SCHEDULE OF COURSE OFFERINGS
Academic Year 2015-2016
For courses July to October

Ver 050615

CONTACT DIRECTORY

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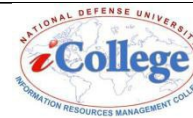Office of Student Services
iCollegeOSS@ndu.edu

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NDU iCollege
Office of Student Services
300 5th Ave, Bldg 62
Fort McNair, D.C. 20319-5066

WELCOME	

Located at Fort Lesley J. McNair on the Washington, DC waterfront, the Information Resources Management College (NDU iCollege) is the largest of five graduate-level colleges that comprise the National Defense University. The iCollege educates future thought leaders and change agents who will make the difference in government, and strives to meet your workforce education needs for information leadership and management.

icollege.ndu.edu

The iCollege Office of Student Services processes admissions and registration, maintains students' academic records, and publishes the iCollege *Schedule of Course Offerings*. The Office of Student Services also manages the admission and enrollment systems used by students, faculty and advisors.

Information about our programs and courses is available on our website at icollege.ndu.edu. Please let us know if you need additional information by contacting the Office of Student Services at 202-685-6300 or by email at iCollegeOSS@ndu.edu.

Getting Started:

STEP 1: Review the Eligibility Criteria and Application Instructions
STEP 2: Select a Program
STEP 3: Apply For and Receive Admission
STEP 4: Consult Academic Advisor
STEP 5: Select and Enroll in Course Offering
STEP 6: Submit Tuition Payment (if required)
STEP 7: Receive and Respond to Enrollment Confirmation Emails
STEP 8: Participate in Class (eResident or DL)

ENROLLMENT PROCEDURES

Once accepted into an academic program, students are assigned an account that he/she will be used to register for courses on the NDU student information system. If a student experiences any problems registering, he/she may contact the Office of Student Services at 202-685-6300 or by email at iCollegeOSS@ndu.edu.

REGISTRATION PERIODS

Registration opens on the dates below and will close on the Thursday prior to the Course Start Date (CSD).

Registration Opens	Course Offerings
May 1, 2015	July 2015 – October 2015
July 1, 2015	November 2015 – February 2016
November 1, 2015	March 2016– June 2016

CONFIRMATION OF ENROLLMENT & CONTACT INFORMATION VALIDATION

Students who successfully register for a course offering will receive a class acceptance notice to their preferred email address of record.

Please ensure the following contact information is up-to-date with the Office of Student Services:
- Preferred Email Address
- Second Email Address
- Preferred contact telephone number
- Second contact telephone number

The iCollege will make every effort to reach the student prior to taking a drop action should the course be cancelled. Students are encouraged to contact the Office of Student Services at any time prior to the Course Start Date to verify enrollment or to update contact information.

NDU iCollege
Office of Student Services
202-685-6300
iCollegeOSS@ndu.edu

COURSE MATERIALS AND ASSIGNMENTS

Each course offering has a site on the iCollege's online learning platform, Blackboard. This site will be available to students on the course start date. Students must access Blackboard and sign in immediately following the Course Start Date.

DROP POLICY

Students may disenroll at any time prior to the Course Start Date (CSD) via email notification to the OSS. In accordance with academic policy, any drop after the Course Start Date will result in a grade being assigned in the course. See the   online iCollege Catalog for the complete grading policy (icollege.ndu.edu).

Course Models	

NOTE

Each course offering has a site on the iCollege's online learning platform, Blackboard. This site will be available to students **on the Course Start Date for eResident and Distributed Learning (DL) courses**. Students must access Blackboard and sign in immediately following the Course Start Date.

NDU iCollege *Intensive Courses* are offered in two formats: 1) *eResident* and 2) *Distributed Learning* (DL).

• **eResident Format –** The *eResident* format uses a blended model in which students and faculty engage in both online and resident activities that ensure high quality interaction and feedback, student learning and assessment, and academic rigor. Each offering of five (5) weeks consists of four (4) components: PREPARATION, SEMINAR, SYNTHESIS, and ASSESSMENT.
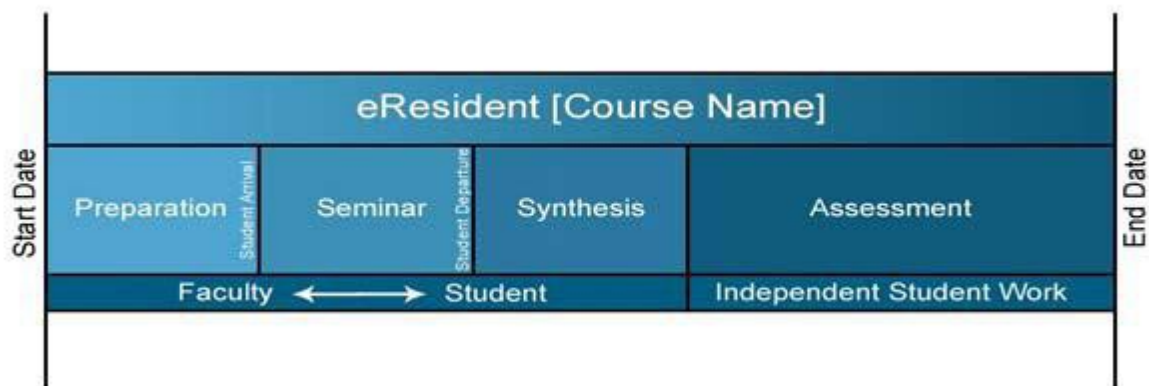
Requirement: Students must complete PREPARATION week activities to attend in resident (seminar) portion of the course.

- **PREPARATION:** The first week of an eResident course is an asynchronous DL lesson designed to prepare students for the face-to-face component of the course that begins in the second week. Students begin by signing in to Blackboard (Bb), retrieving their readings, assignments, and other course instructions. During this PREPARATION week of virtual engagement, students must complete the assigned readings, participate online in activities, and complete the assignments due no later than NOON on FRIDAY. The faculty leading the course offering will assign **a grade of W** to students who do not sign into Blackboard and satisfactorily engage in the required activities during the PREPARATION week (i.e., a grade of W will drop the student from the course offering). (Students will be notified of the W/drop action on Friday afternoon.) Students who receive a W may not attend the SEMINAR (resident) portion the following week. Students seeking credit or a Professional Development (PD) grade must meet the requirements of the PREPARATION week.

- **SEMINAR:** Immediately following the one-week PREPARATION DL lesson, students attend a five-day in-residence SEMINAR. During this full-time week of SEMINAR, students and faculty participate in an interactive learning environment in iCollege classrooms at Ft. Lesley J. McNair in Washington, D.C. (or

other designated location). The SEMINAR is conducted from 8 to 5 Monday through Friday, with homework often assigned to prepare for the next day's lessons.

