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 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 its Statement of Purpose and Goals as 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 20,000 individuals in credit and non-credit 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.

While maintaining “the broad scale” of learning, the School of Continuing and Professional Studies has not lost sight of the practicability 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.

All who enroll in courses, seminars, conferences and other programs delivered by the School of Continuing and Professional Studies, whether on University of Virginia Grounds in Charlottesville or through an SCPS Regional Center agree to conduct themselves in a manner that honors the learning process and the University’s function as an educational institution; and to abide by the Honor System and University Regulations (as detailed in Chapter 4 of this Record).

In a community of learning, willful disruption of the educational process, destruction of property, interference with the orderly process of the University and/or with the rights of the other members of the University community will not be tolerated. The Dean of the School of Continuing and Professional Studies has the authority to exclude those who are disruptive of the educational process, including those whose behavior would present a threat to the health and safety of others. 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 Administrative Offices in Charlottesville
Sonida F. Stallard, Dean
Zehmer Hall
104 Midmont Lane
P.O. Box 400764
Charlottesville, VA 22904-4764
(434) 982-5207 Fax: (434) 982-5550
Lynda J. Phillips-Madson
Associate Dean for Academic Affairs
(434) 982-5207 Fax: (434) 982-5550
Cynthia C. Reed
Associate Dean for Administration
(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. Iveson, Director and Assistant Dean
(434) 243-2560 Fax: (434) 982-5297

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

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

Development Office
Jennifer Newell, Director
(434) 243-7611

Academic Approvals
Robert E. Patterson, Director
(434) 243-5385

Instructional Design
Stephanie Scheer, Director
(434) 924-1305

Tempo Reading Program
Mary Abouzeid, Director
(434) 924-0915 Fax: (434) 924-5339

Bachelor of Interdisciplinary Studies
Donna Plasket, Director
Zehmer Hall Annex
106 Midmont Lane
P.O. Box 400764
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 program 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 academic centers organize, administer, and evaluate programs throughout their geographic service areas, assisted by faculty and staff 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
vacant, 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
Kathleen Marks, Director
2810 N. Parham Road
Richmond, VA 23294-4434
(434) 662-7464; Toll free in VA: (800) 323-4882
Fax: (434) 662-9827

Roanoke Center
Linda Linnartz, Director
108 N. Jefferson Street, Suite 507
Roanoke, VA 24106
(540) 767-6200; Toll free in VA: (800) 882-6753
Fax: (540) 767-6206

University of Virginia Programs at the Southwest Higher Education Center
vacant, Director
1 Partnership Circle
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.

If a student applies for admission to a degree program offered at an SCPS regional center by another academic school of the University, such as the Curry School of Education or the School of Engineering and Applied Science, the decision regarding admission is the sole responsibility of the academic school of the University to which the student applies.

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 not resolvable between the student and faculty member, should be discussed with the appropriate School of Continuing and Professional Studies’ program director. If the concern remains, the student should contact the dean of the school or college in which the student is enrolled or the course is offered. The grievance procedure of the academic school will be followed from this point forward.

2. If the concern is related to a School of Continuing and Professional Studies course and is not resolved by the student and the faculty member, the next step should be a discussion between the student and the regional center or program director. If the concern is not resolvable at this level, 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 catalog 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 SCPS Courses to Degree Programs With the approval of the student’s school of enrollment, 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. Students should seek approval in advance; otherwise such courses may 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 not 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. A certificate is given at the conclusion of the class, and that information can be obtained from the Registrar (www.virginia.edu/registrar).

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. Before the IN is granted, the course instructor must approve the request. The student must complete and submit all course work to the instructor by the end of the semester following the semester 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. Non-degree seeking 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 special permission.

The Community Scholar Program policy regarding course incompletes will differ according to which school or college offers the course. These policies are outlined in the Community Scholar Handbook or available online at www.uvacommunityscholar.info. University students registering through the Community Scholar Program must comply with their school’s policy regarding incompletes.

No Grade On occasion, an instructor awards an NG (no grade) to a student at the conclu-
sion 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 forbidding 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, as 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 (www.virginia.edu/registrar); courses taken since 1985 may also be reviewed by using ISIS Online (www.virginia.edu/isis).

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. The School of Continuing and Professional Studies grants transfer credit based on an analysis of the content, level, and comparability of the courses taken, the applicability of the courses to the student’s intended major, the quality of the student’s performance in the courses, and the accreditation of the institution at which the work was complete. Course work must not be older than eight years and the student must have earned at least a “C” in the course. Transfer credit determinations are made by the Academic Program Director. 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)

<table>
<thead>
<tr>
<th>Program</th>
<th>Virginian</th>
<th>Non-Virginian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Degree Programs</td>
<td>$235</td>
<td>$370</td>
</tr>
<tr>
<td>Undergraduate Courses</td>
<td>Virginian</td>
<td>Non-Virginian</td>
</tr>
<tr>
<td>Virginia</td>
<td>$190</td>
<td>$334</td>
</tr>
<tr>
<td>Bachelor of Interdisciplinary Studies</td>
<td>Degree Program</td>
<td></td>
</tr>
<tr>
<td>Virginia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3 credits</td>
<td>$905</td>
<td></td>
</tr>
<tr>
<td>4-8 credits</td>
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<td></td>
</tr>
<tr>
<td>9 or more credits</td>
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<tr>
<td>Non-Virginian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3 credits</td>
<td>$3,302</td>
<td></td>
</tr>
<tr>
<td>4-8 credits</td>
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<tr>
<td>9 or more credits</td>
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</tr>
<tr>
<td>Distance Learning - Undergraduate</td>
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<td>Non-Virginian</td>
</tr>
<tr>
<td>Virginia</td>
<td>$231</td>
<td>$308</td>
</tr>
<tr>
<td>Non-Virginian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance Learning - Graduate</td>
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</tr>
<tr>
<td>Virginia</td>
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<tr>
<td>Non-Virginian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Abroad (per semester, including in summer)</td>
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<tr>
<td>Virginia</td>
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<td></td>
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<tr>
<td>3-7 credits</td>
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<tr>
<td>8-15 credits</td>
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<tr>
<td>Non-Virginian</td>
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<tr>
<td>8-15 credits</td>
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</tr>
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<td>Community Scholar Programs</td>
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<td></td>
</tr>
<tr>
<td>Virginia</td>
<td>High School Students</td>
<td>Non-High School Students</td>
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<tr>
<td>$190</td>
<td>$242</td>
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<tr>
<td>Non-Virginian</td>
<td>High School Students</td>
<td>Non-High School Students</td>
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<tr>
<td>$334</td>
<td>$991</td>
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<tr>
<td>K-12 Educators</td>
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<td>Non-Virginian</td>
</tr>
<tr>
<td>Virginia</td>
<td>$200</td>
<td>$300</td>
</tr>
<tr>
<td>Graduate Televised Engineering</td>
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<td>Non-Virginian</td>
</tr>
<tr>
<td>Virginia</td>
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</tr>
<tr>
<td>Music Lessons (13 one-hour sessions)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>$654</td>
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</tr>
</tbody>
</table>

