General Information
Thomas Jefferson envisioned that his University of Virginia would prepare the young citizens of the Commonwealth and the nation to pursue productive careers in public service, agriculture and commerce; and for ninety years, students have pursued the ideal of agriculture and commerce; and for ninety years, students have pursued the ideal of higher education in the buildings that Jefferson designed almost 200 years ago.

In 1915, the University of Virginia organized a Bureau of Extension to deliver its academic resources to people throughout the state in the spirit of Jefferson’s “hope [that] the education of the common people will be attended to.” Subsequently, the University added to its Statement of Purpose and Goals an injunction to provide public service activities and continuing and professional studies programs of the highest quality to the citizens of Virginia and the nation. Today, the University of Virginia’s School of Continuing and Professional Studies serves annually more than 30,000 individuals in credit and noncredit courses of study, as well as conferences, seminars, and training programs. In all academic pursuits, the School has adhered to a standard of lifelong learning, established first by Jefferson’s notion of “education on the broad scale,” whereby adults vigorously attend to their education throughout their lives.

And yet, while maintaining “the broad scale” of learning, the School of Continuing and Professional Studies has not lost sight of the practicality necessary for education in the twenty-first century. The School creates opportunities for adult students to learn about the most recent advances in research and scholarship, in an environment conducive to liberal learning, and from faculty members actively engaged in a plethora of scholarly studies.

Through the School of Continuing and Professional Studies, University of Virginia faculty members share the results of their inquiries and test the implications of their findings with a variety of individuals from diverse personal backgrounds and career experiences. At the same time, program participants broaden their knowledge and hone such critical skills as strategic thinking and problem solving. Above all else, the School aims to cultivate the highest quality of education balanced with the broadest sense of learning.

Programs of the School of Continuing and Professional Studies enable executives from business and industry, as well as professionals from many fields, to respond quickly and successfully to the ever-changing challenges in their work lives. Political and community leaders engage in the focused study of significant public policy issues, examine the problems facing the institutions which they support or govern, and consider the assumptions about quality of life and civic responsibility which guide their communities.

On Grounds
The administrative and central programming offices of the School of Continuing and Professional Studies are housed in Zehmer Hall. Zehmer Hall also functions as a nonresidential center for conferences, seminars, workshops, and similar activities that the school conducts throughout the year. In addition, University organizations and University-sponsored community groups use Zehmer Hall for meetings, training programs, and other educational activities.

The School of Continuing and Professional Studies
Sondra F. Stallard, Dean
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104 Midmont Lane
P.O. Box 400774
Charlottesville, VA 22904-4764
(434) 982-5206 Fax: (434) 982-5550
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(434) 982-5207 Fax: (434) 982-5550
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(434) 982-5207 Fax: (434) 982-5550

Center for Executive Development
Cynthia G. Orshek, Director
(434) 982-5366 Fax: (434) 982-5369

Center for K-12 Education
Nancy R. Iverson, Director and Assistant Dean
(434) 243-2560 Fax: (434) 982-5297

University Center
Donna Klepper, Director
(434) 982-5313 Fax: (434) 982-5324

Educational Technologies
John Payne, Director
(434) 982-5254 Fax: (434) 982-5270

Tempo Reading Program
Mary Abouzeid, Director
(434) 924-0915 Fax: (434) 924-6339

Bachelor of Interdisciplinary Studies
Donna Plasket, Director
Zehmer Hall Annex
106 Midmont Lane
P.O. Box 400774
Charlottesville, VA 22904-4764
(434) 982-5274 Fax: (434) 982-5335

Off Grounds
With the establishment of a Bureau of Extension in 1915, the University of Virginia demonstrated its commitment to continuing and professional studies and began an organized effort to make its academic resources available to the citizens of the Commonwealth outside Charlottesville. In 1920, the University opened its first extension office in Richmond. Since that time, the School of Continuing and Professional Studies has created a unique network of regional academic programs centers across the state, which assess and respond to the educational needs of Virginians in every city and county. These programs supplement the academic offerings of local institutions of higher education with the variety of courses and level of instruction that a comprehensive university can offer.

The directors of these off-Grounds and programming centers and offices organize, administer, and evaluate programs throughout their geographic service areas, assisted by staff members who specialize in programs for business and industry, education, government, the humanities and social sciences.

Off-Grounds Centers include:

- **FBI National Academy Program**
  Stephen J. Pryplesh, Director and Assistant Dean
  Quantico, VA 22135
  (703) 632-1189 Fax: (703) 632-1187

- **Hampton Roads Center**
  Richard E. Hoehlein, Director
  418 Pembroke Four
  Virginia Beach, VA 23462
  (757) 552-1890 Fax: (757) 552-1898

- **Northern Virginia Center**
  Stephen D. Gladis, Director and Associate Dean
  7054 Haycock Road
  Falls Church, VA 22043
  (703) 536-1100; Toll free in VA:
  (800) 678-4882
  Fax: (703) 536-1111

- **Richmond Center**
  Gregory J. Pels, Director
  2810 N Parham Road
  Richmond, VA 23294-4434
  (800) 678-4882
  Fax: (703) 632-1187

- **Roanoke Center**
  Linda Linnartz, Director
  108 N Jefferson Street, Suite 507
  Roanoke, VA 24016
  (540) 767-6200; Toll free in VA:
  (800) 678-6206
  Fax: (540) 767-6206

- **University of Virginia Programs at the Southwest Higher Education Center**
  Mitchell Williams, Director
  P.O. Box 1987
  Abingdon, VA 24212
  (276) 469-4012; Toll free in VA:
  (800) 792-3683
  Fax: (276) 469-4009
General Regulations

Admission Application for admission to the School of Continuing and Professional Studies' courses and programs should be made at the center or program office where the student plans to study, or at the School of Continuing and Professional Studies' main office in Zehmer Hall, on-Grounds in Charlottesville.

Academic Grievances Students who have a grievance related to a course, with a faculty member, or continuing and professional studies center, or program office director, are invited to discuss their grievance in the following manner:

1. Concerns related to a course or faculty member, that cannot be resolved in a meeting between the student and appropriate faculty member should be discussed with the School of Continuing and Professional Studies center or program director.
2. If the concern is related to the School of Continuing and Professional Studies center or program director, the grievance should be filed with the Dean of the School of Continuing and Professional Studies or the dean's representative.
3. If the concern is related to the Dean of the School of Continuing and Professional Studies, the grievance should be filed with the Vice President and Provost.
4. If the concern is related to the Vice President and Provost, appropriate documentation should be presented in writing to the President of the University.

Add/Drop The dates by which students may add or drop a course are established each academic year by the School of Continuing and Professional Studies centers and program offices. These dates may differ by center. Students should consult their center's catalogs and program brochures to determine the deadlines for adding or dropping courses. After the last date for dropping a course, students must officially withdraw if they want to end their enrollment in a course.

Application of Courses to Degree Programs With the approval of the school's dean, a course taken through the School of Continuing and Professional Studies may be counted toward degree requirements. These courses would typically be included in the computation of grade point averages. Approval is required in advance; otherwise such courses will not apply toward a degree.

Attendance Instructors establish attendance and participation requirements for each of their courses. Such course requirements as examinations, oral presentations, laboratory experiments, participation in class discussion, etc., are in no sense waived because of a student's absence from class. Instructors may establish penalties when absences seriously hinder achievement in any course.

Auditors Students who wish to enroll in credit courses without receiving academic course credit may do so on a space available basis, with the permission of the instructor and center or program office director, by registering as auditors and paying the same tuition and fees as are paid by credit students. Credit or audit status must be indicated at the time of registration. Admission requirements are the same for auditors as for credit students. An AU (audit) cannot be changed to a letter grade. Auditing a class does not relieve the student of the responsibility for meeting the standards which the instructor has established for the course.

Continuing Education Unit Many non-credit activities are designated as Continuing Education Unit (CEU) programs. One CEU is defined as 10 contact hours of participation in an organized educational experience under responsible sponsorship, capable direction, and qualified instruction.

The university registrar permanently records successful participation in programs that have been authorized to award CEUs. Individuals may request a copy of their record from the Office of the University Registrar, P.O. Box 400203, Charlottesville, VA 22904-4203.

Grades Undergraduate courses taken through the School of Continuing and Professional Studies follow the grading system listed in the University Regulations chapter of this Record.

Credit/No Credit Students enrolled in graduate degree programs should consult with the dean of their school before selecting the credit/no credit (CR/NC) grading option since restrictions may apply. Students enrolled in courses for professional development may select the CR/NC option. Courses taken with this grading option may not be transferred into a degree program. The use of CR/NC in certificate programs is governed by the academic policies of the individual program.

Grade Changes No grade for a course may be changed after it has been submitted to the university registrar without the approval of the dean of the school offering the course. That dean is authorized to change a grade submitted to the university registrar when the course instructor certifies in writing that, because of an error in calculation or transcription, an incorrect grade had been previously submitted.

Incomplete Circumstances beyond a student's control sometimes arise that necessitate requesting an IN (incomplete) from the instructor. IN indicates that the grade for the course is being withheld until the student completes all course requirements. The student must initiate the request for an IN, and the instructor must agree. The student must complete and submit all course work to the instructor by the end of the semester following the term in which the IN was received, at which time the instructor replaces the IN with a grade. An incomplete that is not removed by the conclusion of the next semester will be converted to a grade of F (failure). Only course instructors may remove incompletes. Students with an incomplete pending are not awarded a degree or certificate. Students who receive an IN (incomplete) or an F (failure) in any course cannot enroll in another course unless the Dean of the School of Continuing and Professional Studies grants permission.

No Grade On occasion, an instructor awards an NG (no grade) to a student at the conclusion of a course. Unless the student eliminates the conditions that resulted in the NG by the conclusion of the next consecutive semester, it is automatically converted to a grade of F (failure). No student with an NG pending is eligible to receive a degree or certificate.

Honor System The Honor System is one of the University's oldest and most venerated traditions. Based on the fundamental assumption that anyone who enrolls at the University subscribes to a code of ethics for bidding lying, cheating, and stealing, the Honor System allows students the kind of personal freedom possible only in an environment where respect and trust are assumed. For nearly 160 years, students have administered this system at the University.

Although the Honor System applies to students enrolled off-Grounds, in courses and programs through the School of Continuing and Professional Studies, it does to students on-Grounds, some procedures for administration of the system to continuing and professional studies students differ from those governing on-Grounds full time students. Off-Grounds students may consult with the School of Continuing and Professional Studies regional center in their area for a copy of the Honor Committee bylaws.

Repeated Courses Students may repeat courses for credit only after receiving the permission of their dean's office. The grade initially earned in the course appears on the official academic record and counts in the calculation of the grade point average. Regulations applying to repeated courses may vary by school and are detailed in each school's chapter of this Record.

Suspended Students Individuals who have been suspended from the University of Virginia or from any other college or university are not eligible to enroll through the School of Continuing and Professional Studies as long as the suspension remains in force.

Teacher Relicensure Teachers and school administrators who wish to take courses or professional development offerings for relicensure may register without submitting academic transcripts. Individuals seeking relicensure are responsible for determining the acceptability of such courses or professional development programs by consulting with their school/division superintendent or the Virginia Department of Education.
Transcripts  The university registrar records the credit for University courses taught at the School of Continuing and Professional Studies centers. Transcripts are available from the Office of the University Registrar in Carruthers Hall.

Transfer of Credit  Students wishing to transfer credit from the School of Continuing and Professional Studies to another educational institution should consult that institution as to the acceptability of the courses and their credit prior to registering with the School of Continuing and Professional Studies.

Students interested in transferring courses into an SCPS credit certificate program are generally allowed to transfer a maximum of six credits. Course work must not be older than eight years, have been completed at an accredited college or university, and the student must have earned at least a “C” in the courses. Transfer credit determinations are made by the individual centers. Courses for which transfer credit has been awarded will not appear on the student’s transcript until the completion of the certificate program. No transfer credit is allowed in the certificates of Technology Leadership, Information Technology, and E-Commerce.