- **SYNTHESIS:** In the week immediately following the SEMINAR, students and faculty engage virtually in a one-week asynchronous DL lesson designed to synthesize learning and prepare students for the follow-on graded final assessment. Participation in SYNTHESIS is required and graded for student seeking credit for the course, but is optional for students seeking a Professional Development (PD) grade.

- **ASSESSMENT:** Students enrolled for certificate/graduate credit must complete an end-of-course ASSESSMENT, typically a substantive paper or project. Students may engage virtually with the faculty and/or other students as appropriate on this assessment for two and one-half (2 ½) weeks after the last day of the SYNTHESIS. Normally assessments are due no later than the Monday, 2 ½ weeks after the last day of the SYNTHESIS (as noted as the last day of the course offering in the schedule).

• **Distributed Learning (DL) Format –** The Distributed Learning (DL) format engages students and faculty virtually in preparation, seminar, synthesis, and assessment over 12 weeks via Bb. Students enrolled for certificate/graduate credit must complete an end-of-course assessment typically consisting of a substantive paper or project that allows students to demonstrate their mastery of the intended learning outcomes. To receive credit for a course, students must be actively engaged virtually in every DL lesson as assigned by faculty. Assessments are due no later than the Monday following the 12th week. The last day to withdraw from a DL course is the Monday of the 4th week of class.

DL Session	Last Day to Withdraw
9/11/2015 – 12/6/2015	10/5/2015

Key Terms	

Key terms found in the *Schedule of Course Offerings* or website:

- **Course Number –** Course Number is the four digit identifier of the class. For example, for the course titled "Continuation of Operations," the Course Number is 6504. The Course Number can be found in the Class Listing section of the *Schedule of Course Offerings* and in the Course Listing page of the iCollege website.

- **Course Start Date –** The Course Start Date of a class is the first day of the active learning period. All courses (eResident and DL) will require active engagement with the faculty effective this date. See *eResident Format* and *DL Format* definitions above.

- **Course End Date –** The Course End Date is the final day of the active learning period. See *eResident Format* and *DL Format* definitions above.

- **Student Arrival** – The Student Arrival date represents the start date of the face-to-face portion of the class. See *eResident Format/SEMINAR* definition above.

- **Student Departure** – The Student Departure date represents the end date of the face-to-face portion of the class. See *eResident Format/SEMINAR* definition above.

- **Upcoming Sections -** This represents the projected number of course sections that will be available over the next two registration periods (8 months) in both delivery formats

Class Listing by Course Number

Please recall that the last day to withdraw from a course with a grade of 'W' is
eResident Format – The Friday ending the preparation week
Distributed Learning - The Monday of the 4th week of class.

DL Session	Last Day to Withdraw
9/11/2015 – 12/6/2015	10/5/2015

Upcoming Sections - This represents the projected number of course sections that will be available over the next two registration periods (8 months) in both delivery formats

AII (6203)—Information Assurance and Critical Infrastructure Protection

This course provides a comprehensive overview of information assurance and critical information infrastructure protection. Information assurance of information assets and protection of the information component of critical national infrastructures essential to national security are explored. The focus is at the public policy and strategic management level, providing a foundation for analyzing the information security component of information systems and critical infrastructures. Laws, national strategies and public policies, and strengths and weaknesses of various approaches are examined for assuring the confidentiality, integrity, and availability of critical information assets.

Learning Outcomes: Students will be able to analyze laws, national strategies, and public policies; and assess the strengths and weaknesses of various approaches for assuring the confidentiality, integrity, and availability of those information created, stored, processed, and communicated by information systems and critical information infrastructures.

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	Student Departure		
13*	6/26/2015	7/6/2015	7/10/2015	8/2/2015	eResident

Upcoming Sections
- **eResident: 2**
- **Distributed Learning: 2**

*Course is in AY14-15

ARC (6412)—Enterprise Architecture for Leaders

This course examines enterprise architecture (EA) as a strategic capability organizational leaders use for enterprise planning, resource investment, management decision-making, and key process execution. Students explore leadership competencies and strategies needed to advance EA adoption and assess the integration of EA with governance, strategic planning, budgeting, portfolio management, capital planning, and information assurance. They critique EA prescriptive frameworks that guide EA development activities and review EA evaluative frameworks used to assess organizational EA management capacity and capability. Students evaluate challenges to organizational EA adoption and consider strategies to address them.

Learning Outcomes: Students will be able to evaluate the nexus between enterprise architecture (EA) and successful enterprise planning and operations, EA's role in facilitating other critical agency activities, e.g., budgeting, capital planning, and investment control (CPIC) and information assurance (IA), the application of EA models, and strategies to address the challenges of EA adoption, use, and institutionalization.

		On Campus			

Section	Course Start Date	Student Arrival	Student Departure	Course End Date	Format / Comment
1	7/31/2015	8/10/2015	8/14/2015	9/6/2015	eResident
2	9/11/2015	DL	DL	12/6/2015	Distributed Learning
3	10/16/2015	10/26/2015	10/30/2015	11/22/2015	eResident

Upcoming Sections
- **eResident: 2**
- **Distributed Learning: 2**

ASA (6436)—Analytics and Simulation for Enterprise Architecture
Prerequisites: MEA

This course examines analytical techniques and simulation models through analysis and evaluation of qualitative and quantitative data sets. Students use descriptive analytics and statistics to collect, categorize and analyze data to discover numerical and visual patterns and create usable information. Students explore a sampling of simulation techniques to assess how they can be used to inform enterprise architect practitioners and leaders about new methods of analyzing data in a discreet or continuous manner. Students evaluate different presentation techniques to evaluate their efficacy for highlighting relevant information in the decision-making process. *Learning Outcomes: Students will be able to create and recommend strategies to increase the effectiveness of the EA and EA program's contribution to mission performance through reliable and validated data collection methods, analysis and evaluation of qualitative and quantitative data, and simulation.*

Upcoming Sections
- **eResident: 1**
- **Distributed Learning: 0**

ATO (6209) —Approval to Operate: Information System Certification and Accreditation

This course examines the information security certification and accreditation principles leading to final Approval to Operate (ATO) an information system. The course examines roles, responsibilities, documentation, organizational structure, directives, and reporting requirements to support the Designated Accrediting Authority (DAA) in approving the security control functionality level of an information system and granting ATO at a specified level of trust. The course provides an overview of DOD and Federal department and agency certification and accreditation processes (e.g., Defense Information Assurance Certification and Accreditation Process; NIST Certification and Accreditation Process), information assurance acquisition management, and system security architecture considerations.
Learning Outcomes: Students will be able to document a certification and accreditation plan, present and justify the plan to senior management for approval, and develop a systems security authorization agreement for their organization.

