

NDU iCollege Registration Period

Term	Registration Opens	Course Offerings
FALL	15 July	September – December 2011
SPRING	1 November	January – April 2012
SUMMER	1 March	May – August 2012

SCHEDULE OF COURSE OFFERINGS Academic Year 2011-12

For courses September 2011 to June 2012





CONTACT DIRECTORY

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V2011-07-20

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.

www.ndu.edu/icollege

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

Information about our programs and courses is available on our website at www.ndu.edu/icollege. 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, username, and password that he/she will use to register for courses on the NDU student information system. If a student experiences any problems accessing accounts or 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 prior to the term start period on the dates below and will close on the Thursday prior to the Course Start Date (CSD).

Term	Registration Opens	Course Offerings
FALL	15 July	September –December 2011
SPRING	1 November	January – April 2012
SUMMER	1 March	May – August 2012

CONFIRMATION OF ENROLLMENT & CONTACT INFORMATION VALIDATION

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

Two weeks prior to the Course Start Date, the iCollege Office of Student Services will request confirmation of attendance and validate contact information by sending an email to the student's email address of record. **The student must confirm attendance or will be dropped from the course offering prior to the Course Start Date.**

Please ensure the following contact information is up-to-date in the student information system:

- 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. 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 **three (3) days prior to the Course Start Date for eResident and Distributed Learning (DL) courses.** 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 DES, the automated student information system. Students who are unable to access the system may request assistance from the Office of Student Services or the Offering Leader. After the Course Start Date, students will be assigned a grade in the course. See the online iCollege ***Catalog*** for the complete grading policy (www.ndu.edu/icollege).

Course Models

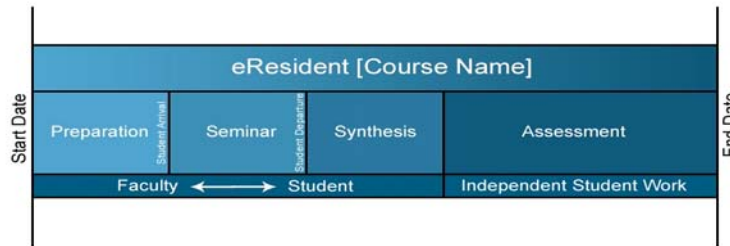


NOTE

Each course offering has a site on the iCollege’s online learning platform, Blackboard. This site will be available to students **three (3) days prior to 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.

Key Terms



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

- **Catalog Number** – The Catalog Number refers to the course identifier. For example, the Catalog Number for MOP, regardless of the number of section offerings, is 6316.
- **Course Code** – “Course Code” is the three letter short description of the class title. For example, for the course titled “Cyberlaw,” the Course Code is “CBL.” The Course Code 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.

Class Listing by Course Code



All—Information Assurance and Critical Infrastructure Protection (6203)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
All	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
All	2	9/16/2011	9/26/2011	9/30/2011	10/23/2011	AMP / Fort McNair, DC / e-Resident
All	4	9/30/2011	10/10/2011	10/14/2011	11/6/2011	PACOM* / e-Resident
All	5	11/18/2011	11/28/2011	12/2/2011	12/25/2011	Fort McNair, DC / e-Resident
All	6	1/13/2012	DL	DL	4/8/2012	Distributed Learning
All	7	1/13/2012	DL	DL	4/8/2012	Distributed Learning
All	8	1/27/2012	2/6/2012	2/10/2012	3/4/2012	AMP / Fort McNair, DC / e-Resident
All	9	1/27/2012	2/6/2012	2/10/2012	3/4/2012	AMP / Fort McNair, DC / e-Resident
All	10	4/13/2012	4/23/2012	4/27/2012	5/20/2012	Fort McNair, DC / e-Resident
All	11	5/4/2012	DL	DL	7/29/2012	Distributed Learning

***SPECIAL OFFERING** – Enrollment requires approval of location coordinator. Contact iCollege Office of Student Services no later than 3 weeks prior to class start date (iCollegeOSS@ndu.edu; tel 202-685-6300, DSN 325-6300).

ARC—Enterprise Architecture for Leaders (6412)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
ARC	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
ARC	2	10/21/2011	10/31/2011	11/4/2011	11/27/2011	Fort McNair, DC / e-Resident
ARC	3	1/13/2012	1/23/2012	1/27/2012	2/19/2012	Fort McNair, DC / e-Resident
ARC	4	2/17/2012	2/27/2012	3/2/2012	3/25/2011	Fort McNair, DC / e-Resident
ARC	5	3/23/2012	4/2/2012	4/6/2012	4/29/2012	Fort McNair, DC / e-Resident
ARC	6	5/4/2012	DL	DL	7/29/2012	Distributed Learning
ARC	7	6/1/2012	6/11/2012	6/15/2012	7/8/2012	Fort McNair, DC / e-Resident

ASA—Analytics and Simulation for Enterprise Architecture (6436)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
ASA	2	6/8/2012	6/18/2012	6/22/2012	7/15/2012	Fort McNair, DC / e-Resident

ATA—Advanced Strategies in Enterprise Architecture (6437)

Prerequisites: Completion of Level II EA Certificate courses

In this course students examine advanced strategies and topics in enterprise architecture (EA) by building upon and integrating prior academic and professional experiences as EA practitioners. Students appraise alternative EA governance strategies and integration used in industry and public sector. Through an overview approach, students evaluate the OMB EA related policies to determine architectural alignment with an organization’s EA. Students evaluate organizational constructs to improve mission performance in the Information Age. Agile organizational characteristics are considered as part of an in-depth exploration of Federated EA concepts.

Learning Outcomes: Students will be able to evaluate and make recommendations based on the effectiveness of the EA and EA program’s contribution to mission performance in their organization. Students will create strategies for effectively improving their organization’s EA program.

Offered in Academic Year 2012-13

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

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
ATO	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
ATO	2	1/13/2012	1/23/2012	1/27/2012	2/19/2012	SWEDEN / e-Resident
ATO	3	2/17/2012	2/27/2012	3/2/2012	3/25/2012	Fort McNair, DC / e-Resident
ATO	4	5/4/2012	DL	DL	7/29/2012	Distributed Learning

BBC—Building an IT Business Case (6430)

This course focuses on development and presentation of an effective IT acquisition business case for financial systems and other information technology investment as an essential element of agency IT portfolio management, financial management, and program management. Well-developed business cases support agency IT capital and planning and investment control, agency budget planning, and successful OMB IT investment review. Topics include best practices in economic and risk analysis,

identifying and communicating the value of alternative IT investments, business process reengineering and benchmarking, and the IT Program Manager's responsibilities in agency IT portfolio management. The course examines both the OMB Circular A-11 Exhibit 300: Capital Asset Plan and Business Case Summary and the more detailed business case used in the agency investment review and budgeting process. Students analyze sample IT business cases and develop a business case based on source materials.

