July 13, 14, 15	(3) Residency Dates (Wk 10) (Undergraduate)
July 27, 28, 29	Residency Dates (Wk 12) (Masters)
August 10, 11, 12	Residency Dates (Wk 14) (Doctoral)
August 27, 2028	Course Session Ends
September 10, 2028	Incomplete Assignment Deadline

Summer Mid-Term 2028 – (28SUM)

June 23, 2028	New Student Application Deadline
July 3, 2028	**Course Session Begins**
August 27, 2028	Course Session Ends
September 10, 2028	Incomplete Assignment Deadline

August 28 – Sept 3, 2028	**Summer Break Week**

FALL TERM

Fall 16 Week Term 2028 – (28FAF)

August 25, 2028	New Student Applications
September 4, 2028	**Course Session Begins**
October 9, 10, 11	(1) Residency Dates (Wk 6) (Undergraduate)
October 12, 13, 14	(2) Residency Dates (Wk 6) (Undergraduate)
November 9, 10, 11	(3) Residency Dates (Wk 10) (Undergraduate)
Nov 30 – Dec 1, 2	Residency Dates (Wk 13) (Masters)
December 14, 15, 16	Residency Dates (Wk 15) (Doctoral)
December 24, 2028	Course Session Ends
January 7, 2029	Incomplete Assignment Deadline

Fall Mid-Term 2028 – (28FAM)

October 20, 2028	New Student Application Deadline
October 30, 2028	**Course Session Begins**
December 24, 2028	Course Session Ends
January 7, 2029	Incomplete Assignment Deadline

December 25, 2028 - January 7, 2029 Winter Break Week

2029

SPRING TERM

Spring 16 Week Term 2029 – (29SPF)

December 29, 2028	New Student Applications
January 8, 2029	**Course Session Begins**
Feb 12, 13, 14	(1) Residency Dates (Wk 6) (Undergraduate)
Feb 15, 16, 17	(2) Residency Dates (Wk 6) (Undergraduate)
Mar 15, 16, 17	(3) Residency Dates (Wk 10) (Undergraduate)
Mar 29, 30, 31	Residency Dates (Wk 12) (Masters)
Apr 12, 13, 14	Residency Dates (Wk 14) (Doctoral)
April 29, 2029	Course Session Ends
May 13, 2029	Incomplete Assignment Deadline

Spring Mid-Term 2029 – (29SPM)

February 23, 2029	New Student Application Deadline
March 5, 2029	**Course Session Begins**
April 29, 2029	Course Session Ends
May 13, 2029	Incomplete Assignment Deadline

April 30 – May 6, 2029 **Spring Break Week**

SUMMER TERM

Summer 16 Week Term 2029 – (29SUF)

April 27, 2029	New Student Applications
May 7, 2029	**Course Session Begins**
June 11, 12, 13	(1) Residency Dates (Wk 6) (Undergraduate)
June 14, 15, 16	(2) Residency Dates (Wk 6) (Undergraduate)
July 12, 13, 14	(3) Residency Dates (Wk 10) (Undergraduate)
July 26, 27, 28	Residency Dates (Wk 12) (Masters)
August 9, 10, 11	Residency Dates (Wk 14) (Doctoral)
August 26, 2029	Course Session Ends
September 9, 2029	Incomplete Assignment Deadline

Summer Mid-Term 2029 – (29SUM)

June 22, 2029	New Student Application Deadline
July 2, 2029	**Course Session Begins**
August 26, 2029	Course Session Ends
September 9, 2029	Incomplete Assignment Deadline

August 27 – Sept 2, 2029	**Summer Break Week**

FALL TERM

Fall 16 Week Term 2029 – (29FAF)

August 24, 2029	New Student Applications
September 3, 2029	**Course Session Begins**
October 8, 9, 10	(1) Residency Dates (Wk 6) (Undergraduate)
October 11, 12, 13	(2) Residency Dates (Wk 6) (Undergraduate)
November 8, 9, 10	(3) Residency Dates (Wk 10) (Undergraduate)
Nov 29 – Dec 1	Residency Dates (Wk 13) (Masters)
December 13, 14, 15	Residency Dates (Wk 15) (Doctoral)
December 23, 2029	Course Session Ends
January 6, 2030	Incomplete Assignment Deadline

Fall Mid-Term 2029 – (29FAM)

October 19, 2029	New Student Application Deadline
October 29, 2029	**Course Session Begins**
December 23, 2029	Course Session Ends
January 6, 2030	Incomplete Assignment Deadline

December 24, 2029 - January 6, 2030	**Winter Break Week**

2030

SPRING TERM

Spring 16 Week Term 2030 – (30SPF)

December 28, 2029	New Student Applications
January 7, 2030	**Course Session Begins**
Feb 11, 12, 13	(1) Residency Dates (Wk 6) (Undergraduate)
Feb 14, 15, 16	(2) Residency Dates (Wk 6) (Undergraduate)
Mar 14, 15, 16	(3) Residency Dates (Wk 10) (Undergraduate)
Mar 28, 29, 30	Residency Dates (Wk 12) (Masters)
Apr 11, 12, 13	Residency Dates (Wk 14) (Doctoral)
April 28, 2030	Course Session Ends
May 12, 2030	Incomplete Assignment Deadline