Section	Course Start Date	On Campus Student Arrival	Student Departure	Course End Date	Format / Comment
1	8/7/2015	8/17/2015	8/21/2015	9/13/2015	eResident

Upcoming Sections
- **eResident: 2**
- **Distributed Learning: 1**

BCP (6606) - White House, Congress, and the Budget
For CFO Program students only

This course presents a strategic understanding of Federal budgeting and appropriations, with particular attention to the role of the White House and the Congress. With this critical understanding, students develop leadership strategies to shape the fiscal environment to achieve agency strategic outcomes. The course focuses on topics such

as the impact of current fiscal issues including the competition between discretionary and non-discretionary spending and its likely impact upon agency activities, the dynamic interaction between agency, executive, and Congressional committees and staffs in developing a budget and gaining an appropriation.

Learning Outcomes: Students will be able to analyze the Federal budgeting and appropriations process, identify contemporary and emerging challenges shaping the federal budget, and evaluate possible impacts upon their agency.

| Section | Course Start Date | On Campus | | Course End Date | Format / Comment |
		Student Arrival	Student Departure		
1	7/17/2015	7/27/2015	7/31/2015	8/23/2015	eResident
2	9/11/2015	DL	DL	12/6/2015	Distributed Learning

Upcoming Sections
- **eResident: 1**
- **Distributed Learning: 0**

CAP (6700) - Capstone

The Capstone course is the culminating learning experience of the Government Information Leadership (GIL) Master of Science Degree Program. While enrolled in CAP, students complete a capstone synthesis project in his or her area of concentration. The NDU iCollege department responsible for each Master of Science concentration will define the specific nature and detailed requirements for the type of project suitable for the respective concentration, and decide how a particular project type is assigned to a specific student.

Learning Outcomes: Students who have successfully completed the Capstone course will be able to integrate critical concepts from their course work, independent readings, and professional practice; apply this knowledge to the analysis of broad, enduring issues in information leadership in their concentration area; and create and present an executive-level project that synthesizes the major themes and conclusions across the concentration in a capstone project.

| Section | Course Start Date | On Campus | | Course End Date | Format / Comment |
		Student Arrival	Student Departure		
1	9/11/2015	DL	DL	12/6/2015	Distributed Learning - CFO
2	9/11/2015	DL	DL	12/6/2015	Distributed Learning – CIO
3	9/11/2015	DL	DL	12/6/2015	Distributed Learning – Cyber - L
4	9/11/2015	DL	DL	12/6/2015	Distributed Learning – Cyber – S
5	9/11/2015	DL	DL	12/6/2015	Distributed Learning – EA
6	9/11/2015	DL	DL	12/6/2015	Distributed Learning – GSL
7	9/11/2015	DL	DL	12/6/2015	Distributed Learning - ITPM

Upcoming Sections
- **eResident: 0**
- **Distributed Learning: 14**

CBL (6204) — Cyberlaw

This course presents a comprehensive overview of ethical issues, legal resources and recourses, and public policy implications inherent in our evolving online society. Complex and dynamic state of the law as it applies to behavior in   cyberspace is introduced, and the pitfalls and dangers of governing in an interconnected world are explored. Ethical,   legal, and policy frameworks for information assurance personnel are covered. Various organizations and materials   that can provide assistance to operate ethically and legally in cyberspace are examined. Topics include intellectual   property protection; electronic contracting and payments; notice to and consent from e-message

recipients regarding monitoring, non-repudiation, and computer crime; and the impact of ethical, moral, legal, and policy issues on privacy, fair information practices, equity, content control, and freedom of electronic speech using information systems.

Learning Outcomes: Students will be able to assess potential legal issues that might flow from implementing and not implementing information security policies, practices, and procedures, and create policies and operating procedures for an organization that are ethically and legally sound.

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	Student Departure		
1	8/14/2015	8/24/2015	8/28/2015	9/20/2015	eResident
2	9/11/2015	DL	DL	12/6/2015	Distributed Learning

Upcoming Sections
- **eResident: 1**
- **Distributed Learning: 1**

CFF (6601) —Changing World of the CFO
For CFO Program students only
This course focuses on the changing environment for the government Chief Financial Officer (CFO). Students explore the fundamental role of the collaborative and networked community as the critical ingredient of success. The course provides an overview of the essential elements of the current and future roles of government CFO's a n d their senior staffs. It surveys the various roles of the executive and strategic leader in the world of government financial management including budget officer, compliance officer, internal controls/risk manager, strategic planner, fiduciary reporter, and reporter of management and financial information. The course discusses the policies, challenges and opportunities associated with decision support to management, financial reporting, business process improvement, systems integration, financial systems, workforce development, performance management, budget, and portfolio management. Students discuss standards, accountability, privacy, and transparency issues.

Learning Outcomes: Students will be able to analyze the most pressing governance issues relevant to leading financial transformation in government; evaluate the philosophical perspectives, roles and dynamic relationships of organizations and functional areas impacting the financial communities decision support to leadership; analyze and evaluate the critical integration necessary between financial management functions required to lead an effective CFO organization; and analyze cross government collaboration and the networked community as key facilitators of success for the CFO in the future.

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	Student Departure		
1	7/3/2015	7/13/2015	7/17/2015	8/9/2015	eResident
2	9/11/2015	DL	DL	12/6/2015	Distributed Learning

Upcoming Sections
- **eResident: 1**
- **Distributed Learning: 0**

CIO (6303)—CIO 2.0 Roles and Responsibilities
Students examine the essential analytic, relational, technological, and leadership competencies that government CIOs and their staffs need to respond to and shape the 21st Century environment. Students assess the high information a n d IT demands of customers; examine the potential and perils of ubiquitous technology and information

saturation; and weigh the tradeoffs of resource constraints, legal and policy mandates, and security in an open environment. The dynamic and multi-dimensional roles and responsibilities of government CIOs and their staffs are scrutinized to assess opportunities and challenges for improving governance, resource management, and decision making. Students analyze critical internal (CTO, CFO, Commander, Agency Head, Operations Chiefs) and external (other governmental agencies, OMB, Congress, and the private sector) relationships that CIOs and their staffs need to foster in order to satisfy their mission-related, legal, organizational, and political mandates.

Learning Outcomes: Students will be able to analyze the multi-dimensional and shared leadership roles and responsibilities of government CIOs and their staffs; recommend internal and external relationships that CIOs must foster in order to respond to and shape the environment while meeting their legal, policy, and organizational mandates; and advocate a more active role for CIOs in formulation of policies that have potential impacts from leveraging emerging technologies.