Learning Outcomes: Students will be able to create a hypothetical IT business case, critique one using a business case evaluation method and other criteria, and recommend changes to improve the process of developing and defending an IT business case.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
BBC	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
BBC	2	3/30/2012	4/9/2012	4/13/2012	5/6/2012	Fort McNair, DC / e-Resident
BBC	3	5/4/2012	DL	DL	7/29/2012	Distributed Learning

BCP—Budgeting and Congressional Relations for Strategic Leaders (6605)

This course presents a strategic understanding of Federal budgeting and appropriations, with particular attention to the role of 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 nondiscretionary 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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
BCP	1	11/4/2011	11/14/2011	11/18/2011	12/11/2011	Fort McNair, DC / e-Resident
BCP	2	11/25/2011	12/5/2011	12/9/2011	1/1/2012	CENTCOM* / e-Resident
BCP	3	1/13/2012	DL	DL	4/8/2012	Distributed Learning
BCP	4	3/2/2012	3/12/2012	3/16/2012	4/8/2012	Fort McNair, DC / e-Resident

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CBL—Cyberlaw (6204)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
CBL	1	12/2/2011	12/12/2011	12/16/2011	1/8/2012	Fort McNair, DC / e-Resident
CBL	2	1/13/2012	DL	DL	4/8/2012	Distributed Learning
CBL	3	3/25/2012	4/4/2012	4/10/2012	4/27/2012	AMP / Fort McNair, DC / e-Resident

CFF—Changing World of the CFO (6601)*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 and 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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
CFF	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
CFF	2	4/27/2012	5/7/2012	5/11/2012	6/3/2012	Fort McNair, DC / e-Resident
CFF	3	5/4/2012	DL	DL	7/29/2012	Distributed Learning

CIO—CIO 2.0 Roles and Responsibilities (6303)

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 and 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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
CIO	1	9/9/2011	9/19/2011	9/23/2011	10/17/2011	Fort McNair, DC / e-Resident
CIO	2	9/9/2011	DL	DL	12/4/2011	Distributed Learning
CIO	3	10/21/2011	10/31/2011	11/4/2011	11/28/2011	Fort McNair, DC / e-Resident
CIO	4	1/13/2012	DL	DL	4/8/2012	Distributed Learning
CIO	5	1/20/2012	1/30/2012	2/3/2012	2/26/2012	Fort McNair, DC / e-Resident
CIO	6	5/4/2012	5/14/2012	5/18/2012	6/11/2012	Fort McNair, DC / e-Resident
CIO	7	5/4/2012	DL	DL	7/29/2012	Distributed Learning

CIP— Critical Information Infrastructure Protection (6230)

This course examines the security of information in computer and communications networks within infrastructure sectors critical to national security. These include the sectors of banking, securities and commodities markets, industrial supply chain, electrical/smart grid, energy production, transportation systems, communications, water supply, and health. Special attention is paid to the risk management of information in critical infrastructure environments through an analysis & synthesis of assets, threats, vulnerabilities, impacts, and countermeasures. Students learn the importance of interconnection reliability and

methods for observing, measuring, and testing negative impacts. Critical consideration is paid to the key role of Supervisory Control And Data Acquisition (SCADA) systems in the flow of resources such as electricity, water, and fuel. Students learn how to develop an improved security posture for a segment of the nation's critical information infrastructure.

Learning Outcomes: Students will be able to use a people, process, and technology framework to assess a current strategy and devise an improved security strategy for interconnection or for a specific control systems environment within a national critical infrastructure area.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
CIP	1	11/4/2011	11/14/2011	11/18/2011	12/11/2011	Fort McNair, DC / e-Resident
CIP	2	1/27/2012	2/6/2012	2/10/2012	3/4/2012	Fort McNair, DC / e-Resident

COO—Continuity of Operations (6504)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
COO	1	10/7/2011	10/17/2011	10/21/2011	11/13/2011	Fort McNair, DC / e-Resident
COO	2	1/13/2012	DL	DL	4/8/2012	Distributed Learning
COO	3	1/27/2012	2/6/2012	2/10/2012	3/4/2012	Fort McNair, DC / e-Resident

CST—Critical Information Systems Technologies (6510)

This course probes the rapid advances in all aspects of information systems technology from the perspective of both the functional and the information resources manager. The course provides an overview of both the current state of the art and the trends in information systems technology with particular attention to software development technologies, data management, computer systems hardware, human-computer interfaces, voice recognition, natural language understanding, collaborative technologies, telecommunications technologies, and electronic commerce technologies. It concludes with a group exercise designed to determine how a CIO can address the issues these technologies introduce within an organization.

Learning Outcomes: Students will be able to evaluate the usefulness of recent developments in hardware, software, and other information systems to meet organizational goals; develop metrics for measuring the usefulness of the technologies; and determine the best strategy for infusing these technologies into their organizations.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
CST	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
CST	2	9/25/2011	10/5/2011	10/12/2011	12/15/2011	AMP / Fort McNair, DC / e-Resident
CST	3	11/4/2011	11/14/2011	11/18/2011	12/11/2011	Fort McNair, DC / e-Resident
CST	4	2/5/2012	2/15/2012	2/22/2012	4/27/2012	AMP / Fort McNair, DC / e-Resident
CST	5	3/16/2012	3/26/2012	3/30/2012	4/22/2012	Fort McNair, DC / e-Resident

CTO—Chief Technology Officer (6441)

This course focuses on the multi-faceted role that effective CTOs play in agencies and organizations. Lessons examine how CTOs strategically forecast and assess new technologies, and coordinate the application of technology in an organization to meet

current and future organizational needs. Topics include an exploration of how CTOs leverage enterprise architecture as a vehicle to plan for technological change and build strategic partnerships with key stakeholders, industry, and the marketplace to improve business processes and meet strategic goals.

Learning Outcomes: Students will be able to assess the technological maturity and the long-term technology needs of their organization; forecast, assess, and integrate new technologies into an organizational infrastructure using knowledge of acquisition and organizational communication; and develop strategies to adapt emerging technologies to achieve current and future strategic organizational goals while mitigating risks to cyber security.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
CTO	1	2/3/2012	2/13/2012	2/17/2012	3/11/2012	Fort McNair, DC / e-Resident
CTO	2	5/11/2012	5/21/2012	5/25/2012	6/17/2012	Fort McNair, DC / e-Resident

DAC—Defense Enterprise Architecture (6438)

Prerequisite: ARC

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
DAC	1	10/7/2011	10/17/2011	10/21/2011	11/13/2011	Fort McNair, DC / e-Resident
DAC	2	1/13/2012	DL	DL	4/8/2012	Distributed Learning

DMG—Decision Making for Government Leaders (6323)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
DMG	1	10/21/2011	10/31/2011	11/4/2011	11/28/2011	Fort McNair, DC / e-Resident
DMG	2	1/20/2012	1/30/2012	2/3/2012	2/26/2012	Fort McNair, DC / e-Resident
DMG	3	5/4/2012	DL	DL	7/29/2012	Distributed Learning
DMG	4	6/1/2012	6/11/2012	6/15/2012	7/8/2012	Fort McNair, DC / e-Resident