Tuition, Fees, and Refunds

Tuition  (per credit unless otherwise indicated)

Graduate Degree Programs  
  Virginian  $220  
  Non-Virginian  $360

Graduate Degree Programs- Northern Virginia  
  Virginian  $220  
  Non-Virginian  $360

Bachelor of Interdisciplinary Studies Degree Program- Virginian  
  1-3 credits  $220  
  4-8 credits  $1,660  
  9 or more credits  $2,473

  Non-Virginian  
  1-3 credits  $3,217  
  4-8 credits  $6,434  
  9 or more credits  $9,654

Certificate and Professional Programs, Undergraduate and Graduate  
  Virginian  $200  
  Non-Virginian  $331

Certificate and Professional Programs, Undergraduate and Graduate- Northern Virginia  
  Virginian  $200  
  Non-Virginian  $331

Non-degree Programs, Undergraduate  
  Virginian  $160  
  Non-Virginian  $314

Non-degree Programs, Graduate  
  Virginian  $200  
  Non-Virginian  $331

Community Scholar Programs  
  Virginian  $225  
  Non-Virginian  $991

K-12 Educators  
  Virginian  $165  
  Non-Virginian  $282

Graduate Televised Engineering  
  Virginian  $304  
  Non-Virginian  $576

Graduate Televised Engineering- Northern Virginia  
  Virginian  $304  
  Non-Virginian  $576

Music Lessons (13 one-hour sessions)  $630

Fees  

Bachelor of Interdisciplinary Studies Degree Program Special Session fee (per semester)  
  Virginian  $87 (VA)  
  Non-Virginian  $92 (non-VA)

Late registration fee  $25

Application fee for Bachelor of Interdisciplinary Studies  $40

Application fee for Certificate and Special Programs  $25

Change course fee  $12

Facilities fee, Northern Virginia Center (per credit and per non-credit course)  $15

Transcript fee  $4

Late exam fee  $10

Technology fee (per credit)  $4

Other miscellaneous fees, as established, to recover expenses, such as laboratory, materials, etc., on the basis of estimated cost.

Refunds  Programs offered by the School of Continuing and Professional Studies have varying policies regarding refunds. A separate policy applies to the Community Scholar Program and for credit and non-credit courses on the Internet. Please refer to the SCPS website, course description, special brochures, and regional Center course catalogs for details.
Bachelor of Interdisciplinary Studies
Degree Program

The Bachelor of Interdisciplinary Studies (B.I.S.) degree program is tailored to adults who wish to pursue an undergraduate degree through part-time study. Approved in 1999 by the Board of Visitors and the State Council of Higher Education for Virginia, the B.I.S. program makes it possible for students with earned college credits to complete undergraduate degrees. The B.I.S. program offers a challenging and intellectually stimulating curriculum with evening and weekend courses drawn from those already offered at the University or approved by University faculty specifically for this degree program. The program maintains a full course schedule in the summer as well as during the fall and spring semesters.

The interdisciplinary curriculum of the B.I.S. program includes upper-level courses in academic fields that bring together both the range of learning implied by a liberal arts degree and the depth of knowledge associated with study at an advanced undergraduate level. The program emphasizes critical thinking, clear articulation of ideas, and the habits of individual and collective learning that develop and sustain life-long learners. Interdisciplinary liberal studies seminars unique to the program are required of all students. Students will pursue an academic concentration within the degree program and must complete a proseminar and a capstone project to synthesize their educational and professional experiences and demonstrate the depth and breadth of their educational experience. Students have seven years (twenty-two terms or semesters to include fall, spring, and summer) after admission to the program to complete all requirements for the B.I.S. degree.

B.I.S. students are governed by the student-run Honor System and the Standards of Conduct described in Chapter 5 of the University Record, subject to revision from time to time by authorized University offices. Implementing policies and procedures can be obtained from the University Honor Committee and the University Judiciary Committee. Academic policies and regulations of the B.I.S. program are under the aegis of a Faculty Advisory Committee, the Dean of the School of Continuing and Professional Studies, and the B.I.S. director. To learn more about this undergraduate degree program, or to obtain application information, individuals should contact:

B.I.S. Degree Program
University of Virginia School of Continuing and Professional Studies
Zehmer Hall Annex
106 Midmont Lane
P.O. Box 400764
Charlottesville, VA 22904-4764
(434) 982-5274 Fax: (434) 982-5335
B.I.S.-degree@virginia.edu
www.uvabis.info

Admission

The Bachelor of Interdisciplinary Studies degree program is intended for adults who graduated from high school not less than four years prior to enrollment, have earned sixty transferable semester credits from regionally accredited colleges or universities, and are prepared to enter a rigorous program of study. Half of the transfer credits should satisfy the general education guidelines of the Liberal Studies Core. Applicants must complete a formal application for admission and be in good academic and social standing at the institution they attended most recently. They also must have earned at least a 2.0 cumulative grade point average there. Additionally, applicants must be in good financial standing at the University of Virginia. Prospective students apply to the B.I.S. program rather than to the Office of Undergraduate Admission, and official transcripts must be directed to the B.I.S. office. Before submitting the application, prospective students must meet with a B.I.S. admissions advisor. Applications for fall and spring are due, respectively, by July 1 and November 15. Applicants will be notified of admission decisions by mail. Applicants who are denied admission may reapply their applications for a period of two calendar years without paying an additional application fee. Students who have been denied admission to another undergraduate program at UVA must wait one year before applying to the B.I.S. program.

Transfer of Credit

Credits eligible for transfer must have been earned with at least a “C” grade (2.0 or better) and in courses comparable in content and rigor to those offered at the University of Virginia. Credits earned in a pass/fail grading system will only be eligible for transfer if certification is provided that the student earned at least a “C” average. Only credits transfer; grades do not transfer.

Students receive no more, and may receive fewer, than the number of credits earned at the host institutions. No more than 60 semester credits, or half the number of credits required for graduation, transfer from a combination of approved testing programs (Advanced Placement or International Baccalaureate) and course credits. Credits must have been earned at a degree-granting institution of higher education that has been fully accredited by one of the six regional accrediting agencies or an institution that is a “Recognized Candidate for Accreditation.” Quarter and trimester credits are converted to semester credits. The general University policy on accepting credits from foreign institutions will apply. No transfer credit is granted for College Level Examination Placement credits, life experience credits, correspondence credit, or military education credits. Credit for Advanced Placement and International Baccalaureate testing is awarded according to guidelines used in the College of Arts and Sciences. Transfer credit is generally not granted for credit passed elsewhere by re-examination.

Courses required for an academic concentration do not typically transfer to the B.I.S. degree. Credits earned in courses taken at other institutions while the student is enrolled in the B.I.S. program are only eligible for transfer if the student completes the appropriate paperwork and receives permission to transfer the credits before enrolling in the course(s).

The Liberal Studies Core

The Liberal Studies Core demonstrates that students have studied a broad range of academic disciplines and are prepared for study at a more advanced level. Transfer credits must satisfy the following liberal studies guidelines:

- English Composition: at least six semester credits of college composition.
- Humanities: at least six semester credits earned in art history, selected architectural history courses, classics, literature, drama, film studies, fine arts, music (exclusive of performance), philosophy, political theory, religious studies, or western or eastern civilization or similar courses.
- Social Sciences: at least six semester credits earned in anthropology, economics, government and foreign affairs (except political theory), history (exclusive of western, eastern, or other civilization courses, which are considered humanities courses), psychology, or sociology.
- Math and/or Natural Science: at least twelve semester credits earned in math, astronomy, biology, chemistry, environmental science, or physics. Only courses comparable to those that satisfy an area requirement for the College of Arts and Sciences satisfy the Core; for example, precalculus may transfer but will not satisfy the area requirement.

Computer Competency Requirement

Students who enter the B.I.S. degree program should have an understanding of computing as a tool for communication and should demonstrate a degree of proficiency in basic computing skills that will support their academic work. The competency requirement may be satisfied by one of three options: a grade of B or better in IST 117 offered by the Virginia Community College System; a grade of "pass" in the non-credit Introduction to Computing class offered by the University Center of SSCP; or passing the B.I.S. take-home computer competency examination. Students are expected to satisfy the competency requirement as part of the admission process. Anyone who is admitted to the program having not satisfied the requirement must do so by the end of the second semester after B.I.S. matriculation. A student who fails to satisfy this requirement on time is subject to being placed on Academic Warning.

Demonstrating Success in B.I.S.

To continue in the program, all B.I.S. students must (1) maintain good financial and social standing at the University and (2) complete the following academic requirements by the end of the fourth semester after B.I.S. matriculation:
1. Four courses (a minimum of 12 credits) each with a grade of C (2.000) or better, to include one critical issues seminar, one analytical skills seminar, and two other B.I.S./B.I.S.-approved UVa courses;  
2. Cumulative GPA of at least 2.000 on all UVa course work (including courses completed prior to B.I.S. matriculation);  
3. A detailed concentration proposal if pursuing an Individualized Concentration (due by the time student completes 12 credits in the B.I.S. program);  
4. A minimum of 72 total credits toward the B.I.S. degree (including transfer credits);  
5. Any credits or liberal studies core requirement missing upon B.I.S. admission (note: any concentration prerequisite missing at the time of admission must be satisfied by the end of the second semester after B.I.S. matriculation).  

Students who are unable to satisfy these requirements by the end of the fourth semester after B.I.S. matriculation may be required to leave the program or be placed on Academic Warning. A student who is asked to withdraw from the program may, after waiting one full year, petition to re-apply.

**Academic Regulations and Options**  
In addition to University-wide policies and procedures, the following academic requirements and options apply to students in the B.I.S. program. Students who have questions about any such policies should contact the B.I.S. office.

**Add/Drop Regulations** Students may add courses until the published deadline for the term, which is approximately two weeks from the day classes begin. The add deadline is also the last day to change the grading option for courses. Students may drop courses without penalty until the published drop deadline, which is usually two days before the add deadline. Students who withdraw from all courses after the term has begun will be charged tuition for the term on a prorated scale.

To enroll in courses restricted by permission of the instructor, a student must submit to the B.I.S. office a course action form signed by the instructor. Students are expected to ensure that their course enrollment record is correct; changes to course enrollment may be made online, www.virginia.edu/registrar, before the published deadlines.

**Advising** Advising students about academic matters and student services is an important element of the B.I.S. degree program. Upon entering the B.I.S. program, a student is assigned a faculty advisor. Students are responsible for consulting with their faculty advisors each term before enrolling in courses. Students are blocked from registering from courses until they meet with their advisors, but they are still responsible for following the academic requirements of the program. It is the responsibility of the academic advisor to work closely with the student to plan the program of study, to monitor the student’s progress, and to provide advice on matters pertaining to B.I.S. academic policies and procedures. Students and advisors should use VISTAA, the University’s on-line academic advising tool, to help monitor progress toward degree requirements.

The academic advisor will assist the student in identifying a faculty mentor to work with the student on the capstone project that is undertaken near the completion of the B.I.S. degree program. A student who wishes to take a non-B.I.S. UVa course for credit or who wishes to take a leave of absence from the program must secure approval from the academic advisor before notifying the dean.

Students should consult with B.I.S. staff regarding matters pertaining to student services.

**Auditing** A student enrolled in the B.I.S. program may audit B.I.S. program courses with the permission of the course instructor. Courses successfully completed on an audit basis have the AU recorded as the grade on the academic record. Because audited courses earn no credits or grade points, they are not applicable to the B.I.S. degree. The course instructor is the sole determinant of whether a student can take the course on an audit basis. The approved B.I.S. tuition and fee rates apply to audited courses. Audited courses do not apply toward minimum or maximum credits when calculating course loads.

**Course Load** B.I.S. students must register for a minimum of three credits per term. A B.I.S. student may not enroll in more than nine credits in the first term of enrollment. In subsequent semesters, students may not exceed the nine-credit limit without permission of his or her advisor. Students who fail to earn a semester GPA of at least 2.000 or who are on academic warning will not be allowed to enroll in more than nine credits the following semester.

Students who plan to apply for financial aid may find that they need to carry a minimum of six credits per term in order to be eligible for some aid programs. These students should contact the Office of Financial Aid to determine what the specific requirements are for the various types of aid they wish to receive.

**Credit/No Credit Option** Students may choose a credit/no credit (CR/NC) grading option up until the add deadline for courses. Instructors have the right to prohibit students from taking courses on a CR/NC basis. The three required liberal studies seminars, concentration courses, the capstone seminar and the capstone project must be graded and may not be taken CR/NC. B.I.S. students may take no more than one course per term on a CR/NC basis, and a maximum of nine credits may be taken on a CR/NC basis during a student’s tenure in the B.I.S. program.