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	Student Departure		
1	9/4/2015	9/14/2015	9/18/2015	10/11/2015	eResident
2	9/11/2015	DL	DL	12/6/2015	Distributed Learning

Upcoming Sections
- **eResident: 1**
- **Distributed Learning: 2**

COO (6504) —Continuity of Operations

This course focuses on developing and implementing effective continuity of operations (COOP) plans in public sector agencies. Using federal regulations and policies as a backdrop, the course examines the technological, human capital, legal, and business factors involved in creating and maintaining a COOP plan. Topics include determining business requirements, selecting alternate sites, employing technology to increase organizational resilience, developing exercises, and creating and implementing emergency plans. Through a series of exercises, students develop skills in creating, evaluating and implementing continuity of operations policies and plans.

Learning Outcomes: Students will be able to analyze current continuity of operations plans for adequacy and compliance with federal law, regulations and best practices, and to develop new continuity of operations plans to address organizational risks and contingencies.

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	Student Departure		
1	7/17/2015	7/27/2015	7/31/2015	8/23/2015	eResident

Upcoming Sections
- **eResident: 3**
- **Distributed Learning: 2**

CYI (6232) — Cyber Intelligence

This course examines the Cyber Leader's role in Cyber Intelligence from two perspectives: first, as an *enabler* of Cyber Intelligence through the acquisition and delivery of Strategic Information Technology (Strategic IT) systems supporting intelligence missions, processes, and functions across the U.S. Intelligence Community (IC); and, second, as a *consumer* of Cyber Intelligence products and services as part of planning and executing cyberspace-dependent operations. The course presents an overview of the IC's general roles and responsibilities, including the intelligence cycle in support of national security decision making, before analyzing Cyber Intelligence operational requirements, production, and services. It concludes with how to develop and implement appropriate Cyber Intelligence IT strategies and operational plans.

LEARNING OUTCOMES:

At the completion of the course, students will be able to: 1. Analyze how U.S. national security policy and strategy, U.S. public policy, and IC Strategic IT governance shape, and are shaped by, current and future Cyber Intelligence requirements. 2. Evaluate the challenges of and opportunities for collaboration in cyberspace between the IC, other U.S.

government departments and agencies, and the private sector in Strategic IT and Cyber Intelligence. 3. Assess the effects of organizational culture, collaborative behavior, fiscal environment, department/agency missions, public policy mandates, and statutory guidance on Cyber Intelligence.

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	Student Departure		
1	7/17/2015	7/27/2015	7/31/2015	8/23/2015	eResident
2	9/11/2015	DL	DL	12/6/2015	Distributed Learning
3	10/16/2015	10/26/2015	10/30/2015	11/22/2015	eResident

Upcoming Sections
- **eResident: 1**
- **Distributed Learning: 1**

CYS (6326) – Cyberspace Strategies

This course examines the cyberspace strategies used by the United States, key nations, and non- state actors. Students examine relevant policies and constraints which will significantly impact strategies and achieving desired goals. Cyberspace risks, conflicts, and potential resolutions are proposed and discussed within this course. Students evaluate cyberspace leadership, operational features, strategic trends, and enforcement and dispute mechanisms. Students assess the cyberspace strategies employed by individual citizens, the federal government (such as commerce, defense, and intelligence), private industry, non-governmental organizations, transnational and international organizations, and organized crime. Students examine the consequences, repercussions, and likely outcomes of next-generation cyberspace strategies and how they could possibly address and shape issues within the continually evolving cyberspace domain.
Learning Outcomes: Students will be able to assess the multi-dimensional impact and consequences of cyberspace strategies on stakeholder objectives; recommend policies, processes, and actions that strengthen government and industry cyberspace strategies and protect critical assets; and develop a cyberspace strategy for their organization which will support the organization's mission, improves user services, and preserves secure operations.

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	Student Departure		
1	9/11/2015	DL	DL	12/6/2015	Distributed Learning
2	10/9/2015	10/19/2015	10/23/2015	11/15/2015	eResident

Upcoming Sections
- **eResident: 2**
- **Distributed Learning: 1**

DAC (6438)—Defense Enterprise Architecture
Prerequisite: ARC (6412)
This course presents policies, practices, and strategies to develop and implement enterprise architectures (EA) supporting Department of Defense (DOD) organizations. Students assess in greater detail the DOD Architecture Framework (DODAF) and associated work-products. Students analyze the DOD Defense Information Enterprise Architecture (IEA), Business Enterprise Architecture (BEA), and aspects of the Global Information Grid (GIG).
Learning Outcomes: Students will be able to assess the degree to which an agency's enterprise architecture aligns with the DoD's EA related policy and guidance, and formulate strategies to increase its alignment.

Upcoming Sections
- **eResident: 0**
- **Distributed Learning: 1**

DMG (6323) —Decision Making for Government Leaders

This course examines the environment, opportunities, and challenges of leadership decision making in government agency and interagency settings from individual, managerial, and multi-party perspectives. Decision contexts and the consequences for federal government leaders and organizations are viewed using the multiple perspectives of governance, policy, technology, culture, and economics. Students actively explore and reflect on how and why decisions are made by immersing themselves into complex issue scenarios and using leading-edge decision tools. *Learning Outcomes: Students will be able to analyze leadership decision making and the decision environments in federal government agency and interagency settings; assess the challenges and opportunities for decision makers in federal government collaborative and information-sharing environments; assess decision consequences and outcomes in terms of agency missions, political mandates, and statutory guidance; and determine the types of decision tools appropriate for their organization.*

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	Student Departure		
1	7/10/2015	7/20/2015	7/24/2015	8/16/2015	eResident
2	9/25/2015	10/5/2015	10/9/2015	11/1/2015	eResident

Upcoming Sections
- **eResident: 1**
- **Distributed Learning: 0**

DMS (6414)—Data Management Strategies and Technologies: A Managerial Perspective

This course explores data management and its enabling technologies as key components for improving mission effectiveness through the development of open, enterprise-wide, and state-of-the-art data architectures. It examines management issues such as the implementation of the data component of the Enterprise Architecture specified by OMB. The course considers key data management strategies, including the DOD Net-Centric Data Strategy, and the Federal Enterprise Architecture (FEA) Data Reference Model and their enabling information technologies including data warehousing, electronic archiving, data mining, neural networks, and other knowledge discovery methodologies. Students explore data management issues and implementation. The course provides sufficient insight into the underlying technologies to ensure that students can evaluate the capabilities and limitations of data management options and strategies.

Learning Outcomes: Students will be able to assess an organization's current data architecture and implementation and develop strategies to enhance them to improve agency mission effectiveness.