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

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
DMS	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
DMS	2	1/27/2012	2/6/2012	2/10/2012	3/4/2012	Fort McNair, DC / e-Resident
DMS	3	4/27/2012	5/7/2012	5/11/2012	6/3/2012	Fort McNair, DC / e-Resident

EIT- Emerging Technologies (6442)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
EIT	1	6/1/2012	6/11/2012	6/15/2012	7/8/2012	Fort McNair, DC / e-Resident

ESP—Enterprise Strategic Planning (6320)

This course reviews and discusses the interagency national security strategic planning process and *The National Security Strategy (NSS) of the United States of America*. The relationship between the NSS, other supporting national security strategic plans, and agency strategic plans is analyzed. Students are introduced to several approaches to developing strategy in the face of uncertainty, including a new scenario planning approach. Students apply this new scenario planning approach to identify the US national security objectives and robust national capabilities that need to be developed or strengthened, and recommend various means for building these capabilities. Students analyze their organization's role in building these future national security capabilities.

Learning Outcomes: Students will be able to evaluate an organization's strategic plan for robustness against potential futures, identify capability gaps in their organization's strategic plan, and recommend strategies to fill these gaps.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
ESP	1	10/21/2011	10/31/2011	11/4/2011	11/28/2011	Fort McNair, DC / e-Resident
ESP	2	1/13/2012	DL	DL	4/8/2012	Distributed Learning
ESP	3	3/2/2012	3/12/2012	3/16/2012	4/9/2012	Fort McNair, DC / e-Resident

ESS—Enterprise Information Security and Risk Management (6206)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
ESS	1	10/7/2011	10/17/2011	10/21/2011	11/13/2011	Fort McNair, DC / e-Resident
ESS	2	11/4/2011	11/14/2011	11/18/2011	12/11/2011	SWEDEN / e-Resident
ESS	3	1/13/2012	DL	DL	4/8/2012	Distributed Learning
ESS	4	3/16/2012	3/26/2012	3/30/2012	4/22/2012	Fort McNair, DC / e-Resident
ESS	5	5/4/2012	DL	DL	7/29/2012	Distributed Learning

FAC—Federal Enterprise Architecture (6409)

Prerequisite: ARC

This course presents Office of Management and Budget (OMB) guidance for the development and implementation of enterprise architecture for federal, non-Department of Defense (DoD) agencies. Students assess the Federal Enterprise Architecture reference models and profiles and IT investment business cases, the OMB Exhibit 300 and 53. They examine the Federal Segment Architecture Methodology (FSAM), first introduced in Enterprise Architecture for Leaders (ARC). The course concludes with an overview of the DoD Architecture Framework to provide insight into DOD’s approach for the development of enterprise architecture.

Learning Outcomes: Students will be able to assess the degree to which an agency’s enterprise architecture is consistent with the Federal Enterprise Architecture Segment Methodology and recommend appropriate strategies to improve their agency’s enterprise architecture

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
FAC	1	1/13/2012	DL	DL	4/8/2012	Distributed Learning
FAC	2	4/6/2012	4/16/2012	4/20/2012	5/13/2012	Fort McNair, DC / e-Resident

FFR— The Future of Federal Financial Information Sharing (6607)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
FFR	1	2/17/2012	2/27/2012	3/2/2012	3/25/2012	Fort McNair, DC / e-Resident
FFR	2	5/4/2012	DL	DL	7/29/2012	Distributed Learning

FIT – Technology Forecasting and Agency Adoption (6443)

This course explores how federal agencies can adopt mainstream information technology (IT) more effectively in the context of larger movements in the technology industry and within internal agency policy, governance, and processes. Topics are taught from a systems thinking perspective and include the technology adoption process and different methods of technology forecasting. Students develop skills in scanning, monitoring, and investigating the technology industry for innovations that can meet their agency’s needs. They explore current and emerging issues in key technologies and encounter different ways of engaging industry to gain deeper understanding of key innovations to help agencies make informed decisions. Students assess their agency’s technology adoption process, considering governance, performance measurement, and risk.

Learning Outcomes: Students will be able to develop an implementing strategy to lead successful agency technology adoption through effective policy, governance, and technology forecasting; analyze different methods of technology forecasting, performance and risk management, and industry partnering; and summarize how IT is invented, funded, developed by companies, and then adopted by agencies.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
FIT	1	3/2/2012	3/12/2012	3/16/2012	4/8/2012	Fort McNair, DC / e-Resident

GEN—Global Enterprise Networking and Telecommunications (6205)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
GEN	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
GEN	2	11/4/2011	11/14/2011	11/18/2011	12/11/2011	Fort McNair, DC / e-Resident
GEN	3	1/13/2012	DL	DL	4/8/2012	Distributed Learning
GEN	4	2/17/2012	2/27/2012	3/2/2012	3/25/2012	Fort McNair, DC / e-Resident
GEN	5	5/4/2012	DL	DL	7/29/2012	Distributed Learning
GEN	6	5/11/2012	5/21/2012	5/25/2012	6/17/2012	Fort McNair, DC / e-Resident

GIC—Governance in Cyberspace (6326)

This course examines several global aspects of cyberspace (according to GAO [2010]), including (1) providing leadership, (2) developing governance strategies, (3) coordinating across relevant entities, (4) ensuring technical standards and policies do not prevent U.S. trade, (5) participating in international cyber incident response, (6) differing legal systems and law enforcement, and (7) defining international norms for cyberspace. By considering various governance models (e.g., geopolitical, non-profit, corporate, and socio-economic) and cyberspace models, the students assesses the merit and impact of governance applied to cyberspace and associated individual and organization rights. The course examines the consequences, the repercussions, and the likely outcomes of implementing diverse cyberspace governance scenarios. Students evaluate and synthesize results toward defining next-generation governance leadership models to address and shape evolving cyberspace domains.

Learning Outcomes: Students will be able to assess models of governance for their applicability to cyberspace; evaluate the impact and outcomes of current governance efforts on individual, organization, and cyberspace performance, and develop strategies of alternate governance models to shape the evolving cyberspace domain.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
GIC	1	1/16/2012	1/26/2012	2/1/2012	4/27/2012	AMP / Fort McNair, DC / e-Resident

GLS—Global Strategic Landscape (6213)

This course focuses on two broad themes of the evolving global strategic landscape: how global changes may impact future U.S. national security strategy, and the implications of these developments for creating Information Age government with national security responsibilities. The students examine the major trends that have transformed the world's economic, social, environmental, technological, political, and security landscape during the post-Cold War period, as well as possible future developments in these areas. They explore the implications of these trends for the national security environment, consequent options for national security strategy, and the transformation of Information Age government agencies.