**Fees**

Bachelor of Interdisciplinary Studies Degree Program Special Session fee

<table>
<thead>
<tr>
<th>Program</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginian</td>
<td>$97</td>
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<tr>
<td>Non-Virginian</td>
<td>$104</td>
</tr>
<tr>
<td>Late registration fee</td>
<td>$25</td>
</tr>
<tr>
<td>Application fee for Bachelor of Interdisciplinary Studies</td>
<td>$60</td>
</tr>
<tr>
<td>Application fee for Certificate and Special Programs</td>
<td>$25</td>
</tr>
<tr>
<td>Change course fee</td>
<td>$12</td>
</tr>
<tr>
<td>Facilities fee, Northern Virginia Center</td>
<td>(per credit and per non-credit course) $17</td>
</tr>
<tr>
<td>Transcript fee</td>
<td>$4</td>
</tr>
<tr>
<td>Late exam fee</td>
<td>$10</td>
</tr>
<tr>
<td>Technology fee (per credit)</td>
<td>$4</td>
</tr>
</tbody>
</table>

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...
Transfer of Credit
The University grants the B.I.S. program. At UVa must wait one year before applying to years without paying an additional applica-
tion fee. Students who are denied admission may reactivate their applications for a period of two calendar years. Prospective students are 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 for study in Charlottesville and by April 15 for study in Tidewater. 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
The University grants transfer credit based on an analysis of the content, level, and comparability of the courses taken, the applicability of the courses to the student’s intended major and degree program, the quality of the student’s performance in the courses, and the accreditation of the institution at which the work was completed. 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 combination of approved testing programs (Advanced Placement or International Baccalaureate) and course credits. 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 is fulfilling admission requirements or requests special permission by completing 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 or ITE 115 (Microsoft Office) offered by the Virginia Community College System no more than five years prior to BIS enrollment; a grade of “pass” in the non-credit Introduction to Computing class offered by the University Center of SCSP; or passing the B.I.S. take-home computer competency examination. IST 114 offered by the Virginia Community College System does not satisfy the Computer Competency requirement. 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 maintain good financial and social standing at the University and complete the following academic requirements by the end of the fourth consecutive semester after B.I.S. matriculation:

1. To be completed within two consecutive semesters of enrollment: Computer Competency requirement and any missing concentration prerequisites
2. Four courses (a minimum of 12 credits) each with a grade of C (2.000) or better, to include three Liberal Studies Seminars and one other B.I.S./B.I.S.-approved UVa course
3. Cumulative GPA of at least 2.000 on all UVa course work (including courses completed prior to B.I.S. matriculation)
4. A detailed concentration proposal if pursuing an Individualized Concentration (due by the time the student completes 12 credits in the B.I.S. program)
5. A minimum of 72 total credits toward the B.I.S. degree (including transfer credits)
6. 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)
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 semester, 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 semester has begun will be charged tuition for the semester 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. An e-mail communication directly from the instructor may substitute.

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 semester before enrolling in courses. 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 more than 9 credits in a semester, or a leave of absence from the program must secure approval from the academic advisor before notifying the B.I.S. director.

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 nine credits per semester. A B.I.S. student may not enroll in more than nine credits in the first semester 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 2.00 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 need to carry a minimum of six credits per semester in order to be eligible for financial aid through the University. 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 Proseminar 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 semester 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 dean of the School of Continuing and Professional Studies. 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 on-line) 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 semester), at which time the instructor replaces the IN with a letter grade. If the work is not complete, 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 discuss their intentions and reasons with their academic advisories and with the B.I.S. director; contact the appropriate committee of the school to which the student seeks transfer in order to learn what is required; if the student is prepared to apply for transfer, write to the B.I.S. director to state those intentions; follow that particular school's steps to apply for transfer; and 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-semester leave of absence must complete and submit a Leave of Absence request form (available on-line) and receives approval from the academic advisor and the B.I.S. director. A fee is charged and the student is billed by the registrar’s office. Payment must be made prior to the next semester registration. “On academic leave” is entered on the student’s permanent academic record and the student does not need to apply for readmission. While on leave, the student’s UVa e-mail accounts and I.D. card remain active.

B.I.S. candidates who wish to take a leave of absence for a second consecutive semester should follow the process outlined above; the request must be approved by the academic advisor and 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 semester.

Minimum Grades

The following courses must be completed with a grade of C or better: three Liberal Studies Seminars and any one other B.I.S. or B.I.S.-approved UVa course by the end of the fourth semester 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 2.0.

**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 semester of B.I.S. enrollment, a student may be granted permission to take a course in another school or college of the University and to have that course count toward B.I.S. degree requirements. Before registering for non-B.I.S. courses, however, B.I.S. students must obtain approval from their academic advisor and the B.I.S. director. Students seeking to enroll in courses offered by the Curry School of Education also must secure permission of the instructor. If advance approval is not obtained, non-B.I.S. courses may not be applied toward 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 semesters, 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 semesters 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, cannot 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 consecutive semesters including fall, spring, and summer) of matriculation into the program. Leaves of absence and suspensions do not change the requirement to complete all degree requirements within these parameters. All B.I.S. students are expected to maintain satisfactory academic progress toward the degree. To that end, each student’s academic standing is reviewed at the conclusion of each semester.

**Academic Warning** Students may be placed on academic warning, with a notation appearing on their transcripts, if they:

1. Fail to earn a 1.800 for the semester;
2. Fail to maintain a minimum cumulative grade point average of 2.000;
3. Earn more than one grade below C- in any given semester;
4. Earn a grade below D in any course during two consecutive semesters;
5. Fail to complete the requirements of the first two or first four semesters on time.

Students on academic warning are expected to meet with their academic advisors no later than the third week of the next semester to discuss their plans to remedy their academic shortcomings(s). Students on academic warning who withdraw or take leaves of absence are eligible to return but do so on academic warning and are subject to suspension if they do not attain good standing within the first semester of their return.