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	Student Departure		
1	9/11/2015	DL	DL	12/6/2015	Distributed Learning

Upcoming Sections
- **eResident: 2**
- **Distributed Learning: 0**

EIT (6442) - Emerging Information Technology

This course examines the core concepts of information technology and its rapidly expanding role in solving problems, influencing decision making and implementing organizational change. Students analyze how emerging technologies evolve. They evaluate the international, political, social, economic and cultural impacts of emerging technologies using qualitative and quantitative evaluation methods. Students assess emerging technologies using forecasting methodologies such as monitoring and expert opinion, examining future trends, and assessing international perspectives.

Learning Outcomes: Students will be able to appraise the impact and utility of emerging technologies; project into the near future the probable progress of emerging trends; formulate policies to guide the adoption of appropriate

emerging technology to enhance the workplace and meet organizational mission.

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	Student Departure		
1	9/11/2015	DL	DL	12/6/2015	Distributed Learning
2	10/23/2015	11/2/2015	11/6/2015	11/29/2015	eResident

Upcoming Sections
- **eResident: 1**
- **Distributed Learning: 1**

ESS (6206)—Enterprise Information Security and Risk Management
This course explores three themes, based on the Certified Information Security Manager® (CISM®), critical to enterprise information and cyber security management areas: information security risk management, information security/assurance governance, and information security/assurance program management. Examining the concepts and trends in the practice of risk management, the course analyzes their applicability to the protection of information. Information security/assurance governance is illuminated by exploring oversight, legislation, and guidance that influence federal government information security/assurance. The course explores the challenges of implementing risk management and governance through enterprise security/assurance program management. This includes enterprise information and cyber security strategies, policies, standards, controls, measures (security assessment/metrics), incident response, resource allocation, workforce issues, ethics, roles, and organizational structure.
Learning Outcome: Students will be able to recommend a risk management approach for an enterprise information and cyber security program for their organizations.

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	Student Departure		
1	7/24/2015	8/3/2015	8/7/2015	8/30/2015	eResident
2	9/11/2015	DL	DL	12/6/2015	Distributed Learning

Upcoming Sections
- **eResident: 1**
- **Distributed Learning: 2**

FFR (6607)— The Future of Federal Financial Information Sharing
For CFO Certificate students only
This course focuses on the vital role Chief Financial Officers and financial managers have in providing federal financial information. To fully support decision making, this actionable financial information must be timely, accurate, transparent, accountable, and result in "clean" audit opinions. To evaluate the quality of Federal financial information sharing, the course explores the current stovepipes of financial statements, budgetary reporting, program/project cost reporting, and financial standards, as well as a holistic view of crosscutting information such as financial and non-financial dashboards. In addition, successful financial information sharing in the current dynamic environment can be facilitated by financial systems, data management techniques, and effective communication with internal and external users.
Learning Outcomes: Students will be able to identify potential internal and external consumers of Federal financial information and to evaluate the consumers desires and expectations; analyze the changing roles, requirements, and expectations for financial, budget, and program/project financial information in government organizations from legal, policy, and technological perspectives; evaluate financial systems and processes, and data management   techniques that support new information sharing challenges; and to design a leadership plan for their organization that responds to current and future expectations for financial information sharing that supports decision making at all levels.

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	Student Departure		
1	9/11/2015	DL	DL	12/6/2015	Distributed Learning
2	10/23/2015	11/2/2015	11/6/2015	11/29/2015	eResident

Upcoming Sections
- **eResident: 1**
- **Distributed Learning: 0**

GEN (6205) —Global Enterprise Networking and Telecommunications

This course focuses on the effective management of network and telecommunications technologies in a government-sector global enterprise. The course examines current and emerging network and telecommunications technologies, including their costs, benefits, and security implications, placing emphasis on enabling military and civilian network-centric operations. Topics analyzed include network-centric concepts, spectrum management, data networks and associated Internet technologies, telephony, the role of public policy, and the significance of industry as a service provider and as an engine of innovation.

Learning Outcomes: Students will be able to evaluate the managerial, policy, and security consequences of adopting telecommunications and network technologies and develop a detailed implementation plan to incorporate a technology into an enterprise.

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	Student Departure		
1	7/3/2015	7/13/2015	7/17/2015	8/9/2015	eResident
2	9/11/2015	DL	DL	12/6/2015	Distributed Learning

Upcoming Sections
- **eResident: 2**
- **Distributed Learning: 1**

IPC (6228) —International Perspective on Cyberspace

This course provides an overview of the issues surrounding transnational cyberspace policies, international investment strategies, and implementation of information and communication technologies (ICT) that affect the global economy and transforms the flow of information across cultural and geographic boundaries. Students examine the cyberspace policies that empower ICT innovation, various global governance frameworks, and organizations that shape and transform cyberspace, to include the Internet Corporation for Assigned Names and Numbers (ICANN), the International Telecommunications Union (ITU), the World Bank Information and Communications Technology Sector, and the U.S. Federal Communications Commission (FCC)

Learning outcomes: Students will be able to formulate and implement internationally strategies to promote an open, interoperable, secure, and reliable information and communications infrastructure that supports international trade and commerce, strengthens international security, and innovation. They will be able to assess and recommend critical success factors which build and sustain an environment in which cyber norms of responsible behavior guide nation states' actions, sustain public and private sector partnerships, and support transnational rules of law in cyberspace.

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	Student Departure		
1	9/25/2015	10/5/2015	10/9/2015	11/1/2015	eResident

Upcoming Sections
- **eResident: 1**
- **Distributed Learning: 1**

IPL (6411) —Information Technology Program Leadership

This course examines the challenges of Federal program leadership in an Information Technology (IT) context. Students gain theoretical insight, supplemented by practical exercises, covering a variety of program/project leadership concepts and techniques. Particular areas of focus include customer service, stakeholder relations, decision-making methods, processes and pitfalls, interpersonal skills, organizational awareness and dynamics, and written and oral communication skills. The course explores the role of oversight in the management and leadership of Federal IT acquisition programs.

Learning Outcomes: Students will be able to evaluate leadership challenges likely to arise in managing an IT project, identify and implement appropriate strategies to manage them successfully, and communicate project plans and technical content effectively, either orally or in writing.