Learning Outcomes: Students will be able to evaluate the impact of economic, social, environmental, political, technological, and international security trends on national security; integrate long-range trends into the development of national security strategy; and develop policy options that take into account these strategic and evolving security trends to transform government agencies into Information Age government organizations.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
GLS	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
GLS	2	9/16/2011	9/26/2011	9/30/2011	10/23/2011	Fort McNair, DC / e-Resident
GLS	3	11/25/2011	12/5/2011	12/10/2011	1/1/2012	Fort McNair, DC / e-Resident
GLS	4	1/13/2012	DL	DL	4/8/2012	Distributed Learning
GLS	5	4/6/2012	4/16/2012	4/20/2012	5/13/2012	Fort McNair, DC / e-Resident
GLS	6	6/1/2012	6/11/2012	6/15/2012	7/8/2012	Fort McNair, DC / e-Resident

IOS—Information Operations and National Security in the Information Age (6207)

Prerequisite: Secret Clearance is required

This course examines the essential paradigms and concepts of Information Operations (IO), Information Assurance (IA), and Strategic Communication (SC). It explores the technological revolution and the information component of national power, and examines that component in the National Security Strategy in light of the nature of the interconnected age; existing national policy; organizational transformation; and equities involved in IO, IA, and SC and information as a strategic environment. The course concludes by exploring the new paradigm of national security in the Information Age and the need for an information strategy to support the National Security Strategy.

Learning Outcomes: Students will be able to analyze how the information component of power is used in national security strategies and operations; analyze the role played by IO/IA/SC in national security strategies and operations; synthesize new approaches for the employment of the information component of power in national security strategies and operations; and apply IO/IA/SC in the development and execution of national security strategies and operations.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
IOS	1	6/1/2012	6/11/2012	6/15/2012	7/8/2012	Fort McNair, DC / e-Resident

IPC—International Perspective on Cyberspace (6228)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
IPC	1	2/17/2012	2/27/2012	3/2/2012	3/25/2012	Fort McNair, DC / e-Resident

IPL—Information Technology Program Leadership (6411)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
IPL	1	1/13/2012	DL	DL	4/8/2012	Distributed Learning
IPL	2	1/20/2012	1/30/2012	2/3/2012	2/26/2012	Fort McNair, DC / e-Resident
IPL	3	4/13/2012	4/23/2012	4/27/2012	5/20/2012	Fort McNair, DC / e-Resident

ITA—Strategic Information Technology Acquisition (6415)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
ITA	1	11/4/2011	11/14/2011	11/18/2011	12/11/2011	Fort McNair, DC / e-Resident
ITA	2	1/13/2012	DL	DL	4/8/2012	Distributed Learning
ITA	3	3/16/2012	3/26/2012	3/30/2012	4/22/2012	Fort McNair, DC / e-Resident

ITP—Information Technology Project Management (6416)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
ITP	1	10/7/2011	10/17/2011	10/21/2011	11/13/2011	Fort McNair, DC / e-Resident
ITP	2	1/13/2012	DL	DL	4/8/2012	Distributed Learning
ITP	3	2/17/2012	2/27/2012	3/2/2012	3/25/2012	Fort McNair, DC / e-Resident

IWS—Information, Warfare, and Military Strategy (6202)

Prerequisite: Secret Clearance is required.

This course examines key considerations for the planning and conduct of information operations at the theater and strategic levels. The course emphasizes inter-agency and international considerations in the planning and conduct of Information Operations (IO). Students examine selected non-U.S. approaches to the strategies for and uses of the full spectrum of information operations by current and potential global competitors and adversaries. They examine strategic legal implications and considerations and the use/misuse of IO strategies against an adaptive adversary. The course concludes with a snapshot of current U.S. military IO strategies.

Learning Outcomes: Students will be able to evaluate the specific capabilities and potential contributions of the designated IO organizations, capabilities, and planning tools; evaluate and integrate IO requirements and capabilities within the appropriate phases of the deliberate and crisis planning processes; ascertain the contributions and limitations of IO within a strategic/theater strategic context; compare and contrast selected non-U.S. approaches to and uses of IO; and design an appropriate military strategy for the employment of IO capabilities over a time horizon suited to the effects to be achieved.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
IWS	1	6/15/2012	6/25/2012	6/29/2012	7/22/2012	Fort McNair, DC / e-Resident

LCW—Leading the 21st Century Workforce (6506)

The LCW course provides leaders and managers with knowledge and tools that enhance their capacity to lead the 21st Century workforce effectively in the achievement of organizational objectives. Using a blend of leadership theory and best practice research, the course explores the dynamics of an increasingly diverse workforce, complex environment, ubiquitous technology, information saturation, and evolving work and organizational contexts. Students take an in-depth view of their self leadership, interpersonal leadership, and organizational leadership in order to develop themselves as leaders. They explore strategies to achieve their organization's goals through self-awareness, learning agility, coaching and mentoring, talent management, teaming, and cross-boundary influence, and to foster and manage innovation, leverage generational diversity, create a collaborative culture, facilitate knowledge management, and engender high-trust ethical practices.

Learning Outcomes: Students will be able to analyze emergent and proven perspectives of leadership and influence, and create effective strategies to develop, shape and lead a thriving 21st Century government workforce.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
LCW	1	4/27/2012	5/7/2012	5/11/2012	6/3/2012	Fort McNair, DC / e-Resident

LDC—Leadership for the Information Age (6301)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
LDC	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
LDC	2	10/14/2011	10/24/2011	10/28/2011	11/21/2011	Fort McNair, DC / e-Resident
LDC	3	1/13/2012	DL	DL	4/8/2012	Distributed Learning
LDC	4	2/24/2012	3/5/2012	3/9/2012	4/2/2012	Fort McNair, DC / e-Resident

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

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
MAC	1	11/4/2011	11/14/2011	11/18/2011	12/11/2011	Fort McNair, DC / e-Resident
MAC	2	1/13/2012	DL	DL	4/8/2012	Distributed Learning
MAC	3	3/16/2012	3/26/2012	3/30/2012	4/2/2012	Fort McNair, DC / e-Resident

MEA—Modeling for Enterprise Architecture (6439)

Prerequisite: ARC 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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
MEA	1	12/2/2011	12/12/2011	12/16/2011	1/8/2012	Fort McNair, DC / e-Resident
MEA	2	5/4/2012	DL	DL	7/29/2012	Distributed Learning
MEA	3	6/15/2012	6/25/2012	6/29/2012	7/22/2012	Fort McNair, DC / e-Resident

MOP—Measuring Results of Organizational Performance (6316)

This course is an executive view of strategic planning and performance management in public organizations. Using the Balanced Scorecard as a framework, students examine the linkage of mission to strategic planning, performance management, performance measurement, operational strategies, initiatives, and budgets to support decision making. Emphasis is on

transparency and organizational outcomes. Students determine and apply appropriate data tools, collection techniques, analysis, and reporting when assessing their organization's performance.

