May, 2006

Dear Faculty Member,

On behalf of the School of Continuing and Professional Studies (SCPS), we are both pleased and proud to welcome you to our exciting place of learning. As an important and integral member of our faculty, we value the many contributions you will make in the classroom and beyond.

Two hundred years ago, Thomas Jefferson envisioned that his University of Virginia would prepare the citizens of the Commonwealth and the nation to pursue productive careers in public service, agriculture, and commerce. In 1915, the University of Virginia organized a Bureau of Extension to deliver 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.” Today, the School annually serves more than 30,000 individuals in both credit and noncredit courses of study, as well as conferences, seminars, and training programs. In all academic activities, the School adheres to values of lifelong learning and teaching excellence.

The Academic Affairs Committee has prepared this handbook to assist adjunct and resident faculty working under the auspices of the School to provide students with the highest possible quality of instruction. To that end, it contains information concerning procedures and policies. Instructors are encouraged to read it carefully and thoroughly in order to gain a better understanding of their own roles in the University community.

One of the most distinctive aspects of an education at this University is the Honor System, which was founded in 1842 and is one of the University’s most cherished institutions. Based on the principle that University students want to be trusted, the Honor System helps create and strengthen a school-wide community of trust. Students at the University make a commitment not to lie, cheat, or steal within Charlottesville, Albemarle County, or where they represent themselves as University students in order to gain the trust of others.

With a sense of our historic mission at the University, we invite you to read this Faculty Handbook, which details policies and procedures for which you are responsible as an instructor. You also will find helpful information about our School that will facilitate becoming a successful member of our teaching faculty.

We wish you the best of luck and hope that you will find the opportunity to teach and learn with our adult learners and professionals to be an enjoyable and memorable experience.

Sincerely,

Sondra F. Stallard
Dean
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INTRODUCTION
1.1 The School of Continuing and Professional Studies

Established in 1915 as the “Bureau of Extension”, the School of Continuing and Professional Studies has long served as the University’s means of extending its resources to the citizens of the Commonwealth. Since that time, the School has carried out its mission both on the Grounds of the University and by means of a network of regional centers. At present, the School consists of seven regional centers located in Richmond, Roanoke, Falls Church, Virginia Beach, Quantico, Abingdon, and Charlottesville. Students pursuing coursework through the School are primarily adults enrolled in graduate courses, undergraduate and graduate degree programs, professional development, conferences, seminars, certificate programs, or noncredit programs and courses.

1.2 Mission Statement for the School of Continuing and Professional Studies

The purpose of the University is to create, preserve, disseminate, and apply knowledge to promote the intellectual, social, cultural, and economic well-being of the Commonwealth and nation. The School of Continuing and Professional Studies (SCPS) fulfills this purpose through development and delivery of continuing education and professional development programs of the highest academic quality. In offering these programs, the University seeks to strengthen education, enhance professional skills, and promote mutually beneficial dialogue and collaboration among University faculty and the University’s many constituencies on and beyond the Grounds.

1.3 University of Virginia Purpose

The central purpose of the University of Virginia is to enrich the mind by stimulating and sustaining a spirit of free inquiry directed to understanding the nature of the universe and the role of mankind in it. Activities designed to quicken, discipline, and enlarge the intellectual and creative capacities, as well as the aesthetic and ethical awareness, of the members of the University and to record, preserve, and disseminate the results of intellectual discovery and creative endeavor serve this purpose. In fulfilling it, the University places the highest priority on achieving eminence as a center of higher learning.
EMPLOYMENT
2.1 THE TEACHING ASSIGNMENT

Instructors who contract to teach courses under the auspices of the School of Continuing and Professional Studies have many of the privileges of resident faculty of the University of Virginia. Adjunct faculty members have access to the libraries, e-mail accounts, and Instructional TOOLKIT accounts. For purposes of the curriculum vitae, those individuals teaching as contracted adjuncts in the School may use the title “Adjunct Faculty” in the School of Continuing and Professional Studies at the University of Virginia.

2.1.1 Criteria for the Selection of Adjunct Faculty

Adjunct faculty who provide instruction must:

1. Hold a terminal degree in the area of requested services or have demonstrated special expertise in the appropriate designated academic field;
2. Present an acceptable record of past performance related to the expected instructional services;
3. Present evidence of participation in professional development activities in the areas in which duties are to be performed.

Note: The directors of individual centers may require additional information.

Adjunct faculty members teaching for credit must submit a curriculum vitae, transcripts of their most advanced and most relevant degrees, and at least two letters of recommendation from those who are knowledgeable of the faculty member’s professional reputation other than family members or hiring officials. Adjuncts teaching non-credit courses need only submit a vitae and/or resume and two letters of recommendation or equivalent document. An exception to this rule is that full-time University faculty, including faculty at the University’s College at Wise, only must submit a curriculum vitae.

Exceptional performance is expected from those who teach for the University of Virginia. Unsatisfactory course evaluations can render an adjunct faculty member ineligible for further employment by the University.

2.1.2 Contracts for Instruction

The Contract for Instruction is a conditional contract awarded on a course-by-course basis. This contract gives instructors the assignment of conducting or directing an educational activity for the School of Continuing and Professional Studies. Each contract contains information about the period of assignment; the time, place, and length of class meetings; the amount of credit awarded to students upon successful completion of the course; the amount of compensation paid to the instructor; and any special directions, which may apply to the course.

Please note that the contract is issued on the assumption that there will be adequate enrollment to justify holding the course. If a course must be canceled due to lack of enrollment, the center or program director will notify the instructor of the cancellation, and the instructor’s contract will become null and void. In some cases, a center or program director may contact an instructor to
discuss an alternative compensation amount if enrollment is lower than expected but still sufficient to hold the course.