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	**Student Departure**		
1	9/11/2015	DL	DL	12/6/2015	Distributed Learning

Upcoming Sections
- **eResident: 2**
- **Distributed Learning: 1**

ITA (6415) —Strategic Information Technology Acquisition

This course examines the role senior leaders in both government and industry play in the successful acquisition of information technologies and services to achieve strategic organizational goals. Using the framework of the systems development life-cycle, it explores regulatory policies, acquisition strategies, requirements management, performance measurement, and deployment and sustainment activities that directly impact IT acquisition. Acquisition best practices such as performance-based contracting, risk management, use of service-level agreements, trade-off analyses, as well as the pros and cons for use of commercial off-the-shelf products are explored. Significant focus is placed on contracting issues including; the role of the contracting officer, building a solid request-for -proposal, how to prepare for and run a source selection and the role of oral presentations.

Learning outcomes: Students will be able to evaluate agency information technology acquisition programs using a systems development life-cycle framework to identify and correct deficiencies in strategy, requirements, design, development, test, deployment and sustainment.

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	**Student Departure**		
1	9/11/2015	DL	DL	12/6/2015	Distributed Learning

Upcoming Sections
- **eResident: 0**
- **Distributed Learning: 1**

ITP (6416) —Information Technology Project Management

This course focuses on project and program management in an Information Technology (IT) context, including financial systems. Students explore industry-accepted project management processes, e.g., the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) framework, and apply project

management concepts. Major topics include planning and management of project communications, scope, time, cost, quality, risk, human resources, procurement, and project integration. Factors that make IT projects unique and difficult to manage are explored, along with tools and techniques for managing them. This course challenges students to gain hands-on project management experience by performing complex project management tasks leading to the development of a project management strategy/plan.
Learning outcomes: Students will be able to assess a project management strategy/plan and develop a plan for an IT project.

| Section | Course Start Date | On Campus | | Course End Date | Format / Comment |
		Student Arrival	Student Departure		
1	7/17/2015	7/27/2015	7/31/2015	8/23/2015	eResident
2	9/11/2015	DL	DL	12/6/2015	Distributed Learning

Upcoming Sections
- **eResident: 1**
- **Distributed Learning: 2**

LDC (6301) —Leadership for the Information Age

This course examines Information Age leadership and organizations. It describes the successful Information Age leader and organization as constantly learning and adapting to an increasingly complex, changing, and information-rich environment. Emphasis is placed on "out-of-the-box" thinking, individual and organizational innovation, and the processes and structures that enhance an organization's ability to learn, adapt, and compete in the Information Age. The course explores the role of information and technology in the Information Age organization; the relationships among learning, change, and strategic planning; and the new abilities required for leading in the Information Age.
Learning Outcomes: Students will be able to demonstrate effective collaboration and teamwork across various problem-solving circumstances, and create and design effective processes and structures that increase organizational flexibility and agility.

| Section | Course Start Date | On Campus | | Course End Date | Format / Comment |
		Student Arrival	Student Departure		
1	8/7/2015	8/17/2015	8/21/2015	9/13/2015	eResident
2	9/11/2015	DL	DL	12/6/2015	Distributed Learning

Upcoming Sections
- **eResident: 2**
- **Distributed Learning: 1**

MAC (6512)—Multi-Agency Information-Enabled Collaboration

The course focuses on multi-agency collaboration in support of national and homeland security and national preparedness planning, decision-making and implementation. It examines current and proposed strategies, means and models for substantially improving the effectiveness of collaboration at the federal, state and local levels, and beyond to include multilateral situations with non-governmental, media, and international organizations and coalition partners. The course assists students to synthesize the underlying principles that define effective collaboration, and critical lessons learned from past challenges and current experiments. Legal, budgetary, structural, cultural and other impediments that inhibit inter-agency mission effectiveness are assessed, as are strategies for addressing them. The course explores evolving network structures, collaborative tool-sets including social media, cross-boundary information-sharing and work processes, emergent governance arrangements, and the behaviors and skills of collaborative leadership as a key component of government strategic leadership
Learning Outcomes: Students will be able to formulate and shape strategic, operational or tactical-level initiatives aimed at improving effectiveness in missions that critically depend upon multi-agency collaboration; appraise

critically the ends, ways, and means including tools, technologies, and work practices, of highly effective multi-agency collaborations; and develop, propose, and defend recommendations for initiatives aimed at effective multi-agency collaboration and their supporting execution and transition plans.

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	Student Departure		
1	9/11/2015	DL	DL	12/6/2015	Distributed Learning
2	10/9/2015	10/19/2015	10/23/2015	11/15/2015	eResident

Upcoming Sections
- **eResident: 3**
- **Distributed Learning: 1**

MEA (6439)—Modeling for Enterprise Architecture

Prerequisite: ARC (6412) or instructor permission. Students must be able to install a provided EA modeling repository tool   on a non-iCollege computer.

This course explores the use and effectiveness of architectural modeling to describe an organization and examines model-based products to support, influence, and enable organization planning, and decision-making. Students gain practical experience with work-products common to the DOD Architecture Framework (DODAF) and OMB Federal Segment Architecture Methodology (FSAM), as well as other established frameworks. Models examined in the course include: object-oriented models (e.g., Unified Modeling Language (UML)) covering process, data, and systems; and Structured models (e.g. IDEF). Emphasis is placed on the efficacy of modeling styles and the interpretation of the descriptive models.

Learning Outcomes: Students will be able to accurately interpret object-oriented and structured-based diagrams   and evaluate the primary characteristics of a model to validate its quality.

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	Student Departure		
1	9/11/2015	DL	DL	12/6/2015	Distributed Learning

Upcoming Sections
- **eResident: 1**
- **Distributed Learning: 0**

OCL (6321)—Organizational Culture for Strategic Leaders

This course explores the strategic and persistent effects of culture on mission performance. Students examine the ways in which leaders can employ this powerful influence to nurture organizational excellence or to stimulate changes in organizational behavior. They investigate organizational sciences for traditional and Information Age perspectives on organizational behavior, on frameworks for assessing organizational cultures, and on strategies to initiate and institutionalize strategic mission-oriented change. Cross-boundary, inter-agency, cross-generational, and global influences, issues, and challenges are examined from a cultural perspective.

Learning Outcomes: Students will be able to assess the culture of an organization within its strategic context, understand culture's critical role in processes and decision making, and design strategic initiatives to either sustain or change the organizational culture to support organizational missions that effectively contribute to Information Age government.