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. They will be able to develop and/or assess a comprehensive plan for conducting a performance assessment in their organization that directly supports senior decision makers in achieving mission effectiveness.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
MOP	1	9/5/2011	9/15/2011	9/21/2011	12/15/2011	AMP / Fort McNair, DC / e-Resident
MOP	3	9/9/2011	DL	DL	12/4/2011	Distributed Learning
MOP	4	10/7/2011	10/17/2011	10/21/2011	11/13/2011	Fort McNair, DC / e-Resident
MOP	5	12/2/2011	12/12/2011	12/16/2011	1/8/2012	Fort McNair, DC / e-Resident
MOP	6	1/13/2012	DL	DL	4/8/2012	Distributed Learning
MOP	7	1/16/2012	1/26/2012	2/1/2012	4/27/2012	AMP / Fort McNair, DC / e-Resident
MOP	8	1/16/2012	1/26/2012	2/1/2012	4/27/2012	AMP / Fort McNair, DC / e-Resident
MOP	9	2/3/2012	2/13/2012	2/17/2012	3/11/2012	Fort McNair, DC / e-Resident
MOP	10	4/20/2012	4/30/2012	5/4/2012	5/27/2012	Fort McNair, DC / e-Resident
MOP	11	5/4/2012	DL	DL	7/29/2012	Distributed Learning
MOP	12	5/25/2012	6/4/2012	6/8/2012	7/1/2012	Fort McNair, DC / e-Resident

NIC—National Intelligence & Cyber Policy (6229)

This course provides an overview of the cyber intelligence information and policy as an element of national power to include planning, collection, processing, analysis, dissemination and exploitation. Describes the organizations that comprise the intelligence community and how they relate to one another. Explores how the intelligence budget works and how congressional oversight provides checks and balances on the management of the intelligence community by the executive branch. Discusses the relationship between cyber intelligence and policy functions and counterintelligence functions.

Learning outcomes: Students will be able to discuss the combinations of cyber and intelligence policies which form the elements of national power and describe how cyber policies support the intelligence community an informs statecraft.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
NIC	1	3/2/2012	3/12/2012	3/16/2012	4/8/2012	Fort McNair, DC / e-Resident

OCL—Organizational Culture for Strategic Leaders (6321)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
OCL	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
OCL	2	10/7/2011	10/17/2011	10/21/2011	11/14/2011	Fort McNair, DC / e-Resident
OCL	3	1/13/2012	DL	DL	4/8/2012	Distributed Learning
OCL	4	5/11/2012	5/21/2012	5/25/2012	6/17/2012	Fort McNair, DC / e-Resident

PFM—Capital Planning and Portfolio Management (6315)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
PFM	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
PFM	2	11/4/2011	11/14/2011	11/18/2011	12/11/2011	Fort McNair, DC / e-Resident
PFM	3	3/16/2012	3/26/2012	3/30/2012	4/23/2012	Fort McNair, DC / e-Resident
PFM	4	4/13/2012	4/23/2012	4/27/2012	5/21/2012	Fort McNair, DC / e-Resident

PMA—Planning and Managing Enterprise Architecture Programs (6432)

Prerequisite: DAC or FAC

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
PMA	1	1/13/2012	DL	DL	4/8/2012	Distributed Learning
PMA	2	5/4/2012	5/14/2012	5/18/2012	6/10/2012	Fort McNair, DC / e-Resident

PRI—Strategies for Process Improvement (6333)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
PRI	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
PRI	2	10/7/2011	10/17/2011	10/21/2011	11/14/2011	Fort McNair, DC / e-Resident
PRI	3	1/13/2012	DL	DL	4/8/2012	Distributed Learning
PRI	4	3/2/2012	3/12/2012	3/16/2012	4/9/2012	Fort McNair, DC / e-Resident

RIA— Risk Management, Internal Controls, and Auditing for Leaders (6608)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
RIA	1	1/13/2012	DL	DL	4/8/2012	Distributed Learning
RIA	2	1/27/2012	2/6/2012	2/10/2012	3/4/2012	Fort McNair, DC / e-Resident

SAL—Software Acquisition Leadership (6410)

Recommended: ITA

This course provides comprehensive insight into the risks and issues associated with developing and implementing complex software systems. Students examine the risks, problems and issues that challenge large or complex software acquisition, integration, or development efforts, and evaluate strategies, methods, and tools to achieve successful program outcomes. Specific areas of focus include software development methods, tools and best practices, software-unique testing and architecture issues, and software assurance challenges and issues.

Learning Outcomes: Students will be able to evaluate anticipated challenges and risks of software acquisition, integration, and development projects, and create appropriate and effective strategies to manage them.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
SAL	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
SAL	2	10/14/2011	10/24/2011	10/28/2011	11/20/2011	Fort McNair, DC / e-Resident
SAL	3	4/20/2012	4/30/2012	5/4/2012	5/27/2012	Fort McNair, DC / e-Resident

SCL—Strategic Communication for Government Leaders (6322)

The course begins with communication theories and applications and ends with the role of strategic communication for government leaders. It explores the pivotal role of communication in achieving organizational and national strategies. The course investigates the psychological, cultural, political, and technological factors that mediate communications for national and international audiences so as to influence key decision makers, critical audiences, and general populations. Students analyze how government strategic leaders can be strengthened as producers and consumers of public information through

social influence, persuasion and propaganda, public opinion and mass political behavior, crisis communications, media relations, communication law, policy and ethics, and the role of advanced telecommunication technologies.

Learning Outcomes: Students will be able to assess how strategic communication shapes public perceptions and beliefs at all levels, from domestic perceptions to international attitudes; and to develop and employ strategic communication processes and plans consonant with current communications theory that support their agency's mission and national security strategy.

Offered in Academic Year 2012-13

SEC—Cyber Security for Information Leaders (6201)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
SEC	1	9/9/2011	9/19/2011	9/23/2011	10/16/2011	SWEDEN / e-Resident
SEC	2	10/21/2011	10/31/2011	11/4/2011	11/27/2011	Fort McNair, DC / e-Resident
SEC	3	1/13/2012	DL	DL	4/8/2012	Distributed Learning
SEC	4	1/13/2012	1/23/2012	1/27/2012	2/19/2012	Fort McNair, DC / e-Resident
SEC	5	3/2/2012	3/12/2012	3/16/2012	4/8/2012	Fort McNair, DC / e-Resident
SEC	6	5/4/2012	DL	DL	7/29/2012	Distributed Learning
SEC	7	6/1/2012	6/11/2012	6/15/2012	7/8/2012	Fort McNair, DC / e-Resident

SPA—Privacy Rights and Civil Liberties (6231)

This course focuses on protecting personal information while exploiting new technologies, implementing cross-agency information sharing, and improving the processes of government and service to the public. The rights, needs and perspective of the citizen are discussed with regard to public policy and legal frameworks. Best business practices, such as using Privacy Impact Assessments (PIAs) and identity management techniques, are explored as mechanisms for evaluating and dealing with privacy issues. The course enables managers to deal with the privacy concerns of citizens and stakeholders when implementing new systems and technology and transforming agency processes. Students identify leadership and management approaches to ensure appropriate information access and privacy protection.