2.1.3 Overload Guidelines for Resident Faculty

This policy is listed in the Financial and Administrative Policies Manual of the University of Virginia. It is Policy No. XI.A.1, and is entitled, “Faculty Overload Responsibilities for Supplemental Compensation”. The policy permits resident faculty to consult for agencies outside the University and, under exceptional circumstances to receive supplemental compensation for responsibilities assumed on an overload basis within the University. In order for a faculty member to receive overload compensation, the task assumed must be clearly outside the normal responsibilities of the individual as determined by the appropriate academic dean, must have prior approval of the appropriate department chair and academic dean, and must be within the overload limitations listed below.

If you will be compensated for your SCPS teaching assignment in addition to your regular University compensation, you are required to secure approval for internal overload activities from their appropriate academic dean.

2.2 Payroll and Compensation

New instructors will be provided with a packet of employment and compensation forms, which need to be completed with the Contract for Instruction. The University of Virginia Human Resource Department requires that federal (W-4) and state (VA-4) withholding tax forms be submitted before an instructor’s name can be placed on the payroll. Non-residence should be noted on both forms; this needs to be done annually.

Once this information is on file, it will remain active for 12 months. At such time, new tax forms must be submitted. A federal I-9 form and a direct deposit form stay on file indefinitely. The UVA Employee Voluntary Certificate of Liability and/or Veteran’s Status Form must also be completed. In addition, instructors must complete a selective service form.

Payment is made to the instructor and through direct deposit to the instructor’s financial institution. If any banking information is changed, the instructor must either fill out a new direct deposit form or make the appropriate changes in Oracle. In the case of three-credit courses which meet over the full semester, if payroll information is received promptly, a check totaling one half of the contracted amount will be deposited at the midpoint of the course. The remaining payment will be deposited after the course has concluded. For shorter courses (two weeks or less) one payment will be issued. All earnings will be included on the W-2 form, which the treasurer will send instructors after the beginning of each calendar year.

Beginning January 1, 2005, UVA will distribute employees’ payslips online. Starting March 1, 2005, the paper Statements of Earnings (SOE) will no longer be mailed or distributed. You may view your electronic payslip by following these instructions:

1. Go to www.virginia.edu/integratedsystem;
2. Click on the button that says “Enter Integrated System Applications Here”. Read and then click on the “X” in the upper right corner of the Integrated System News box to close the System News;
3. Click on the [Go!] button to the right of “Production and Service”;
4. Enter your Username and Password, and login;
5. Select “UVA Employee Self Service” and “Payslip”;
6. To print, click on the printer icon on the browser toolbar;
7. Click on “Logout” in the upper right corner, and then close the browser window to ensure that your Payslip cannot be accessed by someone else.

2.3 Faculty ID, Athletic, and Business Cards

Full-time and part-time faculty and staff receiving benefits at the University are entitled to receive a faculty/staff identification card. There is no fee charged for the initial ID card. Adjunct faculty hired on a course-by-course basis do not qualify for an ID card. An exemption may be made for access to a specific facility to teach a course such as access granted to instructors at the Quantico site.

All ID cards are the property of the University of Virginia and are provided for appropriate use for identification and access to services. The card is not transferable and is valid as long as the holder continues his/her specific affiliation with the University of Virginia. Cards issued to employees and individuals affiliated with the University of Virginia must be returned to the appropriate department upon separation (except upon retirement).

Athletic passes and business cards are currently not available to adjunct faculty.

2.4 Fraudulent Transactions

A fraudulent transaction is defined as a deliberate action to obtain an unauthorized personal benefit. This might include misappropriation of cash or equipment, unauthorized use of University property, unauthorized use of University manpower to perform non-University business, or use of the University telephone system to place personal long distance calls. Deans and department chairs are responsible for reporting any fraudulent transactions to the University Police and the Audit department.

2.5 Travel Policy

All SCPS employees, whether full-time faculty, staff, or adjunct faculty, are required to follow both the University’s (www.virginia.edu/procurement/travel/TravelBasics.html) and the SCPS’ travel policies. These policies include the following:

1. Travel including mileage and meals for adjunct faculty will only be reimbursed for travel in excess of 60 miles per round trip from point of origin;
2. All parking fees, mass transit and turnpike tolls will be reimbursed based on actual expenditures, regardless of the number of miles traveled;
3. Receipts for all out-of-town meals and hotel expenses are required for reimbursement.
For information concerning pre-approval for travel, please contact Cyndy Williams in the SCPS Business Office at 434-982-5245.
3.1 Duplication Work and Copyright Laws

Within the limits defined by copyright laws, the SCPS faculty and staff are prepared to assist in the duplication of class materials, if instructors provide them with a master copy. Faculty should provide clear instruction on how to reproduce the documents, including number of copies and the date the materials are needed. A notice of at least one week is required.

All University faculty and staff are expected to adhere to the letter and intent of the copyright law. To prevent infringements, it is University policy to purchase copyrighted works or to receive permission for duplication from copyright owners. Fair use of a copyrighted work without violating the exclusive rights of the copyright owner is outlined in the University of Virginia Financial and Administrative Policies Manual (Section XV.F.1), a copy of which may be obtained from the University upon request. This manual is also accessible via the World Wide Web, from the homepage of the University. It is the responsibility of instructors to familiarize themselves with and adhere to this policy (http://www.virginia.edu/uvapolicies/Policies/Copyright_Policy.html).