**Grade Changes** No grade may be changed after it has been submitted to the university registrar without the approval of the dean. The dean is not authorized by the faculty to change a grade submitted to the university registrar except when an instructor certifies that, because of an error in calculation or transcription, an incorrect grade has been submitted.

**Incompletes** Circumstances beyond a student’s control may arise that necessitate his or her requesting an incomplete (IN). In these cases, the transcript records “IN” to indicate that the course grade is being withheld until the student completes all course requirements. The student must initiate the request for an IN, and the instructor must agree. The request must be made in a timely manner such that the professor has time to inform the student of the decision prior to the final exam for the course. The Request for an Incomplete Grade Form (available from the B.I.S. office) must be completed and signed by both the student and instructor prior to the first day of class for the following semester and will be kept on file in the B.I.S. office. The student must complete all course requirements and deliver the completed work to the instructor before the instructor’s imposed deadline (to be no later than the end of the next term), at which time the instructor replaces the IN with a letter grade. If the work is not completed, the IN becomes an F. A degree will not be awarded while an incomplete remains on the transcript.

A student may not request an incomplete in an attempt to raise his or her grade.

**Independent Study** B.I.S. students who wish to receive degree credit for an independent study must submit, with a faculty member’s endorsement, a proposed plan of study to include a course syllabus. In most circumstances, a maximum of 3 credits of independent study after matriculation to the program may be counted toward the B.I.S. degree.

**Intra-University Transfer** B.I.S. students, as degree candidates at the University of Virginia, have the opportunity to apply for transfer to other schools of the University through the Intra-University Transfer process. Each school establishes its own criteria and procedures, and students in all schools are subject to them.

Students interested in Intra-University Transfer are to: (1) discuss their intentions and reasons with their academic advisor and with the B.I.S. director; (2) contact the appropriate committee of the school to which the student seeks transfer in order to learn what is required; (3) if the student is prepared to apply for transfer, write to the B.I.S. director to state those intentions; (4) follow that particular school’s steps to apply for transfer; and (5) continue to function as a B.I.S. student until such time as a transfer application may be accepted and matriculation in a new degree program commences.

**Leaves of Absence** A student who wishes to take a one-term leave of absence must consult with the academic advisor prior to notifying the B.I.S. director. During the period of leave, the student does not receive a student I.D. card or University e-mail privileges without paying a fee.
B.I.S. candidates who wish to take a leave of absence for a second consecutive term should follow the process outlined above; however, the request must be approved by the B.I.S. director. Students on approved leaves of absence are not required to apply for readmission to the B.I.S. program prior to their return but should notify the B.I.S. director of their intended return at least 30 days before the published date of final registration for that term.

Minimum Grades The following courses must be completed with a grade of C or better: one critical issues seminar, one analytical skills seminar, and any other two B.I.S. or B.I.S.-approved UVa courses by the end of the fourth term after B.I.S. matriculation; the proseminar; and the capstone project. Courses taken to meet the concentration requirements must be completed with a cumulative GPA of at least 2.000.

Non-B.I.S. Courses Students enrolled in the B.I.S. program normally will complete their degree requirements by taking B.I.S. courses. Beginning with the second term of B.I.S. enrollment, a student may be granted permission to take a course in another school of the University and have that course count toward B.I.S. degree requirements. Students must obtain advance approval to take a non-B.I.S. course from their academic advisor and then notify the B.I.S. director. Students seeking to enroll in courses offered by the Curry School of Education must also secure permission of the instructor. If advance approval is not obtained, non-B.I.S. courses may not be applied toward the degree requirements. Students pursuing the Individualized Concentration in Education may take up to twenty-four credits of non-B.I.S. UVa courses for the concentration (300 level and above) and up to nine credits of non-B.I.S. UVa courses for degree electives after enrolling in the B.I.S. program. All other B.I.S. students may apply a maximum of eighteen credits of non-B.I.S. UVa courses to the B.I.S. degree after enrolling in the program.

Readmission Students who do not enroll at the University for more than two terms, and who are not on an approved leave of absence, may be required to apply for readmission. Application for readmission must be made to the B.I.S. director at least 30 days in advance of the next University registration period. Students should include with their applications a statement that (1) addresses their readiness to return to the program in light of any serious difficulties during their most recent enrollment (e.g., financial, medical, or personal hardship) and (2) outlines those courses that the students will take over the remaining terms to qualify for a degree.

Students who have been placed on suspension by the B.I.S. program, or who have been asked to withdraw, may petition the B.I.S. director and the Dean of the School of Continuing and Professional Studies for readmission to the B.I.S. program after one calendar year. These students should follow steps 1 and 2 outlined above.

Repeated Courses Two essentially identical courses, whether under the same course number or not, may not both be counted for degree credit. If a course is passed and repeated, only the first grade received is entered in the computation of the grade point average and counts toward the 120 credits required for graduation, although the repeated course and its grade do appear on the student’s transcript. If a course is failed and then repeated, both courses and grades appear on the transcript and are computed in the grade point average.

Requests for Exceptions and Appeals Students who believe they should be exempted from prerequisite courses or other B.I.S. requirements or regulations may petition for an exception to the B.I.S. director and to the B.I.S. Faculty Advisory Committee after they have consulted with their academic advisor.

Academic Grievance Procedure A student enrolled in the B.I.S. program who has a grievance with a faculty member, the B.I.S. director, the Dean of the School of Continuing and Professional Studies, or the Vice President and Provost of the University is invited to discuss the grievance in the following manner:

1. Concerns related to a faculty member that cannot be resolved by the two parties should be discussed with the B.I.S. director.
2. If the concern relates to the director, the student should file a grievance with the Dean of the School of Continuing and Professional Studies.
3. If the concern relates to the Dean of the School of Continuing and Professional Studies, the student should file a grievance with the Vice President and Provost.
4. If the concern relates to the Vice President and Provost, the student should present appropriate documentation in writing to the President of the University.

Satisfactory Academic Performance Students admitted to the B.I.S. program are expected to complete all degree requirements within seven years (i.e., twenty-two terms including fall, spring, and summer) of matriculation into the program. Leaves of absence and suspensions do not change the requirements to qualify for a degree. B.I.S. candidates may petition the Dean of the School of Continuing and Professional Studies for a waiver of the suspension, citing extenuating circumstances. Such appeals should be addressed to the Dean of the School of Continuing and Professional Studies, P.O. Box 400764, Charlottesville, VA 22904-4764. Students who are readmitted after being on suspension must meet specified academic objectives.

Withdrawal The following policies govern withdrawal from the B.I.S. Program as well as from individual courses:

Course Withdrawal With the instructor’s permission, B.I.S. students may withdraw from a fall or spring course with a grade of W for a period of eight weeks from the semester’s (not the course’s) first day of instruction. After this cutoff, students either must complete the course or, with the instructor’s endorsement, submit a request for an incomplete. During the summer term, B.I.S. students may withdraw from a course with a grade of W until the midpoint of the course. With an endorsement from the professor, the B.I.S. director will consider a student’s petition to withdraw from a course after the deadline because of compelling or highly unusual circumstances. Students who discontinue a course at any point without complying with the proper procedure may be subject to a failing grade.
Accommodations for Students with Disabilities
A student enrolled in the B.I.S. program, or a person applying to enter the B.I.S. program, must inform the University of the need for academic accommodation due to a qualifying disability. Requests for accommodation should be supported by appropriate documentation of the relevant disability filed with the University Learning Needs and Evaluation Center. Requests for reasonable variation in degree requirements to accommodate a student’s disability should be submitted in writing to the LNEC and will be subject to review by the Dean of the School of Continuing and Professional Studies.

Personnel at the LNEC are available to counsel the student or applicant in preparing his or her request for academic accommodations and to help him or her secure other necessary support services. A deaf or hearing-impaired student or applicant may dial (434) 243-5189 to receive telecommunications accessibility.

A student who has disabilities that may interfere with his or her performance in a course, or who requires special and reasonable accommodation in the conduct of the course, should inform the instructor of that fact at the beginning of the course. Any questions concerning the propriety of particular accommodations should be referred to the Dean of the School of Continuing and Professional Studies or to the assistant director of the Learning Needs and Evaluation Center (434) 243-5181 or (434) 243-5189.

Accurate of Student Records
Students are responsible for the accuracy of their academic records. The Office of the University Registrar provides access to ISIS, the student information system, via the Internet (www.virginia.edu/registrar). Students may access their grades and their unofficial transcripts by connecting to ISIS. It is the student’s responsibility to point out errors in the record and to do so in a timely manner.

Financial Aid
B.I.S. students interested in applying for financial aid should file the federal Free Application for Federal Student Aid (FAFSA) and the U.Va Undergraduate Financial Aid Application. Minimum semester credit requirements for federal financial aid may be greater than those required by the degree program. Information about the FAFSA can be found at www.fafsa.ed.gov; information about the Office of Financial Aid is available at www.virginia.edu/financialaid or by calling (434) 982-6000.

Orientation
New students entering the program must attend the B.I.S. orientation prior to the beginning of classes. At this meeting students are provided with information about registration and student services, as well as academic advising.

Student Activities and Services
B.I.S. students have full access to intramural and recreation activities and facilities, University Career Services, electronic mail, the Information Technology Center and its services, and other non-curricular activities.

Degree Requirements
To be awarded the B.I.S. degree, students must present 120 semester credits, including 60 credits earned at the University of Virginia, and successfully complete the B.I.S. curriculum, as outlined below in “Curriculum.” At least 51 credits taken at the University must have been completed on a graded (A+ to D-) basis. Students must have earned a 2.000 cumulative grade point average on all work taken at the University. Students are subject to the degree and curricular requirements in effect for the term for which they were admitted to the B.I.S. program.

Final Honors
Degrees with distinction, with high distinction, and with highest distinction are awarded to B.I.S. students who have earned a cumulative grade point average of 3.400, 3.600, and 3.800, respectively, on all UVa course work completed since matriculation into the B.I.S. program.

Curriculum
The B.I.S. curriculum has five components: liberal studies seminars, including critical issues seminars and analytical skills seminars; a concentration; degree elective courses; a pro-seminar; and a capstone project.

Liberal Studies Seminars
Two types of liberal studies seminars comprise part of the curriculum of the B.I.S. degree program: critical issues seminars and analytical skills seminars. Their collective purpose is to enhance students’ ability to read and think critically about abstract ideas and complex social issues; to teach students how to make persuasive and well-supported arguments in writing and in speech; to develop students’ ability to solve problems in groups; and to ensure that students can employ both qualitative and quantitative reasoning. Students are required to complete with a grade of C or better one of each type of seminar within four terms of B.I.S. matriculation; they then must complete successfully at least one more critical issues seminar before graduating with a B.I.S. degree. Additional liberal studies seminars may be taken for degree elective credit.

Analytical Skills Seminars take as their goal the critical analysis of information in both quantitative and qualitative forms and address such issues as variability in data, assessing risk, and using data to support an argument.

Critical Issues Seminars focus on ethics and effective decision-making in contemporary society. During the semester, an issue is addressed from multiple disciplines. The courses are also writing-intensive and students produce several short essays, at least one of which is revised.

Concentration
Students will indicate an intended concentration upon admission to the B.I.S. program. Any prerequisites for the concentration must be successfully completed before the end of the second term after B.I.S. matriculation. All courses taken to fulfill the concentration requirements must be completed with a cumulative grade point average of at least 2.000.

Degree Elective Courses outside the Concentration
In consultation with their advisors, students will distribute their degree credits beyond the liberal studies seminars, the concentration, the pro-seminar, and the capstone project in courses that complement their academic, professional, and personal interests. Students enrolled in the business concentration must fulfill their degree elective credits with non-business courses.
Proseminar  The required 3-credit proseminar course provides students an opportunity to strengthen their analytical thinking and communication skills while exploring the process of research and project design. Students will apply what they learn to develop a thoughtful proposal for their individual capstone projects.