**Suspension** Students are subject to suspension after two consecutive semesters on academic warning. Students who have been suspended from the B.I.S. program may apply for readmission after one calendar year.

While on suspension, students may not earn credits to advance their progress toward the B.I.S. degree. Readmission must be approved by the Dean of the School of Continuing and Professional Studies. Application for readmission is made to the Dean of the School of Continuing and Professional Studies at least 30 days before the next University registration period in which the student is eligible to reapply. Students should include with their applications a statement that (1) addresses their readiness to return to regular study (i.e., 3-9 credits per semester) 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 semesters 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 course with a grade of W up to the midpoint of the course. 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. 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 and highly unusual circumstances. Students who discontinue a course at any point without complying with the proper procedure may be subject to a failing grade.

**Enforced Withdrawal** The Dean of the School of Continuing and Professional Studies may compel a student to withdraw from the B.I.S. program for good cause. A student who is asked to withdraw from the program may petition the dean for readmission after one calendar year.

**Medical Withdrawal** A student may withdraw from the B.I.S. program for reasons of health with the approval of the Dean of the School of Continuing and Professional Studies and B.I.S. director. A notation of Medical Withdrawal will appear on the student’s transcript.

**Voluntary Withdrawal** A B.I.S. student who wishes to withdraw from the program must formally withdraw from the University. The student is encouraged to meet first with the academic advisor of record; the student must meet with the B.I.S. director for an exit interview, fill out the appropriate paperwork, and turn in the University identification card. Leaving the program without following the requisite process results in the student’s receiving a grade of F in all courses that he or she fails to complete. A student who with-
draws from the University voluntarily has the notation “Withdrew [date]” recorded on his or her permanent academic record.

**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) 243-5180 or (434) 243-5189.

**Accuracy 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. While not an official record, VISTAA serves as an advising tool for both student and academic advisor. 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.

**PEER MENTOR PROGRAM**

The Peer Mentor Program is a student-run program that helps introduce and integrate new students into B.I.S. and the wider U.Va community by providing support and information from a student perspective. The program is structured to ensure that each new student has at least one experienced B.I.S. person to whom he or she can turn for appropriate advice. Peer Mentors complement the Faculty Advisor and the B.I.S. staff in the advising process by offering a type of support for students that can be most effectively provided by peers.

**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 semester in which they were admitted to the B.I.S. program.

**Awards and Honors**

**Alpha Sigma Lambda** The University of Virginia hosts the Beta Iota Sigma chapter of Alpha Sigma Lambda, a national academic honor society for adult students. B.I.S. students who have completed at least twenty-four credits at U.Va since B.I.S. matriculation with a cumulative grade point average of 3.400 or higher are eligible to be considered for membership in the society. The cumulative grade point average will be calculated at the conclusion of the fall semester, with induction occurring in the spring.

**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 U.Va course work.

**Curriculum**

The B.I.S. curriculum has five components: Liberal Studies Seminars, a concentration; degree elective courses; a Proseminar; and a Capstone Project.

**Liberal Studies Seminars** Liberal Studies Seminars help B.I.S. students develop a set of critically important academic skills early in their B.I.S. career. These skills are introduced through a multi-disciplinary exploration of some “critical issue.” Two types of Liberal Studies Seminars comprise part of the curriculum of the B.I.S. degree program: 300-level Liberal Studies Seminars use a critical issue to introduce critical thinking skills such as understanding the elements of an argument, evaluating the strength of arguments, recognizing the importance of hidden assumptions, sensitivity to objectivity and bias, and statistical and causal reasoning; 400-level Liberal Studies Seminars use a critical issue to introduce and practice research fundamentals culminating in a longer research essay. Both 300-level and 400-level Liberal Studies Seminars stress academic writing skills (exercised on multiple occasions, with substantial feedback on each occasion) and academic conversation skills such as receiving and evaluating feedback, facilitating a discussion and presenting ideas with clarity and professionalism before a group.

The collective purpose of these Seminars 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; to prepare students to undertake an extended research project such as the Capstone Project; and to ensure that students can employ both qualitative and quantitative reasoning. Students are required to complete with a grade of C or better two 300-level Liberal Studies Seminars and one 400-level Liberal Studies Seminar within the first four consecutive semesters of B.I.S. matriculation. At least one 300-level Liberal Studies Seminar must be taken before one at the 400-level. Additional Liberal Studies Seminars may be taken for degree elective credit.

**Concentrations** 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 semester 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. Concentration courses must be 300-level or above.

**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 Proseminar, 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. Degree electives can be from the 100 and 200 levels.

Proseminar The required 3-credit Proseminar provides an opportunity to strengthen critical thinking, research, 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. The proposal must be approved prior to taking the Capstone Project.

Capstone Project The required Capstone Project is the culminating academic activity of the B.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 professional involvement and/or aspirations, if so desired. 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. Students must receive a grade of no less than "C" to complete the degree.

Course Descriptions

Not all courses are offered every semester, and new courses may be introduced each year.

Business

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.

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.

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.

ISBU 327 - (3) (SI) Investment Analysis Students 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. Participates 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.

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 399 - (3) (SI) 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.

ISBU 427 - (3) (SI) Systems Analysis and Design Prerequisite: 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.

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.

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.
ISBU 475 - (3) (IR)  
Intergroup Relations  
This course provides an understanding of the basic cognitive and motivational processes involved in intergroup relations. Students are encouraged to consider the roles of stereotyping, prejudice, and discrimination in everyday life as well as processes that may change stereotypes and reduce prejudice.

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. Such study would be designed to explore a subject not currently being taught and/or to expand upon regular offerings.

Capstone Project  

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, the proposal for the project must be approved before students may register for this course.

Humanities  

ISHU 301 - (3) (SI)  
Humanities I  
The first half of a two-semester survey designed to introduce students to dominant humanistic traditions of Eastern and Western civilizations. This course 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 after ISHU 302.

ISHU 302 - (3) (SI)  
Humanities II  
The second half of a two-semester survey designed to introduce students to dominant humanistic traditions of Eastern and Western civilizations. This course 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 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.

ISHU 305 - (3) (IR)  
Issues in Philosophy  
Students 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.