In brief, the policy states that, under certain conditions, a person may make “fair use” of a copyrighted work without violating the exclusive rights of the copyright owner. Section 107 of the Copyright Law lists the factors determining if the use is “fair use”. Prior to the passage of the Copyright Act of 1976, Congressional Committees established guidelines to illustrate the boundaries of the “fair use” exemption. These guidelines are not law, but illustrate situations that would be considered “fair use”. These guidelines represent minimal standards of “fair use” and should not be interpreted as strict legal limits in all situations. The extent of the permissible copying for educational purposes may change in the future. Judicial decisions may alter the types of copying now permitted under the standards of fair use.

Single copying for research, teaching, or classroom preparation of a chapter, article, short story, poem or essay, and of a chart, diagram, picture, etc. is allowed (whether the material is or is not from a collective work). Multiple copies (not to exceed in any event more than one copy per student in a course) may be made by or for the instructor giving the course for classroom use or discussion, provided such copying meets the tests of brevity, spontaneity, and cumulative effect as defined below. Each copy must also include notice of copyright. Definitions include:

1. Brevity: Poems of 250 words and prose works of 2,500 words may be copied. An excerpt may be copied if it is less than 1,000 words or 10% of the entire work, whichever is less;
2. Spontaneity: Copying is “spontaneous” if it is the inspiration of the individual instructor and the decision to use the work is so close to the actual use that there would not be time for the copyright owner to reply to a request for permission;
3. Cumulative effect: Copying should be limited to: one course for one semester; one work or two excerpts from the same author; no more than three excerpts from the same periodical volume/collection during the same semester; and no more than nine instances of multiple copying for one course during a semester.

3.2 Textbooks and Book Ordering

Instructors must relay required book information to the appropriate center or program director as soon as possible, so that texts can be ordered and received in time for sale. Program assistants at
the centers will contact faculty regarding textbook needs and deadlines for submission of that required information.

It is strongly suggested that careful consideration be given to the choice of books and how they will be used in the instructional program. Students expect to purchase text materials, but they also expect to use them in some fashion during the course. Instructors should be sure to indicate which books are merely recommended and which are required.

Bachelor of Interdisciplinary Studies faculty should order books for courses and textbooks directly through the University Bookstore (http://uvabookstoreonline.com/textbooks.asp).

3.3 Instructional Resources

The center and program directors will assist instructors in identifying the instructional resources available in a particular locality. Instructors should advise the appropriate administrator if other supplementary resources are needed for their courses, and every effort will be made to provide them. Instructional resources at the centers may include computer laboratories with Internet access and video conferencing facilities. The Library provides extensive online resources and online services may also be available. In addition, instructors have access to the Instructional Toolkit and to Blackboard. The Blackboard platform is a web-based learning management system, which can be used as a resource to enhance a face-to-face or blended course as well as serving as the primary platform for online course delivery. For more information about Blackboard, please contact Stephanie Scheer at sscheer@virginia.edu or 434-924-1305.

Instructors should make requests for supplementary instructional resources as early as possible. Please note that these items are available on a first come, first served basis. Each center has a limited supply of access to these items, and no guarantees are made that equipment or resources will be available.

3.3.1 Computer Laboratories (not available at all centers)

Often faculty members like to use or demonstrate specialized software in a center’s computer laboratory as part of a non-computer class. Faculty should work with staff to install and test software three weeks in advance. Early planning ensures that the software will work, that it is compatible with the lab’s set-up, and that the instructor can make alternative plans if problems arise. In addition, it is the responsibility of the faculty member to request lab time. This request may be made through the program director. Under no circumstances are students allowed to remain in a computer lab or make use of a lab without the faculty member present at all times. No open lab times exist unless an instructor has made such a request in advance and is present in the lab during such open lab hours. An exception would be for degree-seeking students who have University IDs and thus access to computer labs on-Grounds.

3.3.2 Distance Learning Resources and Virginia Distance Learning

The Virginia Distance Learning is the School of Continuing and Professional Studies’ program for electronically delivered courses and programs at a distance. Courses are offered via two primary technologies, the World Wide Web and video conferencing. Courses offered through the Virginia
Distance Learning carry the same academic credits and weight as corresponding courses offered in a traditional format. In many cases, the same instructors teach both the technology-based sections of courses and on-Grounds traditional courses.

Courses offered via a distance learning technology are in many ways similar to courses offered in traditional classroom settings. Each course has a set of learning objectives or learning outcomes which students are expected to master. Likewise, students are evaluated and assigned grades based on the extent to which they master the objectives of the course. The primary difference comes in the types of learning methodologies employed in the class. In the traditional classroom, most learning is done through listening to lectures, reading assignments, engaging in classroom discussion, and writing reports, papers, or other assignments. While these methodologies may also be used in distance learning courses, innovative technologies such as the World Wide Web, video streaming, threaded discussions, bulletin boards, and e-mail are also utilized. The successful distance learning student must be self-directed and take significant responsibility for her or his own education.

3.4 Library, TOOLKIT, Blackboard, and E-mail Services

As a new faculty member or one that has not taught before at the University, instructors will need to request access to these electronic privileges from program directors. School of Continuing and Professional Studies instructors and students have comparable library and computing privileges as resident faculty and students of the University.

3.4.1 Library Services

Instructors may check out books and place texts on reserve. Please direct questions about library services, including the placing of texts on a course reserve and inter-library loan, to Esther Onega Coordinator of School of Continuing and Professional Studies Library Services at (434) 924-3899 or onega@virginia.edu.

3.4.2 TOOLKIT Accounts

Instructors may also use the ITC Instructional TOOLKIT. TOOLKIT is a collection of World Wide Web-based tools to help instructors create class home pages and utilize electronic resources to administer and manage courses. The Web allows instructors to distribute course materials and communicate important information to their students more quickly. The TOOLKIT makes it easier for instructors to take advantage of the Web's benefits.