Capstone Project  The required capstone project is the culminating academic activity of the B.I.S. program and provides students with an opportunity to integrate academic accomplishments and professional interests in a research project. It builds upon students’ course work, research, and writing in the program, as well as on current professional involvement and/or aspirations. Projects must be supervised by an approved faculty mentor. Students must successfully complete the proseminar before they may register for the 3-credit capstone project.

Course Descriptions

Mnemonics are alphabetical and indicate the degree requirement (ISAS and ISCI, liberal studies seminars; ISPS, proseminar; ISCP, capstone project) or concentration (ISBU, business; ISHU, humanities; ISIT, information technology; ISSS, social sciences). B.I.S. business (ISBU) and IT (ISIT) courses may be restricted by the instructor to those students who have completed the appropriate prerequisite courses. Not all courses will be offered every semester.

ISAS 301, 309 - (3) (Y)

Analytical Skills Seminar
Develops quantitative reasoning skills by requiring students to gather and analyze data to formulate persuasive arguments. The seminars are topical (e.g., global warming, tax policy, assessing risk) and interdisciplinary, but their emphasis lies with understanding qualitative and quantitative analysis, including variability in data, making decisions in the face of uncertainty, and using data to support arguments.

ISAS 302 - (3) (Y)

Critical Thinking and Creativity
The goals of this seminar are to develop your ability to critically and creatively evaluate complex issues and to increase your sensitivity to the pervasive character of deceptive reasoning in our culture. The seminar will focus on topics including evaluating the reasoning of others, and manufacturing consent.

ISBU 320 - (3) (SI)

Business Software Development
A hands-on introduction to developing software applications for business. Explores relevant programming principles, including object-oriented methods and basic data management. Cross listed as ISIT 320.

ISBU 325 - (3) (SI)

Quantitative Analysis
Prerequisite: CS 120 and STAT 112 or equivalents, or instructor permission. Studies the principles and methods business analysts and managers use to assess the various areas of a business organization, including accounting, finance, information systems, operations, and personnel. Focuses on the role of statistical models, data analysis, and information systems in decision-making. Cross listed as ISIT 325.

ISBU 326 - (3) (SI)

Business Information Systems
Overview of basic operations management using an information processing systems approach. Emphasizes the role of information technology and information systems within all areas of business. Focuses on a process-oriented view of the organization and building process modeling skills. Cross listed as ISIT 326.

ISBU 327 - (3) (SI)

Investment Analysis
Students will learn to understand basic investment principles including the risks and rewards of securities, the power of compounding and the significance of global capital markets. Corporate finance, investments, and financial institutions will be covered in this course and several cases will be used to augment the theoretical material.

ISBU 341 - (3) (SI)

Commercial Law
Surveys the American legal system and principles of constitutional, criminal, and tort law, emphasizing legal issues related to contracts, agency, corporations, and partnerships.

ISBU 351 - (3) (SI)

Fundamentals of Marketing
Prerequisite: ECON 201 and 202 or equivalents, or instructor permission. Introduction to marketing principles and activities in both profit and non-profit enterprises, from the conception of goods and services to their consumption. Participants study consumer behavior as well as ethical, environmental, and international issues in marketing.

ISBU 361 - (3) (SI)

Organizational Behavior
Studies the basic theories and research related to the practices of contemporary organizational behavior. Emphasizes the interpersonal skills that promote individual, group, and organizational effectiveness. Class activities are interactive and include experiential exercises, case analyses, and collaborative learning.

ISBU 371 - (3) (SI)

Managerial Finance
Prerequisite: ISBU concentration prerequisites or instructor permission. Principles and practices of business finance focusing on managerial decision-making in financial policy. Topics include capital structure, types of securities and their use in raising funds, risk, valuation, and allocating resources for investment.

ISBU 381 - (3) (IR)

Business Ethics
Uses philosophical ethics as a framework for investigating moral dilemmas in contemporary business. Case study method used. Cross listed as ISIT 381.

ISBU 384 - (3) (SI)

International Business
Prerequisite: ISBU concentration prerequisites or instructor permission. An introduction to the practice and theory of international business. Consideration given to global trade and economic integration theory; the major instruments and procedures needed for management and operation of an international business; modes of international market entry and foreign direct investment; strategies appropriate to managing an international business; global environmental issues; and the importance of culture and ethics in international business.

ISBU 463 - (3) (SI)

Human Resource Management
Prerequisite: ISBU 361 or instructor permission. Study of human resource management and its role in meeting company objectives; examines essentials of job analysis, recruitment and selection, training and development, performance, compensation, and employee and labor relations. Discussion of contemporary legal pressures and issues relative to a global workforce.

ISBU 467 - (3) (SI)

Organizational Change and Development
This course is designed to equip anyone who has a role to play in organizational change—employees and associates at all levels, supervisors and managers, information technology consultants, and a variety of organizational stakeholders—with the basic tools required to analyze change and its consequences. Cross listed as ISIT 467.

ISBU 468 - (3) (SI)

Entrepreneurship
Prerequisite: ISBU concentration prerequisites or instructor permission. Explores the process of creating and managing new ventures. Study of financing for initial capital and early growth of the enterprise; legal and tax issues associated with a new business; how to identify opportunity areas; and the characteristics of successful entrepreneurs.

ISBU 470 - (3) (Y)

Strategic Management Consulting
This course develops the practical, strategic-thinking and behavioral skills required to
operate in a double-hatted mode. It focuses on identifying, diagnosing, and resolving client issues; introduces students to the strategy, process, and technology of consulting; reviews change-management methodologies; considers the “psychological stance” required to succeed in the consultant role; and compares and contrasts the roles of external and internal consultants. The course integrates readings, case studies, group activities, and client-focused work to simulate what it feels like to be a consultant. Cross listed as ISIT 470.

**ISBU 485 - (3) (SI)**
**Strategic Management**
*Prerequisite: ISBU concentration prerequisites or instructor permission.*
Examines the basic elements, processes, and techniques of strategic planning. Focuses on the development of the student’s decision-making abilities as a manager and calls upon the student to synthesize material learned across the concentration. Case studies, interactive classes, and business simulations are used to develop student’s managerial skills.

**ISBU 499 - (1-3) (IR)**
**Independent Study**
In exceptional circumstances and with the endorsement of an approved faculty member and the B.I.S. director, a student may undertake a rigorous program of independent study in business designed to explore a subject not currently being taught or to expand upon regular offerings.

**ISCI 301, 399 - (3) (S, SS)**
**Critical Issues Seminar**
A multidisciplinary themed course that focuses on an ethical issue. Through discussion, extensive writing, and presentations, students use academic argument as a basis for exploring effective decision-making in contemporary society. Topics have included: Punishment and Forgiveness; Nationalism and National Identity; Issues in Global Business; American Foreign Policy; Political Violence in Democracies.

**ISCI 301 - (3) (S, SS)**
**Nationalism and National Identity**
This seminar will focus on the role of nationalism and national identity in two regions of particular interest currently, the British Isles and the Balkans. Two key questions to be examined are: How can national traditions peacefully be expressed and preserved in an age of increasing supranational identities such as the European Union and the global economy? Do human rights broadly defined and enforced by international organizations supersede the right of peoples to be governed with, and ruled by, those of common language and culture?

**ISCI 302 - (3) (S, SS)**
**Good Cop/Bad Cop**
Government plays a central role in the life of the contemporary citizen. While there is much current debate about the scope of that role, it has been recognized, at least since the adoption of our constitution, that an essential function of a governmental entity is to “insure a domestic Tranquility.” Given the profound ramifications for both society and the individual, it is essential to understand the responsibilities of, and limitations on, the proper exercise of that formidable power. This course seeks to examine the current use of the police power in a variety of situations, informed by the past and motivated by the future. Particular emphasis will be on contemporary real-life examples to inform the discussion on the proper use of the police power. Those examples will be subjected to a variety of perspectives, societal and individual, to gain a fuller understanding of the delicate balance of competing values.

**ISCI 305 - (3) (S, SS)**
**Critical Issues in American Foreign Policy**
With appropriate historical background, we will explore through moral, ethical, political, economic, and legal lenses the principal challenges and opportunities for American policymakers.

**ISCI 308 - (3) (S, SS)**
**Decision-Making and Medical Ethics**
This course brings together the resources of philosophy, religion, and social sciences to examine the ways in which life and death decisions are being made in current medical practice. Students will examine the ethical principles utilized to examine health care issues. They will also evaluate the procedures followed by major medical organizations in making medical decisions. Such contemporary issues as cloning (and other alternative methods of reproduction), euthanasia, organ donation and the financing of health care will be addressed.

**ISCI 309 - (3) (S, SS)**
**The Enlightenment Era**
This course will explore the Enlightenment era from different perspectives that include the morality, politics, music, and education of this period. The consequences of this movement during the American Revolution and the French Revolution also will be examined.

**ISCI 311 - (3) (S, SS)**
**Minds and Machines**
This critical issues seminar offers an interdisciplinary exploration of the varied and sometimes surprising connections between mind, brain, and mechanism from a range of perspectives including philosophy, psychology, cognitive science, neurobiology and evolution. Among other topics, we will examine the logical limits of computing devices, the power of algorithms or mechanical “recipes,” implications of recent work in cognitive science on the mind vs. machine dispute, the concept of consciousness, the nature of emotion, the argument from design, mechanistic origins of “the mental”, and what it means to be a person.

**ISCI 312 - (3) (S, SS)**
**Determining Community Need in an Individualistic Society**
This course will focus on the tension evident today between the dynamism of a consumer-driven individualistic society and the need in the modern interrelated world for good definitions of community needs. Through the use of case studies and other timely reading material, through class discussion, and through individual research, the course will encourage and enable students to think critically about social and political issues.

**ISCP 400 - (3) (SI)**
**Capstone Project**
*Prerequisite: grade of C or better in ISPS 399.* Students design, develop, produce, and evaluate a semester-long project that synthesizes their educational experiences and professional interests. Done individually or occasionally in teams and supervised by a faculty mentor; proposal for the project must be approved before students may register for this course.

**ISHU 301 - (3) (SI)**
**Humanities I**
The first half of a two-term survey designed to introduce students to dominant humanistic traditions of Eastern and Western civilizations. Addresses topics in philosophy, art, literature, religion, and cultural history. Part one covers the period from early recorded history to the dawn of the modern age. Can be taken before ISHU 302.

**ISHU 302 - (3) (SI)**
**Humanities II**
The second half of a two-term survey designed to introduce students to dominant humanistic traditions of Eastern and Western civilizations. Addresses topics in philosophy, art, literature, religion, and cultural history. Part two covers the period from the late European Renaissance to the twenty-first century. Can be taken before ISHU 301.

**ISHU 303 - (3) (IR)**
**The Tragic and the Demonic**
Students will address issues of evil in the more specific context of the tragic and the demonic. The tragic will be explored through the genre of tragedy, which reveals the intertwining of guilt, innocence, accountability, and divine malice. Emphasis will be placed on close readings of philosophical, theological, and literary texts.

**ISHU 304 - (3) (IR)**
**Home Runs, Assassinations and Surgical Strikes: Contemporary American Literature in the Age of Television**
Through post-WWII novels and essays, this course examines claims about truth and authenticity in a world largely experienced through the mass media. Readings will include Desert Solitaire by Edward Abbey, *Music for Torching* by A.M. Homes, and *Libra* by Don DeLillo.

**ISHU 305 - (3) (IR)**
**Issues in Philosophy**
Students will practice skills and methods of philosophical inquiry and analysis. Issues of free will and determinism, ethical decision-making, the mind-body problem, the nature and existence of God, and the relationship of the individual to society will be explored. Tensions among various conceptions of human existence are a central theme. Emphasis is placed upon writing critical responses to articles written by leading philosophers.
Undergraduate Record 2004 - 2005

Advanced Writing I
Students read, study, and practice a variety of prose forms, including narration, short stories, and non-fiction and critical essays.

Aspects of Narrative I
This course focuses on the writing and analysis of narrative prose, fiction or non-fiction. Full-group workshop discussion of works in progress will be accompanied by discussion of short examples of published fiction and memoir and occasional writing exercises on aspects of narrative, including revision. Students will write and revise at least two separate works, totaling at least 20 pages.

Aspects of Narrative II
This course focuses on the writing and analysis of narrative prose, fiction or non-fiction. Full-group workshop discussion of works in progress will be accompanied by discussion of short examples of published fiction and memoir and by occasional writing exercises on aspects of narrative. Students will write and revise at least two separate works, totaling at least 20 pages.