ISHU 306 - (3) (IR)  
Religious Diversity and Assimilation in American Life  
This course explores the links—and sometimes conflicts—between American culture and religious life. The nature of religious diversity and pluralism in America and the specific challenges the major religious groups have experienced as they adapted to society will be examined. Students consider the cultural dilemmas faced by indigenous religious communities, especially the Mormons in the ninecenth century and "new religious movements"—or cults, in the twentieth century.

ISHU 310 - (3) (IR)  
Advanced Writing I  
Students read, study, and practice a variety of prose forms, including narration, short stories, and non-fiction and critical essays.

ISHU 311 - (3) (IR)  
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 are 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.

ISHU 312 - (3) (IR)  
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. Readings, exercises, and topics focused on will be different from those in ISHU 311.

ISHU 322 - (3) (IR)  
American Autobiography  
In this course, students explore through reading and writing the ethics and mores of autobiography, and consider how memoir-making plays a part in American reinvention of self. Students focus on critical writing and reading skills.

ISHU 324 - (3) (IR)  
American Literature of the Twentieth Century  
Study of the fiction and poetry of U.S. writers ranging from the early modernists to contemporary writers, including such prose writers as Fitzgerald, Hemingway, Faulkner, Ellison, and Morrison and poets such as Frost, Eliot, Stevens, Bishop, and Williams.

ISHU 380 - (3) (IR)  
Important Issues in Art Since 1945  
This course covers the development of high modernism, beginning with Abstract Expressionism, and continues through postmodern practices of conceptual art, feminism, performance art, and site-specific installation art.

ISHU 400 - (3) (IR)  
Writing the Unwritten  
Since the Romantic era, writing has often been motivated by the desire to say what has not been said, whether through neglect or through social censorship. Reading works by American and British novelists from the 19th century to the present, students will explore changing definitions of the unwritten during this period as well as write their own personal narratives, analytic essays and prose fiction as a means to discover and bring forth the unwritten in their own experience.

ISHU 401, 409 - (3) (IR)  
Advanced Topics in the Humanities  
Topical seminars that may be interdisciplinary or discipline-specific. May be repeated for credit when content differs.

ISHU 403 - (3) (IR)  
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.

ISHU 404 - (3) (IR)  
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 Hegland'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.

Writing Narrative
This course focuses on developing the techniques of prose narrative. Students work on a short story, novel, memoir, or any combination of these. The course is structured as a workshop: each week, four or five works by students are discussed in full-class workshop led by the instructor. Issues to be addressed include characterization, voice, creating and sustaining tension, plotting in long and in short narratives, and the skills of critical response.

The American Short Story: The Writer and Tradition
This course examines the American short story from the perspective of the both reader and writer. Defining recurrent themes and conventions of the genre by reading major stories spanning the last 200 years of American literature, students explore the importance of tradition to the writer analytically in critical essays and experientially in their own short stories.

Shakespeare
In this course explores the plays of Shakespeare and his non-dramatic poetry. The course considers key philosophical, religious, political, and literary milieus.

Independent Study
In exceptional circumstances and with the endorsement of an approved faculty member and the B.I.S. director, a student may undertake an independent study in humanities. Such study is designed to explore a subject currently not being taught and/or to expand upon regular offerings.

Critical Thinking and Creativity
This seminar developed the ability to critically and creatively evaluate complex issues and to increase ones sensitivity to the pervasive character of deceptive reasoning in our culture. The focus is on evaluating the reasoning of others, manufacturing consent, seeing the big picture, thinking out of the box, building and sustaining effective teams, recognizing and leveraging the talents of others, the use and misuse of statistics, and, in general, the limits to critical thinking set by our own beliefs and preconceptions.

Good Cop/Bad Cop
This course examines the current use of the police power in a variety of situations, informed by the past and motivated by the future. Particular emphasis is on contemporary real-life examples to inform the discussion on the proper use of the police power. Those examples are subjected to a variety of perspectives, societal and individual, to gain a fuller understanding of the delicate balance of competing values.

Critical Thinking and Creativity II
This seminar develops the ability to critically and creatively evaluate complex issues and to increase one's sensitivity to the pervasive character of deceptive reasoning in our culture. The focus is on evaluating the reasoning of others, and manufacturing consent.

Decision Making in Public Organizations
This course addresses the question of how organizations actually make decisions and what analysis techniques the organizations use to arrive at a chosen option. The course combines the theory of decision making with actual case studies. Student or team projects allow the student to demonstrate an understanding of the analysis that goes into making a decision. Students will be allowed to choose a decision of national, state, or local interest involving either a government agency or a non-governmental organization with public responsibilities.

Critical Issues in American Foreign Policy
With appropriate historical background, this course explores the moral, ethical, political, economic, and legal challenges and opportunities facing American policymakers.

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 examine the ethical principles utilized to examine health care issues. They 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 are addressed.

The Enlightenment Era
This course explores 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 are also examined.

Minds and Machines
This 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. Students 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.

Determining Community Needs in an Individualistic Society
This course explores the tension evident 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 encourages and enables students to think critically about social and political issues.

Religions of the World: Human Wisdom in the Face of the Sacred
This course examines the ways in which the world’s largest religious communities answer the enduring questions of the relation of humanity to the infinite and the sacred. Tenets of Hinduism, Buddhism, Confucianism, Taoism, Islam, Judaism, and Christianity are examined within the context of the social, historic, cultural, geographic, political, and economic milieu in which they developed and flourished.

Genocide: Origins, Prevention, and Punishment
This course addresses serious questions about mass violence, human rights, psychological, sociological, cultural, and economic sources of human cruelty, the responsibility of bystanders, and the very nature of evil. Through readings, class discussions, papers, films, and lectures, students consider what genocide is, why it happens, where it has happened, how best to prevent it, and how to deal with perpetrators.
Proseminar
ISP.S 399 - (3) (S, SS)
Proseminar
Explores the process of basic research and project design. Working with a faculty mentor, students develop a proposal for the Capstone Project. The completed proposal must be approved before students may register for ISCP 400.

Social Sciences
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 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, sexual mores, the representation of women in the media, gender gaps in education and employment, and changing notions of family.

ISSS 303S - (3) (IR)
Sociology of Morality
Explores how forms of morality emerge or decline under different social conditions. Students 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 explores the theoretical foundations and institutional development of democracy and of representative forms of governance. The theoretical focus will be sharpened by the study of 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.

ISSS 317G - (3) (IR)
The Bill of Rights in the 21st Century
This course examines the origins of the Bill of Rights and the specific rights listed, as well as the contours of those rights as they have been interpreted by the Supreme Court. The course addresses contemporary issues, including the right to bear arms, the relation between religion and government, and use of high-tech criminal investigative tools.