TOOLKIT incorporates several security features to prevent unauthorized access to a class home page. While any faculty, staff, or graduate student having a TOOLKIT account may make a class home page, only the instructor of record per the online Course Offering Directory (COD) may obtain the class rolls from the Integrated Student Information System (ISIS). To acquire a TOOLKIT account before the midpoint of the first contracted teaching assignment, faculty members must contact their program director.

*Before privileges are active, the instructor needs to be listed on “Who Is”.*
3.4.3 Obtaining an E-Mail Account

Faculty and staff are issued accounts on the Central Mail Service or on departmental or School administered servers. For information on setting up your UVA email account go to [http://www.scps.virginia.edu/email_form_instructions.htm](http://www.scps.virginia.edu/email_form_instructions.htm). UVA email is the official electronic communication instrument between students and faculty.

E-mail accounts for adjunct instructors are valid for one year, expiring at the end of the month in which they were established. For example, if an adjunct instructor establishes an account on June 12, then the account will expire on June 30 of the following year.

All School of Continuing and Professional Studies students registering for credit courses must obtain a University of Virginia assigned email account. E-mail accounts for SCPS students (except those in a degree program) expire at the end of the month in which the semester ends. For example, if a student establishes an account in January for the spring semester, that account would expire on May 31. Accounts established for the summer semester expire on August 31, and fall semester accounts expire on December 31.

Important information on UVA's E-mail: Rules, Responsibilities, and Privacy can be found at [http://www.itc.virginia.edu/pubs/docs/RespComp/rchandbook04.html#email](http://www.itc.virginia.edu/pubs/docs/RespComp/rchandbook04.html#email)

3.5 Classroom Assignment

To determine classroom location and assignment, instructors should contact the regional program director in the SCPS Center where the course is offered.
COURSES, GRADES, AND EVALUATION
4.1 Course Approval Procedures

The School of Continuing and Professional Studies adheres to strict guidelines that are meant to ensure high quality instruction. New credit-bearing courses are usually developed in conjunction with resident faculty. Every credit course delivered by the School must meet the School’s standards and an undergraduate or graduate school of the University (or their designees) must approve the course. Adjunct instructors, University faculty, and program and center directors usually develop courses together and the associate dean approves all courses. Course approval packets sent to the School of Continuing and Professional Studies must contain the following elements:

1. A recent *curriculum vitae* of the instructor;
2. At least two letters of reference that endorse the instructor’s ability to teach adult students, both as an academic and as a practitioner;
3. A copy of the transcript of the instructor’s most advanced and most relevant degree as well as any professional licensures and certificates;
4. A complete syllabus.

*Vitae* are valid for five years, provided all pertinent data remain the same. Course outlines should be revised each year, and may be used for no more than two consecutive years. In some cases, individual courses and instructors are approved by the Associate Dean for Academic Affairs for a period of three years, which constitutes the three-year approval period. New approval packets need not be submitted each time that the course is taught in the three-year approval period.

Once the SCPS Director of Academic Approvals has approved course approval requests, they are sent to the appropriate University School and department under which the course is offered. Departmental representatives review the course information and instructor credentials sent by the School of Continuing and Professional Studies and may make suggestions as to the development of the course. If full approval is granted, students may be registered and, if enrollment is sufficient, the course may be held. Under no circumstances may a course be held unless it is fully approved. At the end of the course, student evaluation forms are collected and become part of the instructor file kept on file at the School. This information is reviewed and considered when instructors submit approval packets for additional courses. Negative evaluations warrant consultation with the instructor and may result in ineligibility to teach additional School courses.

4.2 Syllabus Guidelines

Course descriptions in the Graduate and Undergraduate Records are to be used as the course descriptions for the same courses taught in the field and as the basis for those syllabi. Please refer to examples of credit and non-credit syllabi in Appendix I of this Faculty Handbook.

4.2.1 Guide for the Preparation of a Course Syllabus

Course syllabi offered for credit must include:
1. Course Information: Course mnemonic and number, course title, credit hours, and whether the course is for graduate or undergraduate credit. If the course is for relicensure, faculty should include relicensure points;
2. Instructor Information: Provide full name, title, e-mail address and phone number. If the instructor is different than the course author, that should be indicated as well;
3. Course Dates and Times;
4. Course Prerequisites (if any);
5. Course Description;
6. Course Objectives: What the student will know and be able to do upon completion of the course (“the student will”);
7. Textbooks/Readings/Other Materials;
8. Course Methodology: An overview of activities to accomplish the course objectives. The methodology can be incorporated in the course calendar or embedded in the course requirements section;
9. Course Sequence: A session-by-session breakdown of the course content;
10. Course Requirements: Attendance, participation and academic requirements. Requirements for projects, presentations, and examinations must clearly incorporate course objectives. A single project, presentation, or examination may incorporate multiple objectives and may be graded holistically;
11. Evaluation Standards: The grading scale, percentage of grade or number of points attached to each requirement, and a summary of how student work will be evaluated. Evaluation criteria for projects, presentations, and examinations must reflect course objectives. Provision of evaluation rubrics is helpful. If class participation is included it should be titled “Level and quality of participation” and should not be weighted at greater than 10-15% of the final grade;
12. University of Virginia Honor Code: The University’s Honor Code statement must be attached to all syllabus material. All work should be pledged in the spirit of the Honor System of the University of Virginia. The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out or typed by the student at the end of all quizzes, examinations, individual assignments and papers: “I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.).” The student should sign the pledge. Students should refer to the UVA Honor Committee website at www.virginia.edu/honor for more information;
13. Special Needs: Include the following information for special needs students: If you are a student with special needs you should let the instructor know within the first week of class. Written documentation is required from the Learning Need and Evaluation Center (LNEC) or an authoritative medical practitioner. In either case, instructors are responsible for providing for the special needs of students. You should visit the following website to review the rights and responsibilities of students (http://www.virginia.edu/vpsa/rights.html) and the following website for the LNEC (http://www.virginia.edu/studenthealth/lnec.html).