Advanced Topics in the Humanities
Topical seminars that may be interdisciplinary or discipline-specific. May be repeated for credit when content differs.

Religion and the Quest for Meaning
This course examines the religions of the world as ways of finding patterns of meaning and value for our personal and social existence. Students will survey the major religions of the world, using both primary and secondary sources.

Authenticity: American Literature and Culture
This course scrutinizes several theoretical, dramatic and fictional responses to this crisis. We'll read from Walter Benjamin who examines what happens to art in an age of mechanical reproduction. We'll see how Oscar Wilde not only accepts but embraces in authenticity as a way to mock repressive late Victorian sexual and social norms. We'll examine Jean Hegeland's scathing novelistic attack on modernity while pondering her radical solution: a return to primitivism. This class will take place in seminar form and will have a substantial writing workshop component.

Knowledge, Truth, and Objectivity
This course examines some of our most basic beliefs about the world we think we know and the nature of our knowledge about that world. The goals of the course are to understand what these philosophers took to be the important questions concerning the nature of knowledge and then see to what degree these insights are relevant in our own everyday dealings with the world.

Independent Study
In exceptional circumstances and with the permission of the department, a student may undertake a rigorous program of independent study in humanities designed to explore a subject not currently being taught or to expand upon regular offerings.

Technological Communications
Overview and application of how to present technical information in a variety of media and for different audiences and purposes.

Business Software Development
A hands-on introduction to developing software applications for business. Explores relevant programming principles, including object-oriented methods and basic data management. Cross listed as ISBU 320.

Quantitative Analysis
Prerequisite: CS 120 and STAT 112 or equivalents, or instructor permission. Studies the principles and methods business analysts and managers use to assess the various areas of a business organization, including accounting, finance, information systems, operations, and personnel. Focuses on the role of statistical models, data analysis, and information systems in decision-making. Cross listed as ISBU 325.

Business Information Systems
Overview of basic operations management using an information processing systems approach. Emphasizes the role of information technology and information systems within all areas of business. Focuses on a process-oriented view of the organization and building process modeling skills. Cross listed as ISBU 326.

Database Management Systems
Prerequisite: ISIT 320. Focuses on managing the information needs of an organization and on designing and building database applications and application programs using contemporary database software. Topics covered include database architecture, data security and integrity, modeling techniques, and overall database administration.

Technology and Product Development Life Cycle
Investigates the management and investment issues associated with technology and product development including research and development; process choices, selection, and improvement; and product choices, replacement, and discontinuance. Course follows a product life-cycle structure.

Science and Technology Public Policy
Investigates the broad development of federal public policies associated with the promotion and regulation of science and technology. Areas of consideration include the federal government's historical interest in science and technology; the agencies and organizations involved in creating federal policy; how science and technology are regulated federally; and the roles of state and local governments in local science and technology policies. Special consideration is given to American policy development within an international context.

Business Ethics
Uses philosophical ethics as a framework for investigating moral dilemmas in contemporary business. Case study method used. Cross listed as ISBU 381.

Case Studies in Technology Management and Policy
Special topics course; topics vary but each explores how technology, management, and policy issues interact within a specific context. Possible contexts include a business organization; an industry; a governmental sector; specific legislation; a judicial ruling; a social issue; a historical era; or a combination of these.

Systems Analysis and Design
Prerequisite: ISIT 327 or instructor permission. Comprehensive examination of the principles, techniques, and tools involved in the analysis and design of computer-based information systems as they are used to solve business problems. Practical experience with development technologies...
used throughout the systems development cycle builds students’ skills in information gathering, communication, analysis, functional design, and implementation.

**ISIT 428 - (3) (SI)**
Data Communications
Prerequisites: ISIT 427 or instructor permission.
Studies the use of data communications as a means for gaining a competitive business advantage in a global environment. Presents current technologies and techniques employed in the development and management of computer-based networks.

**ISIT 429 - (3) (SI)**
Selected Topics in Management Information Systems
Prerequisites: ISIT concentration prerequisites or instructor permission. An in-depth study of an MIS topic. The course may explore either a new MIS concept or system or provide an opportunity to research a specific area of MIS in greater depth than is possible in other courses.

**ISIT 467 - (2) (SI)**
Organizational Change and Development
This course is designed to equip anyone who has a role to play in organizational change—employees and associates at all levels, supervisors and managers, information technology consultants, and a variety of organizational stakeholders—with the basic tools required to analyze change and its consequences. Cross listed as ISBU 467.

**ISIT 470 - (3) (Y)**
Strategic Management Consulting
This course develops the practical, strategic-thinking and behavioral skills required to operate in a double-hatted mode. It focuses on identifying, diagnosing, and resolving client issues; introduces students to the strategy, process, and technology of consulting; reviews change-management methodologies; considers the “psychological stance” required to succeed in the consultant role; and compares and contrasts the roles of external and internal consultants. The course integrates readings, case studies, group activities, and client-focused work to simulate what it feels like to be a consultant. Cross listed as ISBU 470.

**ISIT 499 - (3) (IR)**
Independent Study
In exceptional circumstances and with the endorsement of an approved faculty member and the B.I.S. director, a student may undertake a rigorous program of independent study in information technology designed to explore a subject not currently being taught or to expand upon regular offerings.

**ISPS 399 - (3) (S, SS)**
Proseminar
Explores the process of basic research and project design. Working with a faculty mentor, students will develop a proposal for the capstone project. The completed proposal must be approved before students may register for ISCP 400.

**ISSS 301 - (3) (SI)**
Social Sciences Introductory Course
An interdisciplinary, often team-taught, course that uses a single theme to introduce students to the primary methodologies, content areas, and contributions of three social science disciplines. Designed to provide students with a framework for studying social sciences and articulating academic arguments in the social sciences. Students learn the similarities among disciplines that constitute the social sciences, as well as what differentiates social sciences from humanities and from sciences.

**ISSS 302H, 302S - (3) (IR)**
Women’s Studies: Theories and Practices
American history and culture are examined from the perspective of gender. Students will learn critical methods and vocabulary used to analyze gender while focusing on American women’s movements as well as contemporary notions of global feminism. Explores commonalities and differences among women, gender norms and moral mores, the representation of women in the media, gender gaps in education and employment, and changing notions of family.

**ISSS 305S - (3) (IR)**
Sociology of Morality
Explores how forms of morality emerge or decline under different social conditions. Students will examine historical and contemporary forms of morality directly and through institutions which often express moral understandings and perceptions, such as religion and politics.

**ISSS 306G - (3) (IR)**
Military Force in International Relations
Examines the threat and use of military force in international relations. Topics include deterrence theory and recent critiques, ethical and international legal considerations, domestic constraints, and the postwar U.S. and Soviet experiences with the use of force.

**ISSS 316 - (3) (IR)**
Democracy in America
This seminar course will focus upon the theoretical foundations and institutional development of democracy and of representative forms of governance. The theoretical focus will be sharpened by our awareness of the works of several political theorists. The institutional focus will be grounded primarily upon a detailed examination of the historical development of representative government at the national and state levels within the United States. Cross-temporal, cross-national, and multi-level comparisons also are welcomed topics for discussion and research papers.

**ISSS 320 - (3) (IR)**
British History
In this course we will study the history of Britain from around 1830 through the present, considering social class structure, the impact of the Industrial Revolution on work and family, women’s roles, political developments such as the evolution of democracy and the endurance of monarchy, intellectual and cultural trends, and attitudes towards empire. Although we will focus primarily on England, we will also devote some attention to Scotland, Wales, and Ireland in this period.

**ISSS 321 - (3) (IR)**
Soviet and Post-Soviet Politics
Russia has undergone tremendous changes over the past decade and remains in a state of flux. This course is designed to explore some of this country’s major political themes of the twentieth century: the Russian revolution, Stalinism, the nature of the Soviet political system, Gorbachev’s perestroika, nationalism, the Soviet collapse, and Russia’s rather tentative steps towards capitalism and democracy. Much of the course will be devoted to the dramatic events since the fall of the Soviet empire. However, we will make sense of the present through an understanding of the history, culture, and politics on which it is built.

**ISSS 360 - (3) (IR)**
Economics and the Environment
This course establishes a framework for analyzing conflicts between economic growth and efficiency and a sustainable environment in an interdisciplinary context emphasizing the complex interrelationships among social, political and economic goals.

**ISSS 361 - (3) (IR)**
Contemporary Economic Problems
The course will provide students with the conceptual framework and methods of economic science necessary for analyzing a variety of contemporary economic problems. The usefulness of these economic concepts will be taught as applications to specific public policy issues.

**ISSS 401H - (3) (IR)**
The Experience of the Great War: Life and Literature
Drawing on histories and literature, including autobiographies, poetry, and novels, this course focuses on the experiences and mentalities of those who fought in World War I, as well as those who remained on the home front. The realities and myths of the Great War are explored. An emphasis is placed on British, French, and German writings about the Western Front as well as some consideration of the fighting on the Eastern Front and in Turkey.

**ISSS 401I - (3) (IR)**
The Second World War: Experience of Total War
This course will cover military, political, social and economic aspects of history’s most devastating conflict. Students will explore the Holocaust and the experience of both soldiers and civilians.

**ISSS 406 - (3) (IR)**
War and World Politics
Through major scholarly works, primary documents, films, class discussions, papers, and lectures the class will explore the causes of war, evolution and advances in military strategy, historical case studies, and contemporary issues of nuclear weapons, humanitarian war, and war against terrorism.
Certificate Programs

The School of Continuing and Professional Studies offers a number of programs in specialized fields of business, education, and other professions that lead to the award of certificates. Most certificate programs require 10-30 credits of instruction or an equivalent number of contact hours.

Admission requirements for certificate programs vary, but are usually based on a written application, an interview with the program’s director, and an evaluation of the applicant’s work experience, educational goals, and potential for performing satisfactorily in relevant courses. Applicants may be required to provide transcripts of previous academic activity. Persons interested in a certificate program should first consult with that program’s director to obtain specific admission requirements.

Students in credit certificate programs must maintain an average grade of C or better to continue in the program. Admission to a credit certificate program does not in any way imply admission to the University for a degree program.

Persons enrolled in noncredit or CEU certificate programs must, in the opinion of the program’s director, progress satisfactorily in their courses to be eligible to receive a certificate.

Persons interested in further information about certificate programs should contact the School of Continuing and Professional Studies center in their area.

Transfer Credit

Students interested in transferring courses into a credit certificate program are generally allowed to transfer a maximum of six credits. Coursework must not be older than eight years, must have been completed at an accredited college or university, and the student must have earned at least a "C" in the courses. Transfer credit determinations are made by the individual program directors. Courses for which transfer credit has been awarded will not appear on the student’s transcript until the completion of the certificate program. No transfer credit is allowed in the certificates of Technology Leadership, Information Technology, E-Commerce, and Web Content Development.

Certificate Program in Accounting

To address professional development needs in accounting, the School of Continuing and Professional Studies offers a ten-course certificate program. Composed of six required credit courses and four electives, the accounting certificate program is designed for adult students wishing to enter the accounting field, as well as those already employed in accounting-related positions. The program is offered at the Northern Virginia center. Contact the center for admission, transfer, and certificate completion requirements.

Required Courses (6): ACCT 201, 202, 311, 312, 314, and 521.

Electives (4): BUS 341, 342, 351, or 371, ACCT 525, 531, 711, 445, 546, or 533.

Course Descriptions

ACCT 201 - (3) Introductory Accounting

Prerequisite: ACCT 201.

Designed to introduce students to the language of business, the course begins with the role of financial data in contemporary society, proceeds to develop the accounting model for capturing financial data, and finishes with the problems of measuring and reporting income, assets, liabilities, and equities.

ACCT 202 - (3) Intermediate Accounting II

Prerequisite: ACCT 201.

Continuation of ACCT 201. Approximately one third of the course deals with additional financial accounting topics, emphasizing managerial considerations and financial analysis. Cost accumulation, allocation, and product cost methods are studied in a manufacturing setting. Matters such as evaluation of performance planning, cost behavior, and special decisions are emphasized.

ACCT 311 - (3) Advanced Auditing

Prerequisite: ACCT 202.