ISSS 320 - (3) (IR)
British History
This course examines the history of England 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. Some attention is devoted to Scotland, Wales, and Ireland during 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 330A - (3) (IR)
Issues in Cultural Anthropology
The course includes a general review of key concepts and problems in anthropology, including the concept and nature of culture, its relationship to language, economics, politics, kinship and religion as documented among different societies around the globe. The course focuses on ethnographies and on contemporary anthropological research (the study of identity, race and ethnicity).

ISSS 347G - (3) (IR)
Russian Culture and Society
This course explores patterns in Russian literature, music, and art from 1900 to the present. Topics include the decline of the Old Regime, impact of revolution on the arts of Russia, modernism of the 1920s in literature, music, art, and film and the arts today.

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 provides 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 376P - (3) (IR)
Issues in Leadership
This jointly taught seminar on leadership is presented by faculty at the University and the Federal Executive Institute in Charlottesville. Each week a different topic will be discussed, including values-based leadership, learning organizations, MBTI and leadership, paradox and leadership, and leading change.

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 401 - (3) (IR)
The Second World War: Experience of Total War
This course covers military, political, social and economic aspects of history's most devastating conflict. Students 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, students 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.

ISSS 413 - (3) (IR)
Developmental Psychology and Public Policy
This course examines how scientific research in developmental psychology can be used to inform social politics and programs relevant to children and families.

ISSS 456 - (3) (IR)
Russian-American Relations
Drawing on contributions from international relations scholars and practitioners, as well as historians, economists, philosophers, and political psychologists, this course analyzes Russian-American relations through historical and contemporary perspectives. Much of the course is devoted to the evolution of Russian-American relations since the fall of the Soviet empire.

ISSS 475P - (3) (IR)
Intergroup Relations
In this course, students develop an understanding of the basic cognitive and motivational processes involved in inter-group relations. They are encouraged to consider the
roles of stereotyping, prejudice, and discrimination in everyday life. Topics include: variations in racist and sexist beliefs; the effect of stereotypes on how we perceive others and interact socially; and the psychological processes that may change stereotypes and reduce prejudice.

**ISSS 4765 - (3) (IR) Organizations that Learn**

This seminar takes an interdisciplinary look at some of the characteristics which enable diverse sorts of organizations to learn, grow, thrive and innovatively adapt to their environment. Readings and discussion topics are drawn from a wide range of areas including psychology, philosophy, evolutionary biology, education, system dynamics, organizational behavior, anthropology, and more. The seminar is project driven and both group-intensive and group-reflexive.

**ISSS 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 the social sciences. Such study would be designed to explore a subject not currently being taught and/or to expand upon regular offerings.

**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. Admission requirements for certificate programs vary, but typically include 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. Students in credit certificate programs must maintain an average grade of C or better to continue in the program. Persons enrolled in non-credit or CEU certificate programs must progress satisfactorily in their courses to be eligible to receive a certificate.

Persons interested in specific information about certificate programs should contact the 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. The School of Continuing and Professional Studies grants transfer credit based on an analysis of the content, level, and comparability of the courses taken, the applicability of the courses to the student’s intended major and degree program, the quality of the student’s performance in the courses, and the accreditation of the institution at which the work was completed. Course work must not be older than eight years 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, Web Content Development, and Project Management.

**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. Information about admission, transfer, and certificate completion requirements may be obtained from the Program Director.

**Required Courses (6):**

- ACCT 201, 202, 311, 312, 314, and 521.

**Electives (4):**

- BUS 341, 342, 351, 371, ACCT 525, 531, 711, 445, 546, 533.

**Course Descriptions**

**ACCT 201 - (3) Introductory Accounting**

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) Introductory 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) Intermediate Accounting I**

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.

**ACCT 312 - (3) Intermediate Accounting II**

Prerequisite: ACCT 311. Continuation of ACCT 311, emphasizing accounting for the equities of a firm’s investors and creditors. Covers special prob-

**Coursework in Financial Accounting**

- **ACCT 314 - (3) Cost Accounting**
  - **Prerequisite:** ACCT 202. Addresses analysis of cost behavior and volume-profit relationships; responsibility accounting and reporting flexible budgets; and the use of standard costs to guide and control performance.

**BUS 341 - (3) Commercial Law I**

Analysis of the basic legal principles applicable to ordinary commercial transactions, with special emphasis on contracts, agencies, and commercial paper.

**BUS 342 - (3) Commercial Law II**

**Prerequisites:** ACCT 201. Reviews basic legal principles applicable to formation and operation of business organizations including corporate and non-corporate entities. Also covers significant areas of legal regulation of business and property transactions.

**BUS 371 - (3) Managerial Finance I**

**Prerequisites:** ACCT 202 or instructor permission.

An analysis of the federal income tax law and its application to individuals. A study is made of problems covering personal and business tax situations. Several cases are assigned for which the student prepares illustrative tax returns.

**ACCT 445 - (3) Federal Taxation I**

**Prerequisite:** ACCT 201. Examines auditing methodology through a study of auditing standards. Includes the nature of evidence, program planning, work papers, internal control evaluation, types of audit tests, and audit reports.

**ACCT 525 - (3) Advanced Auditing**

**Prerequisite:** ACCT 521. Builds on the concepts and practice examples from introductory auditing to provide students with an in-depth understanding of professional standards, the audit process, 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 17 credits of academic work (undergraduate and/or graduate) with courses taken in the following areas: behavioral science, forensic science, law enforcement communication, law, leadership development, and physical fitness.

Each student may elect to take an additional one to three credits of course work.

Required Courses (6): minimum of 17 credits

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 introduces the study of criminal investigative analysis, negotiation concepts for commanders, and the application of the theories of behavior to law enforcement managers.

CJ 403 - (3) (Y)
Managing Death Investigation
(Evolving to "Major Case Management")
This course is designed to equip law enforcement managers and supervisors with the unique skills and management techniques necessary for the overseeing and monitoring of death investigations. The course is designed to provide the tools necessary for the application of the analysis of all aspects of the death scene to determine the true cause and manner of death (homicide, suicide, accidental, or natural). The course emphasizes the importance of the role of the managing investigator at the death scene and in correctly interpreting the elements of a case, thereby ensuring more accurate conclusions. Management, personality assessment, and criminal investigative analysis are discussed.