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	Student Departure		
1	7/17/2015	7/27/2015	7/31/2015	8/23/2015	eResident
2	9/11/2015	DL	DL	12/6/2015	Distributed Learning

Upcoming Sections
- **eResident: 3**
- **Distributed Learning: 1**

PFM (6315) —Capital Planning and Portfolio Management
This course focuses on state-of-the-art strategies for portfolio management, with an emphasis on assessing, planning, and managing information technology (IT) as a portfolio of projects from the perspectives of CIOs and CFOs. The three phases of the investment management process are considered: selection, control, and evaluation of proposals; on-going projects; and existing systems. The relationship of performance measures to mission performance measures is explored. The course examines the roles of the CIO, the CFO, and other managers in developing investment assessment criteria, considers how the criteria are used in planning and managing the portfolio, and explores the Office of Management and Budget's (OMB) portfolio perspective as found in Circular A-11, Part 7, Section 53, Information Technology and E-Government. Individual and team exercises are employed, including simulation of an IT investment portfolio review by the Investment Review Board.
Learning Outcomes: Students will be able to evaluate an investment portfolio and the corresponding capital planning and investment management process to ensure that they comply with current statutes and regulations, recommend changes to the process, and develop a strategy for balancing a portfolio of investment projects.

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	**Student Departure**		
1	7/3/2015	7/13/2015	7/17/2015	8/9/2015	eResident
2	9/11/2015	DL	DL	12/6/2015	Distributed Learning
3	9/25/2015	10/5/2015	10/9/2015	11/1/2015	eResident

Upcoming Sections
- **eResident: 1**
- **Distributed Learning: 1**

PMA (6432) —Planning and Managing Enterprise Architecture Programs
Prerequisite: DAC (6438) or FAC (6409)
Students examine the management of enterprise architecture (EA) as a continuous organizational program. They analyze critical EA program management success factors such as obtaining and maintaining organizational leadership commitment, building effective EA program management teams, and selecting an appropriate EA methodology. Students develop actionable EA program plans for: management, governance, and strategic communication; and develop requirements for select EA support tool(s).
Learning Outcomes: Students will be able to develop effective programs plans for an enterprise architecture program that responds to organizational priorities, culture and constraints.

Upcoming Sections
- **eResident: 0**
- **Distributed Learning: 1**

PRI (6333) —Strategies for Process Improvement
This course examines strategies, management processes and resources for process improvement within and across Federal agencies. The course provides an executive-level examination of business process improvement strategies, including business process re-engineering, activity-based costing/management, process architecting, Lean Six Sigma, and other quality improvement programs. An overview of the techniques and technologies that enable process-centric performance improvements in how agencies achieve their missions is provided. Attention is focused   on the enterprise-level leadership challenges of process management, including initiation, collaboration, design, implementation, and portfolio project management of process-centric improvements within and across agencies.
Learning Outcomes: Students will be able to recommend appropriate process change strategies, tools, and methods for carrying out process improvement. They will be able to provide advice on the implementation challenges of

process improvement, including impacts upon organizational culture, structure and governance, and design, and propose initiatives and actions for addressing such challenges.

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	Student Departure		
1	10/23/2015	11/2/2015	11/6/2015	11/29/2015	eResident

Upcoming Sections
- **eResident: 1**
- **Distributed Learning: 1**

RIA (6608) — Risk Management, Internal Controls, and Auditing for Leaders
For CFO Certificate students only
This course presents a strategic understanding of risk management, internal controls, and auditing as they relate to the functions and responsibilities within the CFO and audit communities. This course examines how effective leadership can enhance efficiency, effectiveness, accountability, and transparency of an organization to include federal, state, and local governments. The primary focus is on the importance of identifying and assessing risks, describing and improving internal controls techniques and practices, and evaluating and recommending audit management strategies. The course includes practical discussions to illustrate how these processes can be integrated and leveraged to solve problems, make informed decisions, and minimize compliance costs.
Learning Outcomes: Students will be able to articulate the importance of risk management and demonstrate how risk management techniques can be used in their organizations to improve overall effectiveness and address fiscal and operational challenges that exist in the public sector; describe and apply internal controls techniques for assessing financial, as well as, program operations; describe the audit process and the key roles and responsibilities of auditors; recommend techniques used to effectively manage the audit process, which can result in improved working relationships between auditors and auditees; and to identify the key elements of effective risk management, internal controls, and auditing processes and show how these components can be integrated and leveraged to add value to the organization.

Section	Course Start Date	On Campus		Course End Date	Format / Comment
		Student Arrival	Student Departure		
1	10/16/2015	10/26/2015	10/30/2015	11/22/2015	eResident

Upcoming Sections
- **eResident: 1**
- **Distributed Learning: 1**

SAC (6444) — Strategies for Assuring Cyber Supply Chain Security
This course explores the strategies necessary to manage global supply chain risk within the Department of Defense and across the federal government. Students examine how cyber leaders (i.e. CIO, CTO, and IT Program Managers) can secure the supply chain through an understanding of trusted mission systems, supply chain risks and the role of supply chain participants. Students address the challenge of assessing global supply chain risk and delivering reliable and secure technology to agency staff and the warfighter. They examine a range of disciplines including governance, intelligence analysis, legal and regulatory compliance, and software and information assurance.
Learning Outcomes: Students will be able to assess an organization's supply chain risks, conduct a Program Protection Plan (PPP) Criticality Analysis, and create a Supply Chain Action based on Government policies and best practices.

Upcoming Sections
- **eResident: 1**
- **Distributed Learning: 0**

SEC (6201)—Cyber Security for Information Leaders

This course explores concepts and practices of defending the modern net-centric computer and communications environment. The course covers the 10 domains of the Certified Information System Security Professional (CISSP®) Common Body of Knowledge (CBK®). It covers a wide range of technical issues and current topics including basics of network security; threats, vulnerabilities, and risks; network vulnerability assessment; firewalls and intrusion detection; transmission security and TEMPEST; operating system security; web security; encryption and key management; physical and personnel security; incident handling and forensics; authentication, access control, and biometrics; wireless security; virtual/3D Worlds; and emerging network security technologies such as radio frequency identification (RFID) and supervisory control and data acquisition (SCADA) security. The course also defines the role of all personnel in promoting security awareness. *Learning Outcomes: Students will be able to evaluate the cyber-security posture of an organization to determine adequate people, processes, and technology security.*

| Section | Course Start Date | On Campus | | Course End Date | Format / Comment |
		Student Arrival	Student Departure		
1	7/10/2015	7/20/2015	7/24/2015	8/16/2015	eResident

Upcoming Sections
- **eResident: 2**
- **Distributed Learning: 1**

SPB (6328) —Strategic Performance and Budget Management

This course is an executive-level view of strategic planning, performance management, and performance budgeting in public-sector organizations. Using the Government Performance and Results Act and Kaplan & Norton's Balanced Scorecard as frameworks, students examine the linkage of mission to strategic planning, performance management, measurement, operational strategies, initiatives, and budgets to support senior-level decision making. Emphasis is on transparency, outcomes, and linkage between organizational performance and the organization's budget. With this critical understanding, students develop leadership strategies that shape fiscal budgets to achieve agency strategic outcomes.