An intensive study of the generally accepted accounting principles for asset valuation, income measurement, and financial statement presentation for business organizations, and the processes through which these principles evolve.
advanced audit techniques, and the auditor’s role in ensuring that publicly issued financial statements are fairly presented.

ACCT 531 - (3) 
Selected Topics in Advanced Accounting
Prerequisite: ACCT 312.
Studies accounting and financial reporting for partnerships, business enterprise segments, home office/branch office, foreign transactions and translation, business combinations, and other intercorporate investments and consolidated statements.

ACCT 533 - (3) 
Accounting for Non-Business Organizations
Prerequisite: ACCT 312.
Financial accounting for governmental and non-profit organizations. Studies the theory and techniques of accounting and reporting for various funds and groups of accounts.

ACCT 546 - (3) 
Federal Taxation II
Prerequisite: ACCT 445.
Analyzes of the federal income tax law and its application to corporations, shareholders, partnerships, partners, estates, and gift transactions.

ACCT 711 - (3) 
Accounting Theory
Prerequisite: ACCT 312.
Examines the theories underlying the financial measurement of events that affect reporting entities. Includes the historical development of accounting thought and how it has been influenced by social, political, and economic forces. Analyzes the structure and methodology of theory; examines objectives, postulates, and principles; and explores income determination and the valuation, classification, and reporting of assets and equities.

Certificate Program in Criminal Justice Education
A program in Criminal Justice Education is offered at the FBI Academy in Quantico, Virginia to students enrolled in the National Academy Program. All students in this 10-week program are required to complete a minimum of 13 credits of academic work (undergraduate and/or graduate) with at least one course in each of the following areas: behavioral science; forensic science; law enforcement communication; law; leadership development.

Each student may elect to take an additional one to three credits of course work. Some of these courses are offered to students sponsored by the FBI who are not enrolled in the National Academy Program.

Required Courses (5): minimum of 13 credits, including one course in each of the following areas: behavioral science, forensic science, law enforcement communication, law, and leadership development.

Electives (variable): students may elect to take an additional one to three credits of course work.

Course Descriptions

Behavioral Science

CJ 361 - (3) (Y)
Applied Behavioral Science for Law Enforcement Operations
An overview of applied behavioral science for law enforcement operations. This course includes an introduction to criminal investigative analysis, community oriented policing, crisis negotiations for commanders, and other psychological/criminological topics of interest to law enforcement managers.

CJ 387 - (3) (Y)
Community Policing Issues
Designed for all law enforcement leaders, particularly executives responsible for developing, implementing, supervising, and evaluating community policing, problem oriented policing, or crime prevention programs. The thrust of this course is to empower students to positively impact quality of life issues in their communities through partnerships between law enforcement and the community itself. While submerged in group/community projects, students are challenged to compare and contrast the spirit of their community with the policing philosophy applied by their agencies.

CJ 404 - (3) (Y)
Introduction to Counterterrorism
An overview of counterterrorism in the United States as it relates to law enforcement. The course addresses law enforcement's role in counterterrorism, domestic terrorist/extremist groups, international terrorist/extremist groups, the intelligence process, terrorism indicators, community partnerships, officer safety, the terrorist mindset, computer crime and cyber terrorism, and explosives and explosive devices. Recognized subject matter experts from law enforcement agencies, the academic world and the private sector provide instruction in this course.

CJ 416, 516 - (3) (Y)
Crime Analysis, Futuristics, and Law Enforcement: The 21st Century
Seminar conducted at both the undergraduate and graduate level in which law enforcement managers are introduced to the study of crime analysis and futures research and the utility that each has for law enforcement managers. Students will learn to utilize databases and mapping techniques to analyze criminal activity and will be shown how to forecast, manage, and create the future.

CJ 417, 517 - (3) (Y)
Managing Investigations of Death and Sexual Offenses Using Investigative Psychology
Course conducted at both the undergraduate and graduate levels designed to equip law enforcement managers and supervisors with the unique skills, knowledge, and management techniques necessary for overseeing and monitoring death, violent crimes, and sexually related investigations by applying behavioral science research.

CJ 470 - (3) (Y)
Gangs, Developmental Issues, and Criminal Behavior
Provides police administrator with a basic understanding of the applicability of behavioral science to the investigation of juvenile violence and gang behavior. This course will examine gang dynamics, causation, various types of gangs and juvenile offenders, violence in schools, crime patterns and trends, and solvability factors. Other areas to be discussed include risk predictors, and contributing factors.

CJ 475 - (3) (Y)
Stress Management in Law Enforcement
Examines stress in law enforcement. Covers stressors most likely encountered on the job and in one's personal life. Topics include individual/organizational and family stress management techniques and helping officers to maintain or regain control of their lives.

CJ 514 - (3) (Y)
Violence in America
Encompasses a historical, contemporary, and future perspective. Issues include the role of weapons in American culture, patterns and trends of violence, legitimate use of violence, cultural differences and formulation of value systems, relationship of drugs and violence, and the role of women and the media. Examines research findings and discusses the role of high technology in dealing with violence and the future of violence in America. All students must bring with them a completed, fully adjudicated case that can be used for teaching and research purposes. The case must exhibit some degree of violent behavior, for example, hate-related homicide, suicide by cops, serial murder, or serial sex offense.

CJ 560 - (3) (Y)
Violent Behavior: A Biopsychosocial Approach
A graduate seminar geared toward the student with a general background and understanding of the basic principles of psychopathology and psychodynamics. Focuses on behavioral analysis of crime scenes and behavioral aspects of interviewing and interrogation. Enrollment is limited to 12 students, and each student is required to bring a closed homicide or sex offense case.

Forensic Science

CJ 375 - (3) (Y)
Evidentiary Photography
Provides photographic concepts and techniques for crime scene and latent fingerprint photography. Students learn about the essential processing equipment, techniques, and legal aspects of laboratory photography. Includes practical application of classroom instruction.
CJ 376 - (3) (Y)
Critical Incident Investigative Response Management
The course is designed to familiarize the law enforcement manager with the management, behavioral, and forensic science resources available in a criminal investigation. Management, behavioral, and forensic resources are introduced and applied using a child abduction/homicide case scenario. The course demonstrates the successful integration, application, and effectiveness of the various resources. The course is a mixture of field exercises, student participation exercises, and lectures on the various resources used throughout the course.

CJ 466 - (2) (Y)
Latent Fingerprints: From Crime Scene to Courtroom
Intensively examines all phases of latent print work including powdering, photographing and lifting latent prints, preparation of chemicals and chemical development of latent prints, crime scene search, comparisons of inked and latent prints, preparation of charted enlargements, and moot court training. Emphasizes practical training in Forensic Science Identification Laboratory.

CJ 473 - (3) (Y)
Overview of Forensic Science for Police Administrators and Managers
Addresses forensic science issues, such as managing a crime scene, the role and value of different types of physical evidence, and current trends and issues. Provides a basic overview of forensic science.

CJ 477 - (5) (Y)
Administrative Advanced Latent Fingerprints
An advanced course providing concentrated studies in all phases of latent print work, including related administrative matters and how to effectively identify, develop, process, and preserve latent print evidence both at the crime scenes and in the laboratory. Emphasis is placed on identifying latent prints with inked prints and the presentation of expert fingerprint testimony.

CJ 544 - (3) (Y)
Forensic Mitochondrial DNA Analysis
This course provides classroom and laboratory experience in the principles and procedures involved in typing mtDNA from evidentiary items such as hair, teeth, and bones. Classroom instruction is focused on the nature of mtDNA, molecular biology principles involved in the polymerase chain reaction (PCR) and sequencing, and legal issues related to this technique. Discussions regarding scientific literature published in the area of forensic mtDNA analysis are also conducted. Laboratory procedures include DNA extraction, PCR, quantification of amplified products by capillary electrophoresis, and automated sequencing. Computer-based practice compiling sequences and database searches using appropriate software is provided and moot court exercises are conducted.

Law Enforcement Communication
CJ 226 – (2) (Y)
Law Enforcement and National Security: Defining Global, National, and Regional Issues Affecting Local Communities
Explores the myriad world issues which have an effect on the safety and security of the community that law enforcement must serve and protect. Discussions revolve around issues of terrorism, money laundering, smuggling, immigration, disease, poverty, education, international criminal enterprises, environment, Internet fraud, political economy, culture, and employment. Does not meet course requirement for Leadership Development; is offered as an elective.

CJ 324, 524 – (3) (Y)
Interviewing Strategies through Statement Analysis
Hands-on seminar provides a structured method of examining verbal and written statements of suspects, victims and witnesses. Provides linguistic tools to assist investigator in gaining insight to the speaker/writer and in detecting areas of deception.

CJ 326, 526 – (3) (Y)
Communicating in a Changing Security Environment: Law Enforcement and Global Issues
Focuses on post-911 police-media relations. Touches on the relationship between international security issues and utilizing the media for effective community policing. Concentrates on the development of competent media skills in a local Homeland Security context.

CJ 327, 527 - (3) (Y)
Interpersonal Communications for the Law Enforcement Executive
Highly interactive course designed to acquaint the leader not only with his/her communications styles and preferences, but how the communications process influences interpersonal relationships in both social and work-related environments. Practical application a major focus.

CJ 367 - (3) (Y)
Effective Writing
Explores writing as a process comprising at least five steps. Students learn methods for getting started and sound guidelines for developing a coherent, organized writing style. Course is designed to help the student become a more confident and effective writer.

CJ 369 - (3) (Y)
Public Speaking
An introduction to effective communication techniques with emphasis on oral communication. Students researched and rehearsed oral presentations in a variety of settings, from formal to informal, help prepare the law enforcement official to become a more articulate, confident, and fluent public communicator.

CJ 372 - (3) (Y)
Mass Media and the Police
Explores the role of mass media in society emphasizing the relationship between the media and the development of appropriate law enforcement policy. Practical exercises include writing and delivering news releases in a variety of situations and settings.

CJ 373 - (3) (Y)
Interviewing and Interrogation
Examines the fundamentals of interviewing for both the investigator and the trainer and deals with the physiological and cognitive aspects of interviewing and interrogation. Topics include interviewing techniques, detection of deception, including statement analysis, and interrogation. Emphasizes practical application.

CJ 522 - (3) (Y)
Seminar in Organizational Communications for Law Enforcement Executives
Highly interactive seminar designed to explore communications systems within public and private organizations, with particular focus on federal, state, and local law enforcement. Course will provide organizational leaders with strategies and competencies designed to promote a communications-intensive work environment as well as hone individual interpersonal communications skills.

CJ 523 - (3) (Y)
Seminar in Media Relations for the Law Enforcement Executive
Focuses on contemporary relations between law enforcement and the news media. Emphasizes the development of a proactive versus reactive departmental media strategy and the formation of effective media policy.

CJ 525 - (3) (Y)
Seminar in Team Writing for Executives
Focuses on the frameworks and skills needed to supervise and participate in the production of documents that involve multiple authors, such as homeland security directives, joint terrorism task force-related documents, cooperative agreements, annual reports, budget narratives, grant applications, articles for publication, and brochures for the public. By working in teams to write a document, participants examine both the theory and practice of collaborative writing.

Law
CJ 210 - (1) (Y)
Basics in Criminal Justice Research
Instructs students how to use electronic and print academic resources from the Web homepage of the FBI Library, the Internet, and onsite facilities. It covers improving searching abilities and information-gathering skills needed by the law enforcement community. Does not meet course requirement for Law; is offered as an elective.

CJ 356 - (3) (Y)
Legal Issues for Command-Level Officers
Discusses legal considerations that impact administrative and investigative decisions of command and mid-level police administrators. Provides a review of recent developments in federal Constitutional criminal pro-
CJ 357 - (3) (Y)
Labor Law Issues for Law Enforcement Administrators
Focuses on the basics of Labor Law for police administrators. Contents of the course include forming the employment relationship; constitutional employment rights; conducting internal investigations; employment discrimination law; wage and hour statutes; fitness for duty; departmental civil liability to employees; and workers compensation laws.

Leadership Development
CJ 211 - (2) (Y)
Introduction to Microcomputers in Law Enforcement
This course is designed for the law enforcement officer who has little or no experience with microcomputers. Primary goals are to provide an orientation to the fundamentals of microcomputer operation and to help the student cultivate computer learning skills. Major software applications in the Windows operating environment are covered. Does not meet course requirement for Leadership Development; is offered as an elective.