Learning Outcomes: Students will be able to recommend appropriate protection strategies, tools, and methods for processing and sharing private information; and develop policies to manage privacy in government initiatives.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
SPA	1	11/25/2011	12/5/2011	12/9/2011	1/1/2012	Fort McNair, DC / e-Resident
SPA	2	4/27/2012	5/7/2012	5/11/2012	6/3/2012	Fort McNair, DC / e-Resident

STA— Enterprise Solutions Architecture and Transition Planning for Architecture (6440)

Prerequisite: Successful completion of Level II EA certificate courses. Students will be required to install a provided EA modeling repository tool on a non-iCollege computer.

This course prepares the senior or chief architect to collaborate with the solutions architect(s) to develop target enterprise-wide technology architecture and solution strategies that complement and enable the target enterprise business environment. Students examine a general target technology framework and assess alternative technology architecture end-states for enterprise-wide service oriented architecture and capabilities-based architecture. For each general design end-state,

alternative criteria are considered to provide alternative technical designs. Students examine strategies for developing a security architecture. The course concludes with a consideration of alternative legacy migration and transition strategies. *Learning Outcomes: Students will be able to design enterprise-scale target solution architectures and develop alternative transition plans as a function of target end-state of the EA architecture.*

Offered in Academic Year 2012-13

TCC—Terrorism and Crime in Cyberspace (6215)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
TCC	1	12/30/2011	1/9/2012	1/13/2012	2/5/2012	Fort McNair, DC / e-Resident
TCC	2	5/4/2012	DL	DL	7/29/2012	Distributed Learning
TCC	3	6/15/2012	6/25/2012	6/29/2012	7/22/2012	Fort McNair, DC / e-Resident

WGV—Web-Enabled Government: Facilitating Collaboration and Transparency (6435)

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.

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
WGV	1	9/25/2011	10/5/2011	10/12/2012	12/15/2011	AMP / Fort McNair, DC / e-Resident
WGV	2	11/4/2011	11/14/2011	11/18/2011	12/11/2011	Fort McNair, DC / e-Resident
WGV	3	2/5/2012	2/15/2012	2/22/2012	4/27/2012	AMP / Fort McNair, DC / e-Resident
WGV	4	5/4/2012	DL	DL	7/29/2012	Distributed Learning
WGV	6	3/9/2012	3/19/2012	3/23/2012	4/15/2012	Fort McNair, DC / e-Resident

Class Listing by Date



Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
SEPTEMBER 2011						
SLP	1	9/3/2011	9/13/2011	12/14/2011	12/15/2011	AMP / Fort McNair, DC / e-Resident
MOP	1	9/5/2011	9/15/2011	9/21/2011	12/15/2011	AMP / Fort McNair, DC / e-Resident
CIO	1	9/9/2011	9/19/2011	9/23/2011	10/17/2011	Fort McNair, DC / e-Resident
SEC	1	9/9/2011	9/19/2011	9/23/2011	10/16/2011	SWEDEN / e-Resident
All	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
ARC	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
ATO	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
BBC	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
CFF	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
CIO	2	9/9/2011	DL	DL	12/4/2011	Distributed Learning
CST	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
DMS	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
GEN	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
GLS	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
LDC	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
MOP	3	9/9/2011	DL	DL	12/4/2011	Distributed Learning
OCL	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
PFM	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
PRI	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
SAL	1	9/9/2011	DL	DL	12/4/2011	Distributed Learning
All	2	9/16/2011	9/26/2011	9/30/2011	10/23/2011	AMP / Fort McNair, DC / e-Resident
GLS	2	9/16/2011	9/26/2011	9/30/2011	10/23/2011	Fort McNair, DC / e-Resident
CST	2	9/25/2011	10/5/2011	10/12/2011	12/15/2011	AMP / Fort McNair, DC / e-Resident
WGV	1	9/25/2011	10/5/2011	10/12/2012	12/15/2011	AMP / Fort McNair, DC / e-Resident
All	4	9/30/2011	10/10/2011	10/14/2011	11/6/2011	PACOM / e-Resident
OCTOBER 2011						
COO	1	10/7/2011	10/17/2011	10/21/2011	11/13/2011	Fort McNair, DC / e-Resident
DAC	1	10/7/2011	10/17/2011	10/21/2011	11/13/2011	Fort McNair, DC / e-Resident
ESS	1	10/7/2011	10/17/2011	10/21/2011	11/13/2011	Fort McNair, DC / e-Resident
ITP	1	10/7/2011	10/17/2011	10/21/2011	11/13/2011	Fort McNair, DC / e-Resident
MOP	4	10/7/2011	10/17/2011	10/21/2011	11/13/2011	Fort McNair, DC / e-Resident
OCL	2	10/7/2011	10/17/2011	10/21/2011	11/14/2011	Fort McNair, DC / e-Resident
PRI	2	10/7/2011	10/17/2011	10/21/2011	11/14/2011	Fort McNair, DC / e-Resident
LDC	2	10/14/2011	10/24/2011	10/28/2011	11/21/2011	Fort McNair, DC / e-Resident
SAL	2	10/14/2011	10/24/2011	10/28/2011	11/20/2011	Fort McNair, DC / e-Resident
ARC	2	10/21/2011	10/31/2011	11/4/2011	11/27/2011	Fort McNair, DC / e-Resident
CIO	3	10/21/2011	10/31/2011	11/4/2011	11/28/2011	Fort McNair, DC / e-Resident
DMG	1	10/21/2011	10/31/2011	11/4/2011	11/28/2011	Fort McNair, DC / e-Resident
ESP	1	10/21/2011	10/31/2011	11/4/2011	11/28/2011	Fort McNair, DC / e-Resident
SEC	2	10/21/2011	10/31/2011	11/4/2011	11/27/2011	Fort McNair, DC / e-Resident