4.2.2 Guide for the Preparation of a Non-Credit Course Syllabus

Non-credit course syllabi must include:

1. Course Title
4.3 Relationship of Instructional Time to Semester-Hour Credit

University academic credit for courses offered through the School of Continuing and Professional Studies is the same as that awarded for courses taught on the University Grounds.

For each synchronous semester-hour course, a minimum of fifteen academic hours of instructional time is required. Under no circumstances should there be fewer than 42 hours of class time for a three-credit course. Accreditation guidelines require that students spend a minimum of two hours of preparation time for each contact hour.

All courses, whether synchronous or asynchronous require faculty to meet with program directors to plan.

4.4 Audit Status

Those who wish to enroll in credit courses on an audit basis may do so with the permission of the instructor and program director. Audit status must be indicated at the time of registration, or officially changed. Audit students pay the same tuition as credit students. A student who has elected to audit classes is designated in official records by the symbol “AU” which also serves as the student’s final grade. No student is allowed to change to or from audit status after the course is 50% complete.

4.5 Class Attendance Policy

The School of Continuing and Professional Studies expects each student to attend classes regularly and on time. Instructors will set specific attendance policies. These policies, including the number of absences allowed, must be announced to students at the beginning of a course. Instructors may require students to make up any missed coursework and may deny credit to any student whose absences are excessive. Instructors must keep an attendance record for each student enrolled in the course.

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2 Optional for non-credit courses. A certificate of competency, for example, would include some course requirements and evaluations.

3 Ibid.
The Veteran’s Administration requires that attendance for each veteran using the governmental education assistance allowance be certified. Students may contact the Veteran’s Administration at (202) 872-1151 for assistance.

4.6 Official Roster and Grade Sheets

Instructors of full semester courses will receive a preliminary class roster. Following the add/drop period, instructors will receive an updated roster. Prior to the end of each course, grade sheets will be sent to instructors. The School of Continuing and Professional Studies defines the end of a course as the day that the last assignment is due. This date must not exceed two weeks from the last class meeting. Instructors must make these dates known to students in the syllabus. Faculty members are required to submit grades within 72 hours of the “end of course” date. Depending on the nature of the course, faculty may be allowed up to two weeks following the “end of course” date, with permission of the program director.

4.7 Course Records

Instructors will keep class records of attendance, marks on recitations, tests, and examinations; conduct examinations; and report final grades on courses completed to the SCPS Center within 72 hours after final examination.

Individual instructors must retain final exams or copies of final exams for one year.

4.8 Grades

In general, undergraduate grades range from A+ to D-. A grade of F awards no credit for the course taken. Certain courses may be taken on a credit/no credit basis (CR/NC); credit hours are earned with a CR grade, but no grade points are awarded. The minimum grade deemed acceptable for degree purposes varies among the schools of the University of Virginia. Specific information is available from the School of Continuing and Professional Studies or from the schools in question. Certain courses may be graded on a satisfactory/unsatisfactory (S/U) basis, but that method of grading must be established and approved at the beginning of the semester.

Other notations or non-grade symbols are used in reporting semester grades. “YR” (year) denotes that a course extends beyond one semester, with a single grade being awarded at the end of the entire course. The symbol “IN” (incomplete) is used when additional coursework is required or examinations need to be taken in order to fulfill the requirements of the course. “IN” is used when specific assignments are to be completed and when the student and instructor have devised a plan and timetable for their completion. An “IN” will be changed by the instructor to an “F” if the work is not completed by the end of one semester following the semester in which the course was taken, or an earlier time designated by the instructor and communicated to the student.

4.9 Grade Changes, Challenges and Appeals

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

If a student challenges a grade for a course, instructors should contact the program director for directions or consultation concerning University policy.

4.10 Withdrawal or Change of Status

A student who is unable to complete a course must notify the center director in writing indicating that he or she wishes to apply for official withdrawal from the course. Ceasing to attend a class or notifying the instructor or local sponsoring agency does not constitute official withdrawal. Students who officially withdraw during the refund period will not have the course appear on their transcript. Students withdrawing from a course after the refund period has passed will be assigned a “W” on their transcript, which indicates such a withdrawal.

No one may withdraw from a course after the final exam has been administered.

Students are granted permission to withdraw for a variety of reasons, but the student must provide his/her rationale for leaving in writing. If a course is not officially dropped, the student will receive a grade of “F” or “Unsatisfactory.” Once these grades are posted they will not be changed.

4.11 Course and Instructor Evaluations

The School of Continuing and Professional Studies is committed to maintaining excellence in the courses offered under its administration, and to this end has instituted an evaluation process involving both students and School personnel.

Teaching is evaluated during the course of each semester and students are encouraged to evaluate their courses and instructors. Toward the end of each course, instructors will receive a packet of evaluation forms. They are asked to cooperate in the evaluation process by making time available for the completion of the forms during class, and by appointing a class member to collect the completed forms and return them to the Center. Due to student confidentiality issues, instructors should never see or handle completed evaluation forms. Center staff will compile the results of these evaluations and relay that information to individual instructors as soon as possible after the end of the semester. New instructors should also receive evaluation feedback on or about the fifth week of a semester-long course. Center staff provides feedback to the instructor.

Evaluation results remain confidential and are stored in the instructor’s file at the Charlottesville offices of the School of Continuing and Professional Studies. Each Center also retains a copy of instructors’ evaluations. These evaluations become an integral part of the instructor’s credentials for teaching future courses and are used in the course approval process.