CJ 212 - (2) (Y)
Contemporary Issues in Drug Law Enforcement
This course exposes students to the basic leadership concepts related to the operation of a narcotics enforcement group. This course further helps students to understand the external influences that impact the decision making process, and to synthesize these concepts into a comprehensive strategy for effective drug unit management. Does not meet course requirement for Leadership Development; is offered as an elective.

CJ 352 - (3) (Y)
Management for Law Enforcement
Principles of management concepts and theories are identified, defined, and applied to law enforcement. Theories and practices used in industry and business are examined and evaluated, and practical problems and exercises are used to illustrate avenues to achieve objectives.

CJ 355 - (3) (Y)
Leadership, Ethics, Decision-Making
Explores the areas of leadership, ethics, and decision-making in the context of law enforcement using class discussion and participation, small-group dynamics, and some case studies. Topics include understanding organizational culture and history, future trends, and the impact these topics have on decision making and police management.

CJ 374 - (3) (Y)
Computer Crimes for Police Supervisors
This is a hands-on class for police managers. The course is divided into four parts. Part one is the intermediate to advanced use of common office production software to create reports for case files and court. Part two is the examination of policies and procedures related to the proper use of department-owned computers, such as laptops, desktops, mobile data terminals/computers, web cell phones, PDAs and other digital storage devices. Part three consists of three hands-on practical exercises associated to digital evidence. Part four is how to organize, maintain and manage a high tech computer crimes unit for state and local law enforcement.

CJ 381 - (3) (Y)
Ethics in Law Enforcement
Provides the law enforcement manager/leader with both the philosophical theory that forms the foundation of ethics in law enforcement and the applied principles that promote ethical conduct in law enforcement personnel and organizations.

CJ 454 - (5) (Y)
Management Planning and Budgets
Designed for those involved in preparing budgets for their departments, this course emphasizes the line item budget format and also considers other types of budgets such as program, performance, and zero base budgets. Topics include analytical methods for financial forecasting and the application for, and management of, federal grants. Students use computers to prepare a line item budget, and to prepare a federal grant application.

CJ 501 - (3) (Y)
Human Behavior in Organizations
Advanced course focusing on changing patterns of behavior in organizations. Identifies problem areas in organizations, how structural relationships and leadership patterns influence the climate of an agency, and how groups influence the behavior of individuals within an organizational setting. Examines the methods and strategies of organizational development with the aim of increasing effectiveness and adaptation to change.

CJ 503 - (3) (Y)
Executive Leadership
Analysis of the leadership role and the leadership process. Emphasizes the requirements and developmental needs for current and future leadership roles.

CJ 507 - (3) (Y)
Managing Organizational Change and Development
This seminar focuses on the effect of change and development on the behavior of employees. It studies the nature of planned change, methods of managing change, ways to diagnose changes and development, and ways to implement change in police departments and other organizations.

Course Descriptions
HR 401 - (3) (Y)
Management of Organizations
Prerequisite: HR 401. Survey of individual (as opposed to sys-
temic) HR management. Topics include employee relations, job satisfaction, personnel selection and placement, job analysis and design, interviewing techniques, performance appraisal and training, and wage and salary administration.

HR 403 - (3)
Organization Change and Development
Prerequisite: HR 401.
Analysis of the key concepts and theories in organizational behavior and organizational development. Focuses on the student’s development of the diagnostic skills necessary to effectively manage organizational change. Also deals with specific issues such as downsizing.

HR 404 - (3)
Human Behavior in Organizations
Prerequisite: HR 401.
Helps students develop conceptual, diagnostic, and personal skills for dealing with human interaction in complex organizations. Also addresses issues arising from the diverse nature of today’s work force.

HR 405 - (3)
Legal and Ethical Issues in Human Resources
Prerequisite: HR 401.
Addresses personnel laws and issues including the Civil Rights Acts of 1964 and 1991, FLSA, ADA, FMLA, ERISA, selected immigration laws, affirmative action, sexual harassment, and other issues of gender and racial/ethnic equity. Also deals with business ethics issues as they relate to HR.

HR 406 - (3)
Strategic Human Resources Management
Prerequisite: HR 401.
A capstone course bringing together material in all the other core courses and addressing the strategic role HR managers must play in the larger organization.

HR 407 - (3)
Human Resources Information Systems
Focuses on using technology to manage the infrastructure. Explores current HR information systems and demonstrates how they improve decision making, respond to business needs, provide value added service, and increase administrative efficiency.

HR 408 - (3)
Compensation and Benefits
Provides a working knowledge of compensation theory and the variety of methods organizations use to compensate their employees.

HR 409 - (3)
Recruiting, Placement, Performance Appraisal, and Outplacement
Addresses HR recruitment planning, actual recruiting, job placement, performance appraisal, and outplacement (whether from layoffs, downsizing, or firing).

HR 410 - (3)
Employee Development
Addresses training and development at all levels, from initial orientation to executive development. Discusses in-house training, using vendors, and developing partnerships with colleges and universities.

HR 411 - (3)
Consulting Theory and Practice
Prepares HR professionals to be more effective internal consultants, to do consultative selling of HR programs, and to work with outside agencies to meet their organization’s needs.

HR 412 - (3)
Business Communication
Emphasizes the art of writing and speaking and the craft of revising and editing one’s own work. Focuses on direct, concise, reader-oriented business communications and helps participants develop and focus a purpose, create powerful sentences, adjust tone, and clearly communicate ideas. Participants prepare speeches, letters, and memordanda.

HR 413 - (3)
Financial Management
Provides an understanding of finance, ranging from basic finance and its application to HR to more complex applications. Useful for HR professionals with little background in finance.

HR 414 - (3)
Labor Relations
Examines the National Labor Relations Act and addresses negotiation and conflict resolution, labor theory, labor history, and labor economics.

HR 415 - (3)
Topics in Labor Economics
Examines unemployment in the United States today: what causes it, why it persists, and what can be done about it; the impact of discrimination in labor markets, both from a theoretical and historical perspective; and the real effects of labor unions on the economy.

HR 416 - (3)
Current Topics in Human Resources
Provides a forum for addressing timely topics in human resources, such as downsizing, reengineering, 360-degree feedback, and telecommuting.

HR 417 - (3)
Managing the Training Function
Explores the fundamental theory and concepts needed to design and deliver a training program. Topics include how to conduct needs assessment, design a training course and modules, develop training materials, and create competency-based evaluation strategies.

HR 502 - (3)
Staffing and Career Management
Examines the processes and techniques that establish and govern the flow of interrelated organizational staffing activities. Includes case studies covering the latest staffing models and systems, economic conditions that impact staffing, laws and regulations, strategy and planning, measurement, job analysis, internal and external recruiting, and decision making.
Certificate Program in Procurement and Contracts Management
The thirty semester-hour certificate in Procurement and Contract Management addresses the expanding needs of private industry and local, state, and federal agencies for professionally-trained procurement/contracting officers, contracts administrators, and negotiators. Several of the courses are approved by the Defense Acquisition University as equivalencies. The program is offered at the Northern Virginia center. Contact the center for admission, transfer, and certificate completion information.

Required Courses (6): PC 401, 402, 403, 404, 405, and 407.


Course Descriptions

PC 401 - (3) Procurement and Contracting
An introduction to the procurement and contracting processes, exploring fundamental principles and techniques in detail. Emphasis is upon government procurement, but the student is also provided with an understanding of procurement methods and subcontracting in the private sector. Uses the FAR (Federal Acquisition Regulations) as a text.

PC 402 - (3) Contract Administration
Prerequisite: PC 401 or equivalent experience.
Covers the technical and fundamental procedures basic to contract administration. Examines both theory and practice, emphasizing enforcement of contract terms and conditions, cost overruns, change orders, disputes and appeals, financial analysis, contract authority and interpretation, production surveillance, quality assurances, and audit.

PC 403 - (3) Cost and Price Analysis
Prerequisite: PC 401.
Covers the basic concepts in the analysis of contract-price by cost-price analysis techniques, learning curve, weighted guidelines, profit objectives, and analysis of the ADP systems environment.

PC 404 - (3) Government Contract Law
Prerequisite: PC 401.
Introduces government contract law, contract clauses and provisions, legal aspects associated with contracting, and administering contracts.

PC 405 - (3) Negotiation of Contracts and Modifications
Prerequisite: PC 403.
Covers the techniques of negotiation. Focuses on the organization and operation of the procurement team, preparation and conduct of negotiations of contracts, and contract modifications by the team concept. Mock negotiations are conducted in class using case studies.

PC 406 - (3) Management Principles for Procurement and Contracting
A review of management theory and recent developments in management practices, focusing on the four modern schools of management theory: management process, quantitative, behavioral, and unified.

PC 407 - (3) Seminar in Procurement and Contracts Management
Prerequisite: Completion of all required courses.
A capstone course for advanced students in acquisition management designed to meld the content of individual procurement courses into a fuller understanding of policies, practices, and procedures. Includes current research and advances and offers opportunities to develop skills in the critical evaluation of theories and their application in solving problems.

PC 409 - (3) Contracting for Information Resources
Prerequisite: PC 402.
Illustrates how to structure and negotiate hardware and software contracts and clearly underlines the responsibilities of both the buyer and seller. Key contracting problems emphasized are reliability standards, acceptance testing, performance and measurement, quality control, maintenance, progress reports, and payments.

PC 411 - (3) Cost Analysis for Decision-Making
Prerequisite: PC 403.
An application of current methodologies used in the development of cost analysis studies. Emphasizes selection of techniques to be employed, analysis and refinement of data, development of cost models, the use of the models as predictors of life cycle cost elements, operating and support costing, economic analysis, design-to-cost, and life cycle costing.

PC 412 - (3) International Purchasing and Business Transactions
Prerequisite: PC 401.
Analyzes the basic regulations and principles of international procurement, organizational structure, financing, cooperative programs, supply-support arrangements, co-production, agreements, consortiums, research and development agreements, distribution systems, and analysis of current problems and trends.

PC 413 - (3) Purchasing and Materials Management
Surveys the principles of industrial purchasing and management of inventories, including determinations of requirements, pricing, source selection, inventory policy, and professional ethics.
PC 415 - (3)
Grants: Federal, State, and Local
Provides a foundation for understanding the administration of grants. The course is primarily concerned with grants by the federal government; the means by which it provides financial assistance to state and local units of government and the private (nonprofit) community; and the purposes for which such assistance are covered, including revenue sharing, concerns over federal interests in non-federal functions, impact upon intergovernmental relations, and others.

PC 416 - (3)
Application for and Management of Federal Grants
Furthers an understanding of the mechanics of applying for federal grants, the review process, and the administrative problems facing recipients of grants. Covers the specific application procedures of selected federal agencies and several grant programs. Reviews the pre-application process, requirements for state plans, coordinating requirements among planning units of governments, and environmental impact statements.

PC 417 - (3)
International Business Negotiations
Prerequisite: PC 402.
Covers the differences between international and domestic business negotiations, including language, customs, religion, and political and legal systems, and other cultural consideration. Discusses the various strategies and tactics used in negotiations, and uses extensive role-playing with these techniques to develop recognition and countering skills.

PC 419 - (3)
Government Contract Computer Law
Prerequisite: PC 402.
Covers the law applying to the government's use of computers, software, and computer-related services. Includes intellectual property rights; government contract computer law issues; how the government purchases ADP; patent rights in technical data and computer software; FOIA; relevant waste, fraud, and abuse rules; and exporting data.

PC 420 - (3)
Advanced Major ADP Systems Acquisition
Prerequisite: PC 402, 409.
Covers the basics of systems acquisition; general policy; the major systems process; DSARC information requirements; integrated DSARC and PPBS process; fundamental management principles; concerns with the acquisition process; controlled decentralization and participatory management principles; acquisition/life cycle management; and software systems acquisition process.

PC 422 - (3)
Federal Government Contracting: A Contractor's Perspective
Covers marketing and sales, pre-RFP work, RFP analysis, technical proposal preparation, management and cost proposal preparation, government site visits, audits, negotiations, contract start-up, performance, and contract shut-down.