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
NOVEMBER 2011						
BCP	1	11/4/2011	11/14/2011	11/18/2011	12/11/2011	Fort McNair, DC / e-Resident
CIP	1	11/4/2011	11/14/2011	11/18/2011	12/11/2011	Fort McNair, DC / e-Resident
CST	3	11/4/2011	11/14/2011	11/18/2011	12/11/2011	Fort McNair, DC / e-Resident
ESS	2	11/4/2011	11/14/2011	11/18/2011	12/11/2011	SWEDEN / e-Resident
GEN	2	11/4/2011	11/14/2011	11/18/2011	12/11/2011	Fort McNair, DC / e-Resident
ITA	1	11/4/2011	11/14/2011	11/18/2011	12/11/2011	Fort McNair, DC / e-Resident
MAC	1	11/4/2011	11/14/2011	11/18/2011	12/11/2011	Fort McNair, DC / e-Resident
PFM	2	11/4/2011	11/14/2011	11/18/2011	12/11/2011	Fort McNair, DC / e-Resident
WGV	2	11/4/2011	11/14/2011	11/18/2011	12/11/2011	Fort McNair, DC / e-Resident
PRM	1	11/12/2011	11/22/2011	11/30/2011	12/15/2011	AMP / Fort McNair, DC / e-Resident
AII	5	11/18/2011	11/28/2011	12/2/2011	12/25/2011	Fort McNair, DC / e-Resident
BCP	2	11/25/2011	12/5/2011	12/9/2011	1/1/2012	CENTCOM / e-Resident
GLS	3	11/25/2011	12/5/2011	12/10/2011	1/1/2012	Fort McNair, DC / e-Resident
SPA	1	11/25/2011	12/5/2011	12/9/2011	1/1/2012	Fort McNair, DC / e-Resident
DECEMBER 2011						
CBL	1	12/2/2011	12/12/2011	12/16/2011	1/8/2012	Fort McNair, DC / e-Resident
MEA	1	12/2/2011	12/12/2011	12/16/2011	1/8/2012	Fort McNair, DC / e-Resident
MOP	5	12/2/2011	12/12/2011	12/16/2011	1/8/2012	Fort McNair, DC / e-Resident
TCC	1	12/30/2011	1/9/2012	1/13/2012	2/5/2012	Fort McNair, DC / e-Resident
JANUARY 2012						
ARC	3	1/13/2012	1/23/2012	1/27/2012	2/19/2012	Fort McNair, DC / e-Resident
ATO	2	1/13/2012	1/23/2012	1/27/2012	2/19/2012	SWEDEN / e-Resident
SEC	4	1/13/2012	1/23/2012	1/27/2012	2/19/2012	Fort McNair, DC / e-Resident
AII	6	1/13/2012	DL	DL	4/8/2012	Distributed Learning
AII	7	1/13/2012	DL	DL	4/8/2012	Distributed Learning
BCP	3	1/13/2012	DL	DL	4/8/2012	Distributed Learning
CBL	2	1/13/2012	DL	DL	4/8/2012	Distributed Learning
CIO	4	1/13/2012	DL	DL	4/8/2012	Distributed Learning
COO	2	1/13/2012	DL	DL	4/8/2012	Distributed Learning
DAC	2	1/13/2012	DL	DL	4/8/2012	Distributed Learning
ESP	2	1/13/2012	DL	DL	4/8/2012	Distributed Learning
ESS	3	1/13/2012	DL	DL	4/8/2012	Distributed Learning
FAC	1	1/13/2012	DL	DL	4/8/2012	Distributed Learning
GEN	3	1/13/2012	DL	DL	4/8/2012	Distributed Learning
GLS	4	1/13/2012	DL	DL	4/8/2012	Distributed Learning
IPL	1	1/13/2012	DL	DL	4/8/2012	Distributed Learning
ITA	2	1/13/2012	DL	DL	4/8/2012	Distributed Learning
ITP	2	1/13/2012	DL	DL	4/8/2012	Distributed Learning
LDC	3	1/13/2012	DL	DL	4/8/2012	Distributed Learning
MAC	2	1/13/2012	DL	DL	4/8/2012	Distributed Learning
MOP	6	1/13/2012	DL	DL	4/8/2012	Distributed Learning
OCL	3	1/13/2012	DL	DL	4/8/2012	Distributed Learning
PMA	1	1/13/2012	DL	DL	4/8/2012	Distributed Learning
PRI	3	1/13/2012	DL	DL	4/8/2012	Distributed Learning
RIA	1	1/13/2012	DL	DL	4/8/2012	Distributed Learning

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
SEC	3	1/13/2012	DL	DL	4/8/2012	Distributed Learning
SLP	3	1/14/2012	1/24/2012	4/25/2012	4/27/2012	AMP / Fort McNair, DC / e-Resident
SLP	4	1/14/2012	1/24/2012	4/25/2012	4/27/2012	AMP / Fort McNair, DC / e-Resident
GIC	1	1/16/2012	1/26/2012	2/1/2012	4/27/2012	AMP / Fort McNair, DC / e-Resident
MOP	7	1/16/2012	1/26/2012	2/1/2012	4/27/2012	AMP / Fort McNair, DC / e-Resident
MOP	8	1/16/2012	1/26/2012	2/1/2012	4/27/2012	AMP / Fort McNair, DC / e-Resident
CIO	5	1/20/2012	1/30/2012	2/3/2012	2/26/2012	Fort McNair, DC / e-Resident
DMG	2	1/20/2012	1/30/2012	2/3/2012	2/26/2012	Fort McNair, DC / e-Resident
IPL	2	1/20/2012	1/30/2012	2/3/2012	2/26/2012	Fort McNair, DC / e-Resident
AII	8	1/27/2012	2/6/2012	2/10/2012	3/4/2012	AMP / Fort McNair, DC / e-Resident
AII	9	1/27/2012	2/6/2012	2/10/2012	3/4/2012	AMP / Fort McNair, DC / e-Resident
CIP	2	1/27/2012	2/6/2012	2/10/2012	3/4/2012	Fort McNair, DC / e-Resident
COO	3	1/27/2012	2/6/2012	2/10/2012	3/4/2012	Fort McNair, DC / e-Resident
DMS	2	1/27/2012	2/6/2012	2/10/2012	3/4/2012	Fort McNair, DC / e-Resident
RIA	2	1/27/2012	2/6/2012	2/10/2012	3/4/2012	Fort McNair, DC / e-Resident

FEBRUARY 2012

CTO	1	2/3/2012	2/13/2012	2/17/2012	3/11/2012	Fort McNair, DC / e-Resident
MOP	9	2/3/2012	2/13/2012	2/17/2012	3/11/2012	Fort McNair, DC / e-Resident
CST	4	2/5/2012	2/15/2012	2/22/2012	4/27/2012	AMP / Fort McNair, DC / e-Resident
WGV	3	2/5/2012	2/15/2012	2/22/2012	4/27/2012	AMP / Fort McNair, DC / e-Resident
ARC	4	2/17/2012	2/27/2012	3/2/2012	3/25/2011	Fort McNair, DC / e-Resident
ATO	3	2/17/2012	2/27/2012	3/2/2012	3/25/2012	Fort McNair, DC / e-Resident
FFR	1	2/17/2012	2/27/2012	3/2/2012	3/25/2012	Fort McNair, DC / e-Resident
GEN	4	2/17/2012	2/27/2012	3/2/2012	3/25/2012	Fort McNair, DC / e-Resident
IPC	1	2/17/2012	2/27/2012	3/2/2012	3/25/2012	Fort McNair, DC / e-Resident
ITP	3	2/17/2012	2/27/2012	3/2/2012	3/25/2012	Fort McNair, DC / e-Resident
LDC	4	2/24/2012	3/5/2012	3/9/2012	4/2/2012	Fort McNair, DC / e-Resident