4.12 Academic Support Services

Instructors should encourage students who encounter difficulties to contact the appropriate School of Continuing and Professional Studies program director for assistance. University of Virginia
counseling and tutoring services are also available to School of Continuing and Professional Studies students.

The Learning Needs and Evaluation Center is located at 530 McCormick Road, Room 268, Charlottesville, Virginia 22904 and may be reached at (434) 293-5180. Assistance in writing essays is available by appointment at the English Department’s Writing Center, located at 314 Bryan Hall, (434) 924-6678. Instructors may wish to make use of the University’s Teaching Resource Center, located in Hotel D on the East Range of the Lawn. The telephone number is (434) 982-2815.

4.13 Academic Grievance Policy

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

1. Concerns related to a course or faculty member, that cannot be resolved in a meeting between the student and appropriate faculty member should be discussed with the School of Continuing and Professional Studies center or program director. If the concern is not resolvable at this level, the concern will be filed with the dean of the University School in which the student is enrolled, such as the Curry School of Education. The grievance procedure of the academic school will be followed from this point.

2. If the concern is related to courses offered solely in the purview of the School of Continuing and Professional Studies, the first step is to discuss the grievance with 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.
5.1 Cancellation of Classes
If it becomes necessary to cancel a class meeting due to inclement weather, notification of such closings and cancellations will be made on local radio and television stations. In a situation where the center has made no formal announcement regarding class cancellation, the cancellation decision is governed by the closing policy of the school system or institution at which the class is located. For example, if a class is scheduled at the center building, closing announcements for those courses will be provided to the local radio and television stations. In addition, every attempt will be made to include this announcement on the center’s telephone answering machine. If a course meets in a local school, and the school division is closed due to inclement weather, the class meeting would be cancelled. Occasionally, during the school term, it becomes necessary to cancel a class due to instructor illness or other reasons. Centers are not equipped to notify class cancellations to each student. It is imperative that instructors prepare a notification plan, such as a phone tree, e-mail list, or TOOLKIT announcement procedure, during the first week of class. The faculty member is responsible to ensure that the work of the course has been completed by the end of the term.

5.2 Safety and Security
Please contact your program director concerning the safety and security measures provided at each of the SPCS regional centers as well as at site-specific locations.

5.3 Affirmative Action
The University and its School of Continuing and Professional Studies do not discriminate in any of their programs, procedures, or practices against any person on the basis of age, citizenship, color, handicap, national origin, political affiliation, race, religion, sex, sexual orientation, or status as a disabled veteran or veteran of the Vietnam era. The University operates equal opportunity and affirmative action programs for faculty, staff, and students. The University of Virginia is an Equal Opportunity/Affirmative Action Employer. Any applicant for admission or employment, or any student who feels discriminated against should contact the University’s Office of Equal Opportunity Programs (EOP) at Poe Alley, West Lawn, Charlottesville, Virginia 22903.

5.4 Faculty and Students with Disabilities
The School of Continuing and Professional Studies will make reasonable accommodations for the needs of students and instructors with disabilities. This commitment includes ensuring that all facilities in which educational events are held comply with federal and state handicapped-access regulations. The responsibility for making a request to accommodate a disability lies with the person in need. Students and instructors with special needs, as addressed in the Americans with Disabilities Act, are requested to inform the School at least four weeks prior to the educational event at which they require accommodation. School of Continuing and Professional Studies instructors and staff members do not discriminate on the basis of handicap.

The office of the Vice President for Student Affairs provides University of Virginia instructors with a handbook entitled A Faculty Guide to Accommodating Students with Disabilities. A copy of this booklet is available online at http://www.virginia.edu/vpsa/services.html.

5.5 Conflict of Interests Policy
Faculty members are public officials whose professional activities may create situations in which their private or personal interests lie in opposition to their official responsibilities. They should,
therefore, be sensitive to the potential for conflicts of interest and consistently act to avoid or minimize the effects of such situations.

As a matter of state law and University policy, it is the responsibility of each faculty member to avoid being in a position of authority over a spouse or member of the immediate family who is also employed by the University. A faculty member and his or her spouse or another member of the immediate family may both be employed by the University, so long as the faculty member does not exercise any control over the employment conditions and activities (such as initial employment, retention, promotion, tenure, salary, leave of absence, or grievance proceedings) of the spouse or relative and is not in a position to influence those activities. For resident faculty members, the state and local government’s Conflict of Interests Act permits dual employment of spouses and other immediate family members in the following limited circumstances:

1. If both the employee and the family member are in teaching, research, or administrative support positions;
2. If the Board of Visitors finds that it is in the best interests of the institution and the Commonwealth for such dual employment to exist; and,
3. If the Board of Visitors ensures that neither the employee nor the family member supervises, evaluates, or otherwise participates in personnel decisions regarding the other.

As a matter of sound judgment and professional ethics, faculty members have a responsibility to avoid any apparent or actual conflict between their professional responsibilities and personal interests in terms of their dealings with students. It is the responsibility of faculty members to avoid being placed in a position of authority over family members who may be students at the University. It is also the responsibility of faculty members to avoid engaging in sexual relationships with or making sexual overtures to students over whom they are in a position of authority by virtue of their specific teaching, research, or administrative assignments. These professional constraints derive from the American Association of University Professor’s (AAUP) ethical standards and the University’s policy on sexual harassment.