PC 423 - (3)
Project-Team Management for Contract Managers
Introduces the fundamentals of project-team management, emphasizing the management of large-scale, technically complex projects. Covers the entire project life cycle, from selection and initiation to termination and close-out.

PC 424 - (3)
Subcontract Management
Surveys government policies and regulations addressing subcontracting and subcontract management. Intended for employees of companies that subcontract with government prime contractors and for government officials who seek a better understanding of subcontracting procedures under the Federal Acquisition Regulation.

PC 425 - (2)
Acquisition Strategies
Focuses on understanding the government and public sector acquisition environment, developing strategies, proposals, and evaluation plans/factors for the acquisition of products and services.

PC 426 - (3)
Source Selection
Provides a comprehensive overview of the government policies and regulations that address the major procurement technique used by the government for purchases above the simplified acquisition threshold. The intent of the course is to discuss all phases of the source selection process from the inception of the requirement to the award of the contract and notification and debriefing of unsuccessful offers.

PC 427 - (1)
Commercial Items Acquisition
Students will explore the history of commercial item acquisition and the impact this type of acquisition has on the federal marketplace. Instruction explores commercial item initiatives by both civilian and DoD agencies, and addresses the impact to companies pursuing business with the federal government.

PC 428 - (2)
Terms and Conditions
This course will review the practical applications of basic contract formation, types of contracts, and the law surrounding enforcement of contracts. A significant amount of time will be spent reviewing terms and conditions applicable to both prime contracts and subcontracts in the federal and commercial marketplaces. Also covered will be contract modifications, representations and certifications, and FAR provisions.

PC 501 - (3)
Procurement and Contracting Principles and Administration
Prerequisite: PC 401 and 402, or equivalent education or experience.
Covers advanced contract administration topics and some basics necessary for contracts and acquisition personnel. Fast-paced course combining elements of PC 401 and 402.

PC 502 - (3)
Advanced Cost and Price Analysis
Prerequisite: PC 403.
Covers basic contract types and how to determine the costs for each. Includes how a business functions financially and how pricing decisions are made for a specific commodity; market versus cost-based pricing decisions; methodologies used in the development of cost analysis studies; and life cycle costing.

PC 503 - (3)
Project Management
Provides the necessary knowledge to manage large scale and complex projects. Covers the entire life cycle of the project.

PC 504 - (3)
Advanced Contract Formation and Administration
Prerequisite: PC 402 or 501.
Covers the major topics in contract administration and the laws regarding the formation of government contracts. Also includes subcontract administration and acquisition strategies.

PC 505 - (3)
Seminar for Acquisition Personnel
Prerequisite: Completion of all required coursework.
Examines the overall principles of effective management and supervision, team building, strategic planning, and communications necessary for managerial success.

PC 506 - (3)
Federal Acquisition Case Studies
Prerequisite: PC 402 or 501.
Provides a basic understanding of the laws and principles of law that affect government contracting; various case scenarios dealing with ethical considerations; and an understanding of the changes as brought forth in FASA, FARA, and ITMRA.

PC 507 - (3)
Services Contracting
Prerequisite: PC 401 or 501.
Explains the laws, regulations, and procedures of all stages of government-services contracting, including planning, solicitation, proposal development, evaluation, and contract administration.

PC 508 - (3)
FAR Standards for Actions and Decisions
Prerequisite: PC 401 or 501.
Explains, reviews, and analyzes many of the FAR standards and tests applied in making legally sufficient and business-successful contracting decisions. These standards apply to both government-buying and industry-selling business decisions.

PC 510 - (3)
FAR Standards for Actions and Decisions
Prerequisite: PC 401 or 501.
Explains contracting by the negotiation method, as outlined in the current Federal Acquisition Regulation (FAR) Part 15. This course also provides an intensive review of policy and procedures in the negotiation process.
method, using exercises, case studies, simulations, and team building.

**PC 511 - (3)**  
**Construction Contracting**  
*Prerequisites:* PC 501.  
Provides students with the fundamentals of contracts for construction, architect-engineering services, and two-phase design-build projects. The course will offer in-depth treatment of the relevant provisions of the FAR and the prevalent issues in construction-related litigation. Specific topics relate to the formation and administration of construction-related contracts and include: the Brooks Architect-Engineering Act; surety and insurance issues; environmental and safety issues; labor laws; evaluation of construction contractor performance; differing site conditions; performance delays and acceleration; and claims, disputes, remedies, and liquidated damages.

**PC 512 - (3)**  
**Electronic Commerce in Federal Acquisition**  
Builds a foundation for the challenges facing the contracting professional during conversion to electronic commerce in the Federal Procurement system. The course includes definitions; the engineering aspects of converting from a paper-driven system; productivity and re-engineering; authorizing statutes and regulations; surveys of currently available systems; FAR coverage; computer security; and the knowledge, skills, and abilities necessary for the future.

**PC 513 - (3)**  
**Advanced Services Contracting**  
*Prerequisite:* PC 507 or instructor permission.  
Provides the opportunity for intensive review and workshop experience in the current predominant policies and procedures of services contracting. Laws, regulations, policies, and procedures that are currently superior in influence and that are drawn from all stages of the services contracting acquisition cycle will be covered.

**Other Programs and Courses**

**Credit Courses**  
The School of Continuing and Professional Studies offers a broad range of credit courses to help adult learners meet their educational objectives. These courses, some listed elsewhere in this catalog under the appropriate schools, and others developed by the School of Continuing and Professional Studies, carry the same credit as similar courses taught on Grounds. The School’s regional centers distribute class schedules before the beginning of the fall, spring, and summer sessions that list the courses being taught in their area, the class locations, and times. Most credit courses meet in the evening or on weekends.

Within the limits prescribed by the residential faculty of the University and stated in the policies of each academic school and the School of Continuing and Professional Studies, qualified persons may apply credit courses taken at regional centers toward degree requirements.

**Noncredit Programs**  
Noncredit programs are designed for individuals who want substantive intellectual activities, but who do not need additional credit or degree study. Such programs often explore complex issues in formats that best suit each offering’s distinctive educational agenda.

The flexibility of noncredit programming permits faculty from different disciplines to share insights on subjects in a way that would not be possible in a traditional class format.

Noncredit programming fosters collaboration between University of Virginia faculty and renowned scholars from other institutions; political, cultural, and business leaders; and noted artists and authors. The School of Continuing and Professional Studies program developers work closely with other University faculty and with representatives of the client audience in designing programs to ensure that the University extends its teaching and research resources to the citizens of the Commonwealth and the nation.

Organizational representatives and individuals are encouraged to discuss their education and training needs with the program developers, who can respond rapidly and effectively. For further information, telephone any regional center or program office, or view offerings online at uvace.virginia.edu.

**Community Scholar Program**  
The Community Scholar Program is a non-degree program offered by the University of Virginia’s School of Continuing and Professional Studies. Through this program, adults can enroll in the regular, on-Grounds credit courses of the University. Community Scholars may enroll for an unlimited number of seminars, but may take no more than two courses per semester, along with any dependent laboratory or discussion sessions, for a maximum of 8 credits. Pre-professional students, i.e., pre-med, may exceed the maximum 8 credits (but still may only take two classes) by obtaining the permission of Gordon Stewart, Associate Dean of the College of Arts and Sciences, at (434) 924-3672. Participants have the opportunity to study with renowned faculty of the University of Virginia, enjoy the same intellectual challenges as students enrolled in degree programs, and earn college credit for their work.

Community Scholars bring a broad range of experiences and backgrounds to this program and their reasons for participating are similarly varied. Enrolling in undergraduate courses through the Community Scholar Program allows participants to meet these varied needs whether or not a college degree has been previously earned. Interested participants who hold a college degree may enroll in either undergraduate or graduate level courses.

This program serves many purposes for the adult learner. Community Scholars pursue both professional and personal objectives. Some are advancing their careers by studying recent developments in their fields. Others are working to satisfy prerequisites for advanced study in medicine, engineering, or education, or exploring a graduate department’s course offerings prior to applying to its formal degree program.

The Community Scholar Program does not grant degrees. A part-time bachelor’s degree program, the Bachelor of Interdisciplinary Studies (B.I.S.), is offered by the University of Virginia School of Continuing and Professional Studies. Those who wish to earn a degree full-time at the University of Virginia in Charlottesville must apply to the Undergraduate Office of Admissions or the appropriate graduate school of the University.

Community Scholars may choose courses from departments and schools throughout the University with the exception of the Schools of Education, Law, and Medicine. Faculty members reserve the right not to admit a Community Scholar to a class based on class size or lack of prerequisite education. While this is an unusual occurrence, special circumstances may lead to such a decision.

Community Scholars must obtain permission of the instructor to enroll in each class. Instructors may be reached by referring to the Course Offering Directory at www.virginia.edu. Permission forms can be obtained online at www.uvacommunityscholar.info or by visiting the University Center. For students interested in enrolling in graduate level courses, proof of an undergraduate degree will be required at the time of registration. Participants that wish to enroll in the McIntire School of Commerce, 300-level and above Engineering courses, 700-level and above English courses, or Nursing courses with course mnemonics beginning with NUIP, will need to provide actual transcripts of all previously completed college credits to the University Center several weeks prior to the start date of classes. This information will be forwarded to the appropriate department to assure that the needed prerequisites have been completed for your desired course(s).

Community Scholars enrolling in University courses agree to abide by the University Honor Code. As well, students assume an obligation to conduct themselves in a manner that is civil and compatible with the University’s function as an educational institution. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the University, or with the rights of other members of the University cannot be tolerated. In order to fulfill its functions for imparting and gaining knowledge, the University has the authority and responsibility to maintain order within the University and to exclude those who are disruptive of the educational process. Community Scholars do not pay the required fees (which include such items as Athletic Tickets, Intramural Access, Student Health, University Transit, Student Legal Services and University Union Tickets) expected of full time students. As such, they
are not eligible to use the services of the Department of Student Health or purchase the University endorsed Student Health Insurance Plan, nor will they receive the above-mentioned services while taking classes through the School of Continuing and Professional Studies. Students are urged to make other healthcare arrangements.

Contact the Community Scholar office at (434) 982-4789 or by e-mail at communitiescholar@virginia.edu for additional information. A comprehensive Web site for the Community Scholar Program can be found at www.uvacommunityscholar.info.

Part-time Degree-Seeking Students are able to complete their degree requirements by enrolling in the Community Scholar Program: College students may take up to two courses each semester in the School of Continuing and Professional Studies; there are no exceptions to this rule. Credit-bearing laboratories or discussions are not counted as separate courses. Students are normally limited to eight semesters of full-time study in the College. Transfer students have proportionally fewer semesters. Enrollment in the School of Continuing and Professional Studies does not count against the number of full-time semesters allotted. A maximum of 16 credits from the School of Continuing and Professional Studies may apply to the B.A. from the College. All grades become part of the student’s permanent record and factor into College GPA. Courses in the School of Continuing and Professional Studies are not included in the determination of Intermediate Honors.

Students enrolling in the School of Continuing and Professional Studies do not pay the required fees (which include such items as Athletic Tickets, Intramural Access, Student Health, University Transit, Student Legal Services and University Union Tickets) expected of full time students. As such, they are not eligible to use the services of the Department of Student Health or purchase the University endorsed Student Health Insurance Plan, nor will they receive the above-mentioned services while taking classes through the School of Continuing and Professional Studies. Students are urged to make other healthcare arrangements.

Special Students
College students, for purposes of advising and academic oversight, remain in their Association and are referred to their Dean in Garrett Hall for questions relating to their academic programs. Questions concerning degree applications should be directed to the College Registrar, Judy Updike (Garrett Hall 102, 924-8867, jgu2k@virginia.edu).

Fifth-year B.A./M.T. students should direct inquiries about enrollment to JoAnne McNerney, Assistant Dean of the Curry School of Education (Ruffner Hall 102, 924-0757, jmh8j@virginia.edu).
Faculty

University faculty members and adjunct faculty members teach courses in the School of Continuing and Professional Studies. Adjunct faculty are selected with careful attention to academic credentials and distinction in their discipline or field of practice. These individuals regularly include faculty members from the University of Virginia’s peer institutions; University alumni; national and international political, corporate, educational, and civic leaders; renowned authors and artists; and significant distinguished scholars.

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