CJ 404 - (3) (Y)
Introduction to Counterterrorism
Provides an overview of terrorism and law enforcement's counterterrorism efforts in the United States. The course is taught in part by subject matter experts from the Institute for Intergovernmental Research (IIR) and State and Local Anti-Terrorism Training (SLATT) staff. Students learn the role of law enforcement agencies and officers in detecting and preventing terrorist acts and how intelligence on terrorism matters is lawfully collected, retained, and disseminated. Includes an overview of terrorism resources available to state, local and federal law enforcement 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.

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 470 - (3) (Y)
Gangs, Developmental Issues, and Criminal Behavior
Provides police administrators 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
This course introduces a holistic approach to stress management and wellness for law enforcement executives. Students identify and examine stressors from an organizational and personal perspective, while exploring individual responses to such stressors. Topics include critical incidents, police suicide, coping mechanisms, relaxation techniques, diversity issues, physiology of stress, resiliency, retirement issues, and conflict resolution.

CJ 484, 584 - (3) (Y)
Applied Criminology
This course covers the theories, principles, techniques, materials, and methods commonly employed in the disciplines of criminology and criminal justice. The particular emphasis is on examining empirical bases for decision-making through examination of existing research and contributions of criminology and other social sciences to identifying “best practices” for law enforcement operations. Students are expected to complete a class project based on the course material, applying this material to issues they confront in their own departments. Both oral and written products reflecting these projects are required.

CJ 514 - (3) (Y)
Violence in America
Encompasses an 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.
automated sequencing. Computer-based analysis of forensic mtDNA are also conducted. Discussions regarding 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; offered only 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 clear, 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. Frequent 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
This course is designed for the police executive interested in exploring the relationship between law enforcement and today's mass media and/or those interested in improving their media interview skills. The focus is on police/media relations issues with specific emphasis on a practical "hands on" approach to dealing with the news media. This course also presents a systematic approach to the process of preparing a news media interview. Class discussion centers on the nature and function of the news media in modern society, contemporary issues affecting police/media relations, and crisis planning for dealing with the news media during high visibility events. Students recently assigned to media relations positions are strongly encouraged to enroll.

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. This course provides 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; offered only 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 procedure. Also explores the impact of Constitutionally-based employment rights on departmental operations and the impact of Title VII and the Americans with Disabilities Act on police administration.

**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; offered only 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; offered only 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**
This course focuses on the current, ubiquitous ethical dilemmas faced by law enforcement leaders, and uses known best practices, student experiences and case studies to form the basis of a continuous quest to raise the bar for the most professional and highest ethical standard for the modern police agency. Dilemmas uniquely inherent to law enforcement are explored. Truth vs. justice, due process vs. crime control, and honesty vs. loyalty is examined. Topical presentations include vehicle pursuits, use of force, racial vs. criminal profiling, and police corruption. Also reviewed are the ethical policies and legal decisions that affect public privacy vs. intrusion, regulating police off-duty activities, and weighing public right/need to know vs. legitimate LEO investigative needs.

**CJ 392 - (3) (Y)**
**Educational Leadership**
This course covers principles and concepts of academic administration, specifically tailored for the law enforcement training and educational setting. The course is designed for the police manager who supervises a training function.

**CJ 393 - (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.

**CJ 521 - (3) (Y)**
**Contemporary Issues in Law Enforcement**
Focuses on contemporary issues and leadership concerns in various areas of law enforcement, leadership and management, emphasizing problem solving and the systematic development of improvement innovations.

**CJ 536 - (3) (Y)**
**Advanced Computer Crimes for Police Supervisors**
This forty-four hour course is designed for law enforcement managers who desire to learn and practice advanced investigative computer techniques, methods and data recovery. Students will work with computer hardware and forensic software tools used by computer crimes investigators and forensic data recovery personnel. This course will provide the opportunity for hands-on experience to help prepare or enhance the student’s supervisory role as it applies to the investigation of computer related crimes.

**CJ 555 - (3) (Y)**
**Enlightened Leadership**
The curriculum for this course is designed to represent a progressive leadership development strategy focusing on human behavior, self-awareness, and decision-making. A significant portion of the course will focus on ethical behavior as it relates to decision-making. Activities include student presentations, breakout groups, personality and leadership effectiveness instruments, practical exercises and case studies.

**Physical Fitness**

**CJ 340 - (2) (Y)**
**Fitness in Law Enforcement**
This course is designed to help law enforcement officers adopt and maintain behaviors associated with a healthy lifestyle. Major emphasis is place on the relationship between physical activity, exercise and wellness. Additional topics covered include balanced nutrition, stress management, and prevention of chronic conditions such as cardiovascular disease and low-back pain.
Behavioral Science and Leadership Development

CJ 490 - (1-3) (Y)
Directed Study
Provides students with the opportunity to work under close faculty supervision on individual projects when particular needs cannot be met by taking regular courses.

CJ 502 - (3) (Y)
Independent Study and Research
This graduate experience permits students to work, under close faculty guidance, on individual research projects when particular needs cannot be met by taking regularly scheduled courses. Credit is determined by the nature and scope of the project undertaken.

Certificate Program in Human Resources Management

The University of Virginia Human Resources Management Certificate Program offers a core of courses addressing the basic functional areas of human resources. Elective courses provide the opportunity to examine specialized areas, polish communications skills, and explore timely topics.

The University certificate provides evidence of specialized educational achievement. It is appropriate both for those who already have undergraduate (and graduate) degrees and those who do not. The program is currently offered in the Charlottesville and Northern Virginia centers. Specific information regarding admission, transfer credit, and certificate completion requirements may be obtained from the appropriate Program Director in Charlottesville and in Northern Virginia.

Required Courses (6): HR 401, 402, 403, 404, 405, and 406.


Course Descriptions

HR 401 - (3)
Management of Organizations
Presents a broad view of management theories and principles. Topics include historical and current trends in management, how organizations plan and make decisions, leadership, and resource management.

HR 402 - (3)
Human Resource Management
Prerequisite: HR 401.
Survey of individual (as opposed to systemic) 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)
Organizational 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 memoranda.

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, and strategies. and planning, measurement, job analysis, internal and external recruiting, and decision making.