The Conflict of Interests Act contains other pertinent provisions. For example, a University employee may be allowed to have a contract with another state agency if the contract is awarded through a competitive process and the employee discloses those interests to the agency involved. An employee is prohibited from soliciting or accepting money or anything of value for performing official duties, apart from compensation and expenses paid by the University. Under the Act, an employee of the University may not use for his own economic benefit confidential information acquired by means of his position. In addition, University employees may not accept personal gifts of any kind from firms with which the University does business.

The technical details of these and other conflicts of interest situations are set forth in the Financial and Administrative Policies Manual (Policy XV) and in the Code of Virginia, which should be consulted by all faculty members who may be involved in such situations. Failure to abide by the conflict of interests principles described above can have serious consequences. Violations of the employment-based restrictions contained in the Act may lead to civil or criminal penalties, as well as termination from state employment. Breaches of professional ethics standards may also prompt disciplinary action. Moreover, serious misconduct associated with sexual harassment raises the risk, under federal law and state policy, of personal responsibility in terms of litigation expenses and liability exposure.
5.6 Policy of Sexual Harassment

The University of Virginia strives to provide a working and educational environment free from sexual harassment for all faculty, staff, and students. Sexual harassment in any form is unacceptable behavior and will not be tolerated. It is a form of misconduct that undermines the institutional mission of the University.

Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct or written communication of a sexual nature is sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational experience;
2. Submission to or rejection of such conduct is used as the basis for academic or employment decisions affecting such individual; or,
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work, academic performance, participating in extracurricular activities, or creating an intimidating, hostile, or offensive working or learning environment.

The Office of Equal Opportunity Employment (EOP) is the University entity responsible for accepting and processing sexual harassment complaints. More information is available at www.virginia.edu/eopl. The procedure used by the Office of EOP for handling such matters is described in the University document entitled “Discrimination Complaint Procedures”. Federal and state laws prohibit any form of retaliation against a person who files a discrimination complaint. Disciplinary action for sexually harassing behavior may include any and all of the following: a verbal or written warning; requirement to write a formal letter of apology; requirement to seek counseling and/or training; suspension; and dismissal.

5.7 Non-discrimination Policy

Consistent with Federal and State law, the University does not discriminate in any of its programs, procedures, or practices on the basis of age, color, disability, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, or veteran status. The University operates equal opportunity and affirmative action programs for faculty, staff, and students, including discriminatory harassment policies and procedures. The University of Virginia is an Equal Opportunity/Affirmative Action Employer.

The Office of Equal Opportunity Programs (Office of EOP) is responsible for the enforcement of the University non-discrimination obligation. A faculty member, staff employee, or student having a complaint of prohibited discrimination may file a discrimination complaint with the Office of EOP subject to the standards and in accordance with the “University of Virginia Discrimination Complaint Procedures.”

The ADA Coordinator and the Section 504 Coordinator is Bradford K. Holland, Jr., Office of Equal Opportunity Programs, Washington Hall, East Range, P.O. Box 400219, University of Virginia, Charlottesville, VA 22904-4219, (434) 924-7819. The Title IX Coordinator is Bradford K. Holland, Interim Director, Office of Equal Opportunity Programs, Washington Hall, East Range, P.O. Box 400219, University of Virginia, Charlottesville, VA 22904-4219, (434) 924-3200.
THE HONOR SYSTEM
The Honor System

Virginia’s established Honor System applies, with some modifications, to students in the School of Continuing and Professional Studies as well as to undergraduate and graduate students in the other schools of the University. Modifications, which have been instituted, are purely procedural and are meant to meet the special logistical needs of the School and its centers. The following information has been compiled from the Honor Committee by-laws for the School of Continuing and Professional Studies, and two publications of the Honor Committee: “On My Honor: Philosophy and Guidelines of the Honor System” and “The Honor System for Faculty Member and Teaching Assistant”. If not readily available at your Center, these pamphlets may be obtained upon request at the Honor Committee Office or by calling (434) 982-7602.

The Honor System at the University strives to realize the ideal of a community of trust – a community in which each student feels that he/she can keep what is his/hers, have his/her word taken as true, and, most importantly, compete fairly in the classroom. Essential to the System’s success is that, throughout its history, students have been responsible not only for abiding by its tenets, but also for maintaining its enforcement and administration. The students recognize, however, that the System cannot exist without the trust and cooperation of the faculty.

The initial concept of the Honor System was the result of an agreement among students to devote themselves to the pursuit of truth and knowledge, recognizing that dishonest means are incompatible with these pursuits. Each individual is assumed to be honorable and trustworthy unless he/she proves otherwise. It is the responsibility of each student and instructor to ensure that the community of trust is maintained by reporting any serious, intentional act of lying, cheating, or stealing.

PROCEDURES:

If a School of Continuing and Professional Studies instructor suspects a dishonorable action, the instructor should immediately contact an Honor Advisor or Honor Committee member (www.virginia.edu/honor/comm/reps.html) or the designated Honor Administrative Coordinator at their Regional Center (a list of coordinators follows this section). Upon initiation of a case, the Administrative Coordinator will investigate alleged infractions and interview all witnesses. A report is completed by the coordinator and forwarded to the Honor Committee in Charlottesville who will determine whether or not enough evidence of a violation exists to formally accuse a student of the alleged offense.

Committee members consider three criteria in making the decision to formally accuse a student: act, or whether the student committed an act of lying, cheating, or stealing; intent, or whether the act was committed willfully; and seriousness, or whether the act is of such a dishonest character that open tolerance of it would be inconsistent with the University’s ideal community of trust. Accused students may request a trial or leave the University admitting guilt. If they request a trial, they also select a jury composed of either randomly-selected students, Honor Committee members only, or a combination of the two. The University Honor Committee will convene a trial panel if the accused student requests a randomly-selected jury. Random students affiliated with the center in question will be called for jury duty, and the trial will be held at the center, with an Honor
Committee member present to preside over the trial. If the accused student elects to come before a jury composed of or including Honor Committee members, the trial will be held in Charlottesville.