Spring Mid-Term 2030 – (30SPM)

February 22, 2030	New Student Application Deadline
March 4, 2030	**Course Session Begins**
April 28, 2030	Course Session Ends
May 12, 2030	Incomplete Assignment Deadline

April 29 – May 5, 2030	**Spring Break Week**

SUMMER TERM

Summer 16 Week Term 2030 – (30SUF)

April 26, 2030	New Student Applications
May 6, 2030	**Course Session Begins**
June 10, 11, 12	(1) Residency Dates (Wk 6) (Undergraduate)
June 13, 14, 15	(2) Residency Dates (Wk 6) (Undergraduate)
July 11, 12, 13	(3) Residency Dates (Wk 10) (Undergraduate)
July 25, 26, 27	Residency Dates (Wk 12) (Masters)
August 8, 9, 10	Residency Dates (Wk 14) (Doctoral)
August 25, 2030	Course Session Ends
September 8, 2030	Incomplete Assignment Deadline

Summer Mid-Term 2030 – (30SUM)

June 21, 2030	New Student Application Deadline
July 1, 2030	**Course Session Begins**
August 25, 2030	Course Session Ends
September 8, 2030	Incomplete Assignment Deadline

August 26 – Sept 1, 2030	**Summer Break Week**

FALL TERM

Fall 16 Week Term 2030 – (30FAF)

August 23, 2030	New Student Applications
September 2, 2030	**Course Session Begins**
October 7, 8, 9	(1) Residency Dates (Wk 6) (Undergraduate)
October 10, 11, 12	(2) Residency Dates (Wk 6) (Undergraduate)
November 7, 8, 9	(3) Residency Dates (Wk 10) (Undergraduate)
Nov 21, 22, 23	Residency Dates (Wk 12) (Masters)
December 12, 13, 14	Residency Dates (Wk 15) (Doctoral)
December 22, 2030	Course Session Ends
January 5, 2031	Incomplete Assignment Deadline

Fall Mid-Term 2030 – (30FAM)

October 18, 2030	New Student Application Deadline
October 28, 2030	**Course Session Begins**
December 22, 2030	Course Session Ends
January 5, 2031	Incomplete Assignment Deadline

December 23, 2030 - January 5, 2031 Winter Break Week

2031

SPRING TERM

Spring 16 Week Term 2031 – (31SPF)

December 27, 2030	New Student Applications
January 6, 2031	**Course Session Begins**
Feb 10, 11, 12	(1) Residency Dates (Wk 6) (Undergraduate)
Feb 13, 14, 15	(2) Residency Dates (Wk 6) (Undergraduate)
Mar 13, 14, 15	(3) Residency Dates (Wk 10) (Undergraduate)
Mar 27, 28, 29	Residency Dates (Wk 12) (Masters)
Apr 10, 11, 12	Residency Dates (Wk 14) (Doctoral)
April 27, 2031	Course Session Ends
May 11, 2031	Incomplete Assignment Deadline

Spring Mid-Term 2031 – (31SPM)

February 21, 2031	New Student Application Deadline
March 3, 2031	**Course Session Begins**
April 27, 2031	Course Session Ends
May 11, 2031	Incomplete Assignment Deadline

April 28 – May 4, 2031 **Spring Break Week**

SUMMER TERM

Summer 16 Week Term 2031 – (31SUF)

April 25, 2031	New Student Applications
May 5, 2031	**Course Session Begins**
June 9, 10, 11	(1) Residency Dates (Wk 6) (Undergraduate)
June 12, 13, 14	(2) Residency Dates (Wk 6) (Undergraduate)
July 10, 11, 12	(3) Residency Dates (Wk 10) (Undergraduate)
July 24, 25, 26	Residency Dates (Wk 12) (Masters)
August 7, 8, 9	Residency Dates (Wk 14) (Doctoral)
August 24, 2031	Course Session Ends
September 7, 2031	Incomplete Assignment Deadline

Summer Mid-Term 2031 – (31SUM)

June 20, 2031	New Student Application Deadline
June 30, 2031	**Course Session Begins**
August 24, 2031	Course Session Ends
September 7, 2031	Incomplete Assignment Deadline

August 25 – August 31, 2031	**Summer Break Week**

FALL TERM

Fall 16 Week Term 2031 – (31FAF)

August 22, 2031	New Student Applications
September 1, 2031	**Course Session Begins**
October 6, 7, 8	(1) Residency Dates (Wk 6) (Undergraduate)
October 9, 10, 11	(2) Residency Dates (Wk 6) (Undergraduate)
November 6, 7, 8	(3) Residency Dates (Wk 10) (Undergraduate)
Nov 20, 21, 22	Residency Dates (Wk 12) (Masters)
December 11, 12, 13	Residency Dates (Wk 15) (Doctoral)
December 21, 2031	Course Session Ends
January 4, 2032	Incomplete Assignment Deadline

Fall Mid-Term 2031 – (31FAM)

October 17, 2031	New Student Application Deadline
October 27, 2031	**Course Session Begins**
December 21, 2031	Course Session Ends
January 4, 2032	Incomplete Assignment Deadline

December 22, 2031 - January 4, 2032	**Winter Break Week**