MARCH 2012

BCP	4	3/2/2012	3/12/2012	3/16/2012	4/8/2012	Fort McNair, DC / e-Resident
ESP	3	3/2/2012	3/12/2012	3/16/2012	4/9/2012	Fort McNair, DC / e-Resident
FIT	1	3/2/2012	3/12/2012	3/16/2012	4/8/2012	Fort McNair, DC / e-Resident
NIC	1	3/2/2012	3/12/2012	3/16/2012	4/8/2012	Fort McNair, DC / e-Resident
PRI	4	3/2/2012	3/12/2012	3/16/2012	4/9/2012	Fort McNair, DC / e-Resident
SEC	5	3/2/2012	3/12/2012	3/16/2012	4/8/2012	Fort McNair, DC / e-Resident
WGV	6	3/9/2012	3/19/2012	3/23/2012	4/15/2012	Fort McNair, DC / e-Resident
CST	5	3/16/2012	3/26/2012	3/30/2012	4/22/2012	Fort McNair, DC / e-Resident
ESS	4	3/16/2012	3/26/2012	3/30/2012	4/22/2012	Fort McNair, DC / e-Resident
ITA	3	3/16/2012	3/26/2012	3/30/2012	4/22/2012	Fort McNair, DC / e-Resident
MAC	3	3/16/2012	3/26/2012	3/30/2012	4/2/2012	Fort McNair, DC / e-Resident
PFM	3	3/16/2012	3/26/2012	3/30/2012	4/23/2012	Fort McNair, DC / e-Resident
ARC	5	3/23/2012	4/2/2012	4/6/2012	4/29/2012	Fort McNair, DC / e-Resident
CBL	3	3/25/2012	4/4/2012	4/10/2012	4/27/2012	AMP / Fort McNair, DC / e-Resident
PRM	3	3/25/2012	4/4/2012	4/10/2012	4/27/2012	AMP / Fort McNair, DC / e-Resident
PRM	4	3/25/2012	4/4/2012	4/10/2012	4/27/2012	AMP / Fort McNair, DC / e-Resident
BBC	2	3/30/2012	4/9/2012	4/13/2012	5/6/2012	Fort McNair, DC / e-Resident

Course Code	Section	Course Start Date	On Campus		Course End Date	Location / Format/Comment
			Student Arrival	Student Departure		
APRIL 2012						
FAC	2	4/6/2012	4/16/2012	4/20/2012	5/13/2012	Fort McNair, DC / e-Resident
GLS	5	4/6/2012	4/16/2012	4/20/2012	5/13/2012	Fort McNair, DC / e-Resident
AII	10	4/13/2012	4/23/2012	4/27/2012	5/20/2012	Fort McNair, DC / e-Resident
IPL	3	4/13/2012	4/23/2012	4/27/2012	5/20/2012	Fort McNair, DC / e-Resident
PFM	4	4/13/2012	4/23/2012	4/27/2012	5/21/2012	Fort McNair, DC / e-Resident
MOP	10	4/20/2012	4/30/2012	5/4/2012	5/27/2012	Fort McNair, DC / e-Resident
SAL	3	4/20/2012	4/30/2012	5/4/2012	5/27/2012	Fort McNair, DC / e-Resident
CFF	2	4/27/2012	5/7/2012	5/11/2012	6/3/2012	Fort McNair, DC / e-Resident
DMS	3	4/27/2012	5/7/2012	5/11/2012	6/3/2012	Fort McNair, DC / e-Resident
LCW	1	4/27/2012	5/7/2012	5/11/2012	6/3/2012	Fort McNair, DC / e-Resident
SPA	2	4/27/2012	5/7/2012	5/11/2012	6/3/2012	Fort McNair, DC / e-Resident
MAY 2012						
CIO	6	5/4/2012	5/14/2012	5/18/2012	6/11/2012	Fort McNair, DC / e-Resident
PMA	2	5/4/2012	5/14/2012	5/18/2012	6/10/2012	Fort McNair, DC / e-Resident
AII	11	5/4/2012	DL	DL	7/29/2012	Distributed Learning
ARC	6	5/4/2012	DL	DL	7/29/2012	Distributed Learning
ATO	4	5/4/2012	DL	DL	7/29/2012	Distributed Learning
BBC	3	5/4/2012	DL	DL	7/29/2012	Distributed Learning
CFF	3	5/4/2012	DL	DL	7/29/2012	Distributed Learning
CIO	7	5/4/2012	DL	DL	7/29/2012	Distributed Learning
DMG	3	5/4/2012	DL	DL	7/29/2012	Distributed Learning
ESS	5	5/4/2012	DL	DL	7/29/2012	Distributed Learning
FFR	2	5/4/2012	DL	DL	7/29/2012	Distributed Learning
GEN	5	5/4/2012	DL	DL	7/29/2012	Distributed Learning
MEA	2	5/4/2012	DL	DL	7/29/2012	Distributed Learning
MOP	11	5/4/2012	DL	DL	7/29/2012	Distributed Learning
SEC	6	5/4/2012	DL	DL	7/29/2012	Distributed Learning
TCC	2	5/4/2012	DL	DL	7/29/2012	Distributed Learning
WGV	4	5/4/2012	DL	DL	7/29/2012	Distributed Learning
CTO	2	5/11/2012	5/21/2012	5/25/2012	6/17/2012	Fort McNair, DC / e-Resident
GEN	6	5/11/2012	5/21/2012	5/25/2012	6/17/2012	Fort McNair, DC / e-Resident
OCL	4	5/11/2012	5/21/2012	5/25/2012	6/17/2012	Fort McNair, DC / e-Resident
MOP	12	5/25/2012	6/4/2012	6/8/2012	7/1/2012	Fort McNair, DC / e-Resident
JUNE 2012						
ARC	7	6/1/2012	6/11/2012	6/15/2012	7/8/2012	Fort McNair, DC / e-Resident
DMG	4	6/1/2012	6/11/2012	6/15/2012	7/8/2012	Fort McNair, DC / e-Resident
EIT	1	6/1/2012	6/11/2012	6/15/2012	7/8/2012	Fort McNair, DC / e-Resident
GLS	6	6/1/2012	6/11/2012	6/15/2012	7/8/2012	Fort McNair, DC / e-Resident
IOS	1	6/1/2012	6/11/2012	6/15/2012	7/8/2012	Fort McNair, DC / e-Resident
SEC	7	6/1/2012	6/11/2012	6/15/2012	7/8/2012	Fort McNair, DC / e-Resident
ASA	2	6/8/2012	6/18/2012	6/22/2012	7/15/2012	Fort McNair, DC / e-Resident
IWS	1	6/15/2012	6/25/2012	6/29/2012	7/22/2012	Fort McNair, DC / e-Resident
MEA	3	6/15/2012	6/25/2012	6/29/2012	7/22/2012	Fort McNair, DC / e-Resident
TCC	3	6/15/2012	6/25/2012	6/29/2012	7/22/2012	Fort McNair, DC / e-Resident