HR 503 - (3)
Strategic Compensation
Explores strategic choices in managing compensation through a pay model that is based upon the foundational policy decisions of the compensation system, the means of compensation, and the objectives of the compensation. Includes strategic perspectives, internal consistency, external competitiveness, employee contributions, and administration of the pay system efficiently, equitably, and in compliance with the law.
Certificate Program in Information Technology

The Information Technology Certificate (ITC) provides essential training for liberal arts graduates, career changers, and other professionals looking to enter and succeed in the field of information systems. Developed by industry leaders, this nineteen credit program introduces the concepts, terminology, business processes, and computer applications that staff at all organizational levels must understand to effectively interact in a high-tech environment. This program will produce entry-level staff and mid-level managers capable of operating in the areas of systems analysis, information architecture, web design and development, technical sales and marketing, quality assurance, client liaison and customer service, technical writing, and administration. Specific information regarding admission, transfer credit, and certificate completion requirements may be obtained from the appropriate Program Director in Northern Virginia.

Required Courses (6): IT 320, 322, 323, 324, 325, and 326.

Electives (1): IT 321 or 327.

Course Descriptions

IT 320 - (3)
Introduction to Information Technology
Explores the fundamental concepts, theory, and technology involved in information systems. Topics include client/server technology, computer organizations, operating systems, basic programming concepts, and Internet technologies.

IT 321 - (3)
Programming with Java
Studies key structures, concepts, and applications needed to write programs with Java, an object-oriented programming language used for developing user interfaces on the Web.

IT 322 - (3)
Information Technology Business Operations
Sharpen finance, marketing, and management skills. Training focuses on developing the expertise to operate in today's technology-enhanced and technology-dependent business environment.

IT 323 - (3)
Basics of Web Design
Master the basics of Web site construction, design, and maintenance. The course provides an overview of aesthetic, business, and technical Web concepts. Apply course content to developing Web applications using HTML.

IT 324 - (3)
Systems Analysis and Design
Students learn how to assess user requirements, system development life cycles, data flow diagrams, business process modeling, software design techniques, object oriented analysis and design concepts, quality assurance, and software testing.

IT 325 - (3)
User Requirements and Quality Assurance
Develops the skills needed to understand user requirements, meet customer needs, and ensure client satisfaction. Emphasizes the importance of quality assurance through instruction and class exercises.

IT 326 - (1)
Project Management
Prerequisites: Completion of all required coursework. Participants learn how to apply the basic concepts of project management, project planning and control techniques, and the importance of interpersonal relations in a dynamic project environment. Also emphasizes the application of project management techniques to practical situations.

IT 327 - (3)
Introduction to Programming Concepts
An introductory course in programming that provides the necessary stepping stones for more advanced computer programming. Introduces the basic concepts of programming, enabling students to develop fundamental skills in translating business problems into programming solutions. This course follows the object-oriented emphasis of Java.

Concentration in Web Content Development

Required ITC Courses: IT 320, 321, 322, 323, 324, and 326.

Required Web Content Development Courses: IT 332 and 334.

IT 332 - (3)
Advanced Web Technologies
Survey emerging technologies and the tools available for Web professionals. Students are exposed to the latest software in order to gain an understanding of what tools work best to solve problems and meet goals.

IT 334 - (3)
Fundamentals of E-Business and Web Marketing
Study how business is conducted online with a review of e-commerce terminology and industry practices. Concentration is given to sharpening Web marketing skills and developing strategies to reach your intended audience.

Certificate Program in Procurement and Contracts Management

The thirty-credit 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 equivalents. The program is offered at the Northern Virginia center. Specific information regarding admission, transfer credit, and certificate completion requirements may be obtained from the appropriate Program Director in Northern Virginia.

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 considerations. 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 426 - (3)  
Source Selection  
Provides a comprehensive overview of the government policies and regulations that address the major procurement techniques 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 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, FAR, 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 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.

PC 514 - (3)  
Seminar in International Procurement  
Prerequisite: PC 412 and 417, or comparable education or work experience.  
This seminar is designed to permit a study of current issues in public and private international procurement not covered in depth in the introductory courses of PC 412 or PC 417. Initially, the class examines and reviews relevant international business issues, and then each student chooses, with the approval of the instructor, a specific topic for research and writing.

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. 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.

Non-credit Programs

Non-credit programs are designed for individuals interested in 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 non-credit programming permits faculty from different disciplines to share insights on subjects in a way that would not be possible in a traditional class format.

Non-credit 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 during the fall and spring semesters. Community Scholars may enroll for an unlimited number of semesters, but may take no more than two courses per semester, along with any dependent laboratory or discussion sessions, for a maximum of 11.5 credits. Program 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 the classroom and their reasons for participating are similarly varied. Enrolling in courses through the Community Scholar Program allows participants to meet personal and professional 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.

The program serves many purposes for the adult learner. Community Scholars pursue objectives to advance their careers by studying recent developments in their fields. Others seek 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.

Course Selection and Registration  
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 circumstance may lead to such a decision.

Community Scholars must obtain permission of the instructor to enroll in each
class. Instructor contact information may be obtained from the Course Offering Directory at www.virginia.edu/cod. Permission forms can be obtained online at www.uvacomunityscholar.info or by visiting the University Center in Zehmer Hall. For students interested in enrolling in graduate level courses, proof of an undergraduate degree will be required at the time of registration. Participants who 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 NU, will need to provide actual transcripts of all previously completed college credits. The information must be submitted to the University Center several weeks prior to the start date of classes to ensure that required prerequisites have been completed.

The Community Scholar Program maintains its own registration calendar specific to add/drops, refunds, withdrawals and grade changes. These dates are updated for each semester and can be found online at the Community Scholar website www.scps.virginia.edu/community_scholar.

Responsibilities and Status Community Scholars enrolling in University courses agree to abide by the University Honor System, the University’s rules and regulations, and the School of Continuing and Professional Studies’ policy on appropriate conduct.

In addition, Community Scholars assume an obligation to conduct themselves in a manner that is civil and compatible with the University’s function as an educational institution. In a community of learning, willful disruption of the educational process, destruction of property, interference with the orderly process of the University, or with the rights of others 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. The Dean of the School of Continuing and Professional Studies has the authority to exclude those who are disruptive of the educational process, including those whose behavior would present a threat to the health and safety of others.

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. Community Scholars are urged to make other healthcare arrangements.

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

Part-Time UVa CLAS, M.A.T., and SEAS Students Degree-seeking students may be able to complete their degree requirements by enrolling in the Community Scholar Program. College of Arts and Sciences 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.

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

Special Students College of Arts and Sciences 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 (Garrett Hall 102, 924-8867, jgu2k@virginia.edu).