Learning Outcomes: Students will be able to integrate strategic planning and performance management principles into a public-sector organization assessment to support senior decision-making and strategic communications; compose an appropriate organizational strategy assessment plan and measurement strategy that incorporates performance budgeting into results-oriented government and aids decision makers in leading their organizations toward outcome-based mission effectiveness; define appropriate performance measures that support government organizations and link the organization's mission, vision, goals, objectives, initiatives, strategy, budget, and performance outcomes; analyze the Federal budgeting and appropriations process, identify contemporary and emerging challenges that may affect results-oriented government, and evaluate possible impacts upon their agency.

| Section | Course Start Date | On Campus | | Course End Date | Format / Comment |
		Student Arrival	Student Departure		
2	9/11/2015	DL	DL	12/6/2015	Distributed Learning
3	10/16/2015	10/26/2015	10/30/2015	11/22/2015	eResident

Upcoming Sections
- **eResident: 1**
- **Distributed Learning: 2**

TCC (6215)—Terrorism and Crime in Cyberspace

This course explores the nature of conflict in the cyber realm by focusing on two major Internet-based threats to

U.S. national security: cyber terrorism and cyber crime. The course examines who is undertaking these cyber activities, what techniques they use, and what countermeasures can be adopted to mitigate their impact. The course provides a risk management framework to help information leaders leverage the benefits of Internet technologies while minimizing the risks that such technologies pose to their organizations.
Learning Outcomes: Students will be able to assess the risks posed by cyber terrorism and cyber crime to U.S. national security in general, and to their specific organizations in particular; and evaluate the benefits and costs of different countermeasures that could be used to mitigate those risks.

| Section | Course Start Date | On Campus | | Course End Date | Format / Comment |
		Student Arrival	Student Departure		
1	9/11/2015	DL	DL	12/6/2015	Distributed Learning

Upcoming Sections
- **eResident: 1**
- **Distributed Learning: 0**

WGV (6435) —Web-Enabled Government: Facilitating Collaboration and Transparency
This course explores the capabilities, selection, and application of new and emerging web technologies to enable more creative, collaborative, and transparent government. The course examines and assesses the use of current and emerging web technologies and best practices of significant government interest, *e.g.*, cloud computing, social media and networking, geographic information services technology, and security. Students consider web technology evaluation criteria, methodologies, and risks to enable them to adapt the evaluation criteria and apply selected web technologies within and/or across government.
Learning Outcomes: Students will be able to evaluate the benefits and risks of current and emerging web technologies; analyze the strategic advantages and disadvantages of each; and choose and implement web technologies that increase engagement, collaboration, and transparency within and/or across government.

| Section | Course Start Date | On Campus | | Course End Date | Format / Comment |
		Student Arrival	Student Departure		
1	9/11/2015	DL	DL	12/6/2015	Distributed Learning

Upcoming Sections
- **eResident: 0**
- **Distributed Learning: 1**

Class Listing by Date

Course Number	Abbreviation	Section	CSD	Student Arrival	Student Departure	CED	Format
6203	All	15-13	6/26/2015	7/6/2015	7/10/2015	8/2/2015	eResident
6205	GEN	1	7/3/2015	7/13/2015	7/17/2015	8/9/2015	eResident
6315	PFM	1	7/3/2015	7/13/2015	7/17/2015	8/9/2015	eResident
6601	CFF	1	7/3/2015	7/13/2015	7/17/2015	8/9/2015	eResident
6201	SEC	1	7/10/2015	7/20/2015	7/24/2015	8/16/2015	eResident
6323	DMG	1	7/10/2015	7/20/2015	7/24/2015	8/16/2015	eResident
6232	CYI	1	7/17/2015	7/27/2015	7/31/2015	8/23/2015	eResident
6321	OCL	1	7/17/2015	7/27/2015	7/31/2015	8/23/2015	eResident
6416	ITP	1	7/17/2015	7/27/2015	7/31/2015	8/23/2015	eResident
6504	COO	1	7/17/2015	7/27/2015	7/31/2015	8/23/2015	eResident
6606	BCP	1	7/17/2015	7/27/2015	7/31/2015	8/23/2015	eResident
6206	ESS	1	7/24/2015	8/3/2015	8/7/2015	8/30/2015	eResident
6412	ARC	1	7/31/2015	8/10/2015	8/14/2015	9/6/2015	eResident
6209	ATO	1	8/7/2015	8/17/2015	8/21/2015	9/13/2015	eResident
6301	LDC	1	8/7/2015	8/17/2015	8/21/2015	9/13/2015	eResident
6204	CBL	1	8/14/2015	8/24/2015	8/28/2015	9/20/2015	eResident
6303	CIO	1	9/4/2015	9/14/2015	9/18/2015	10/11/2015	eResident
6204	CBL	2	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6205	GEN	2	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6206	ESS	2	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6209	ATO	2	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6215	TCC	1	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6232	CYI	2	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6301	LDC	2	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6303	CIO	2	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6315	PFM	2	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6321	OCL	2	9/11/2015	DL	DL	12/6/2015	Distributed Learning

6326	CYS	1	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6328	SPB	2	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6411	IPL	1	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6412	ARC	2	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6414	DMS	1	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6415	ITA	2	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6416	ITP	2	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6435	WGV	1	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6439	MEA	1	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6442	EIT	1	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6512	MAC	1	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6601	CFF	2	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6606	BCP	2	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6607	FFR	1	9/11/2015	DL	DL	12/6/2015	Distributed Learning
6228	IPC	1	9/25/2015	10/5/2015	10/9/2015	11/1/2015	eResident
6315	PFM	3	9/25/2015	10/5/2015	10/9/2015	11/1/2015	eResident
6323	DMG	2	9/25/2015	10/5/2015	10/9/2015	11/1/2015	eResident
6326	CYS	2	10/9/2015	10/19/2015	10/23/2015	11/15/2015	eResident
6512	MAC	2	10/9/2015	10/19/2015	10/23/2015	11/15/2015	eResident
6232	CYI	3	10/16/2015	10/26/2015	10/30/2015	11/22/2015	eResident
6328	SPB	3	10/16/2015	10/26/2015	10/30/2015	11/22/2015	eResident
6412	ARC	3	10/16/2015	10/26/2015	10/30/2015	11/22/2015	eResident
6608	RIA	1	10/16/2015	10/26/2015	10/30/2015	11/22/2015	eResident
6333	PRI	1	10/23/2015	11/2/2015	11/6/2015	11/29/2015	eResident
6442	EIT	2	10/23/2015	11/2/2015	11/6/2015	11/29/2015	eResident
6607	FFR	2	10/23/2015	11/2/2015	11/6/2015	11/29/2015	eResident