Fifth-year B.A.-M.T. students should direct inquiries about enrollment to the Assistant Dean of the Curry School of Education (Ruffner Hall 102, 924-0757, jmb8j@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.


Bachelor of Interdisciplinary Studies Degree Program

Kathryn Buzzoni, B.S., M.Ed., Director of Admissions
Glenn P. Kessler, B.A., M.A., Ph.D., Assistant Professor

Advisory Committee

Sandra B. Cohen, B.Ed., M.A., Ph.D.
Clifford W. Haury, B.A., M.A., Ph.D.
Ann Lane, B.A., M.A., Ph.D.
Lynda Phillips-Madison, B.A., M.F.A., Ph.D.
Sondra Faye Stallard, B.A., M.A., Ph.D.
Gordon M. Stewart, B.A., M.A., Ph.D.
Stephen T. Thornton, B.S., Ph.D., Chair

Center for K-12 Education

Nancy R. Iverson, A.B., M.Ed., Ed.D.
Stewart D. Roberson, B.S., M.Ed., Ed.D.
Pamela B. Roland, B.A., M.Ed., Ed.D.

FBI National Academy Program

Stephen J. Prplesh, B.S., M.P.A., M.S., M.Ed., Assistant Dean and Director of Academic Programs, UVa/FBI National Academy Program
Scott M. DeLong, B.S., M.A., Ph.D., Assistant Director of UVa/FBI National Academy Program

Behavioral Science

Faculty Coordinators

Stephen R. Band, B.A., M.A., Ph.D., Chief, Behavioral Science Unit, UVa/FBI National Academy Program
Janet I. Warren, B.S.W., M.S.W., D.S.W., Associate Professor of Clinical Psychiatric Medicine, Institute of Law, Psychiatry, and Public Policy

Adjunct Faculty

Stephen R. Band, B.A., M.A., Ph.D.
Paula Barrows, B.S., M.S.
Edward Davis, B.S., M.S.
Samuel Feemster, B.A., J.D.
John Jarvis, B.A., B.A., M.A., Ph.D.
Carl Jensen, B.S., M.A., Ph.D.
Harry A. Kern, B.A., M.Ed.
John C. Lanata, B.A., M.Ed.
Cynthia Laskiewicz, B.S., M.S.
William McCormack, B.A., J.D.
Anthony Pinizzotto, B.A., M.A., Ph.D.
Terri Royster, B.S., M.A.
Arthur E. Westveer, B.S., M.L.A.

Forensic Science

Faculty Coordinators

Ralph O. Allen, B.A., Ph.D., Professor of Chemistry, Department of Chemistry vacant, Unit Chief, Forensic Science, UVa/FBI National Academy Program

Adjunct Faculty

Kerri Dugan, B.S., M.A., Ph.D.
Alice Isenberg, B.A., M.S., Ph.D.
John Mertens, B.S., M.S., M.Ed.

Law Enforcement Communication

Faculty Coordinators

Kate Killham, B.A., M.Ed., Chief, Law Enforcement Communication Unit, UVa/FBI National Academy Program
John A. Sanderson, B.S., M.Ed., Ed.D., Associate Professor of Educational Psychology, Curry School of Education

Adjunct Faculty

Brian Boetig, B.S., M.S.
Randy W. Bowling, B.S., M.S.
Gene Klopf, B.S., M.A.
Julie Linkins, B.A., M.A., M.S.
Penelope Parrish, A.A.S., B.A., M.Ed.
Donald Sheehan, B.A., M.A.
Andre Simons, B.A., M.A.
James L. Vance, B.A., M.S., M.S.

Law

Faculty Coordinators

Lisa Baker, B.S., J.D., Chief, Legal Unit, UVa/FBI National Academy Program
Stephen F. Smith, B.A., J.D., Associate Professor, School of Law

Adjunct Faculty

Lisa Baker, B.S., J.D.
Michael J. Bulzoni, A.A., B.S., J.D.
Jane Garrison, B.A., M.L.S.
Lucy Hoover, A.A.S., B.A., J.D., L.L.M.
Martin King, B.A., J.D.
Richard G. Schott, B.A., J.D.

Leadership and Development

Faculty Coordinators

David Corderman, B.A., M.P.A., M.S., Ph.D., Acting Chief, Leadership Development Institute, UVa/FBI National Academy Program
William J. Kehoe, A.B., M.B.A., M.A., D.B.A., O’Dell Professor of Commerce, McIntire School of Commerce

Adjunct Faculty

John Bingham, B.A., M.Ed.
John Cantalupo, B.S., M.P.A.
David Corderman, B.A., M.P.A., M.S., Ph.D.
Karen Gardner, B.A., M.Ed.
Thomas Golden, B.S., M.Ed.
Jeffrey Green, B.S., M.S.
Michael McAuliffe, A.S., B.S., M.A.
Kathleen Mitchell, B.A., M.S., M.Ed.
Stephen Moore, B.A., M.P.A.
Larry Nicholson, B.S., M.S., Ph.D.
Richard Plunkett, B.A., M.A.L.S.
Charles Robb, B.S., M.Ed.
Timothy Turner, B.S., M.Ed.
Walter Williams, B.S., M.S.

Physical Fitness

Glenn A. Gaesser, A.B., M.A., Ph.D., Professor, Curry School of Education
John Kerr, B.S., Chief, Operational Support, UVa/FBI National Academy Program

Adjunct Faculty

Steven Mellor, A.S., B.A., Th.M., M.Min., D.M.
John Van Vorst, B.S., M.A.

Northern Virginia Center

Stephen D. Gladis, B.A., M.A., Ph.D., Associate Dean and Director
Carol Beecher, B.A., M.S., Associate Director for Programs
Robert D. Linder, B.A., J.D., M.B.A., L.L.M., Deputy Director
Lauri deBettencourt, B.S., M.Ed., Ph.D., Associate Professor, Special Education
Bernadette Black, B.A., M.S., Ed.D., Assistant Professor and Director of the Social Foundations Program

Tempo Reading Program

Mary P. Abouzeid, B.A., M.A., Ph.D., Professor and Director
Ottillie Austin, B.A., M.Ed., Ed.D., Associate Professor
Anna Baynum, B.A., M.Ed., Adjunct Faculty
Mary Fowler, B.S., M.Ed., Ph.D., Assistant Professor
Joan S. Kindig, B.A., Ed.D., Assistant Professor
Susan Morelli, B.S., M.Ed., Ed.D., Adjunct Faculty
Sandra White, B.S., M.S., Ph.D., Professor