If a student is found guilty of committing an honor offense, the only sanction is that the student be dismissed from the University. This single sanction is grounded in the philosophy of a community of trust, believing that an honor offender is, in effect, violating the standards of the community. Therefore, he/she should not be allowed to receive the benefits of the community at large. After over a century and a half, faculty members and students have challenged this sanction several times. However, each time the single sanction has been brought to referendum, the students have voted overwhelmingly in its favor. As such, faculty members are expected to abide by the current student opinion and file an initiation with an honor advisor if an honor offense is suspected. Any other sanction imposed by a faculty member does not serve as a substitute for an honor investigation. The Honor Committee regulates the Honor System strictly by student standards and trusts that faculty will accordingly subordinate any personal biases in order to fulfill their University responsibilities under the Honor System.

The purpose of the Honor System is not to expel students from the University. Rather, the System is aimed at maintaining a community of trust. As such, if an otherwise honorable person makes an error in judgment that compromises his conscience, there is a means of reparation. Should a student admit to and take responsibility for a dishonorable act prior to having any knowledge or suspicion of an investigation, he may absolve himself of guilt under the Honor System. The student must make an admission of guilt, inform those wronged of his behavior, and accept any penalties set-out by those involved (i.e. faculty, other students, etc.). All of this information should then be written in a letter to the Honor Committee, signed by all parties wronged by the incident, and submitted to the Honor Committee offices in Charlottesville. This letter is called a Conscientious Retraction (CR). A valid and complete CR will serve as a student’s complete defense if Honor charges are filed.

AREAS OF FACULTY CONCERN:

The University’s Honor System should affect everyday practices in the classroom. There are several specific areas of faculty concern:

1. The Pledge: Appended to an assignment or examination, the Pledge is a signed reaffirmation of the student’s commitment to academic integrity. The Honor Committee recommends all students write out and sign the Pledge on all work that will be graded. The standard honor Pledge is: “On my honor as a student, I have neither given nor received aid on this examination/assignment.” However, the Pledge should be amended to include more specific requirements when necessary. Certain types of collaboration may be permissible or advisable in laboratory work or group projects; out-of-class examinations may have different restrictions than in-class examinations; an instructor may wish to impose specific restrictions on the use of old tests or require proper footnoting on an assignment. The Honor Committee recommends the use of a Pledge that includes the specific requirements of each assignment.

2. Plagiarism: Many students are not experienced in the proper method of source citation and may plagiarize unintentionally if they are not directed to an explanation of footnoting before doing a research project. Upon request, the Honor Committee will happily provide booklets explaining plagiarism. This information is particularly helpful in classes that
attract primarily first-year students, students whose educational experience is limited, or adult students who may be out of practice with the writing process. For more information about plagiarism, multiple submission, false citation, false data, Internet resources, participants are directed to the Honor System website at http://www.virginia.edu/honor/proc/fraud.html.

3. Exams: Because every University student is expected not to cheat upon matriculation, there have traditionally been no constraints upon students’ actions during examinations and other graded projects. Students feel free to leave the room during exam periods and often elect to take their exams in other, more private spaces. Should a faculty member feel that it is necessary to restrict test-taking procedure, however, it is up to the faculty member to make those restrictions known to the class.

4. Grading Policy: Faculty members have the discretion to assign grades, or take other appropriate academic measures, regardless of the outcome of an Honor investigation. The assignment of grades and other academic measures are subject to University policies and procedures, including grade appeals.

Administrative Coordinators:

- FBI Center: Steve Pryplesh, pryplesh@virginia.edu
- Hampton Roads: Edwin Brown, kb7t@virginia.edu
- NOVA: Carol Beechler, cmb6j@virginia.edu
- Richmond: Kathleen Marks, kam4da@virginia.edu
- Roanoke: Linda Linnartz, linnartz@virginia.edu
- Charlottesville: Jim Baker, jimbaker@virginia.edu
- Southwest: Mary Quillen, maq9bc@virginia.edu
APPENDIX I: SAMPLE SYLLABI
CREDIT SYLLABUS

University of Virginia/School of Continuing and Professional Studies
PSED 614: Assessment in Teaching ESL
3 credits/90 points
Summer 2004

Instructor: Dianna Poodiack, Dianna.Poodiack@fcps.edu
Fairfax County Public Schools
703-569-6062

Meeting Times: Monday – Thursday 9:00am – 3:00pm
June 28, 29, 30, July 1
Tuesday – Thursday 3:00 – 7:00pm
July 6, 7, 8, 13, 14, 15

Course Description: This theoretical and practical course is designed to introduce students to assessment techniques and assessment designs used in the teaching of English as a second or foreign language. The class will examine assessment techniques with respect to their foundations in language teaching and learning theories and their implementation in language programs and classrooms. The course will focus on traditional, authentic, and performance assessments, including portfolios. Students will create assessment measures individually and as a group.

Course Objectives:

Students will be able to

- Identify a variety of formal and informal assessment techniques used in the teaching of English as a second language such as traditional tests, anecdotal records, skills checklists, journals, teacher observation, peer review, self assessment checklists, conferences, portfolios, and rubrics
- Identify key points about the selection or design of assessment measures.
- Evaluate the effectiveness of sample assessment measures.
- Think critically about teaching and learning and assessing the oral, reading, and writing language proficiency of English language learners.
- Match the purpose of assessment with the assessment design.
- Create effective assessment measures.

Textbook and Readings: In addition to the required texts, the class will read and respond to articles in current issues of respected journals from education. Refer to the bibliography for suggested titles.
Required:


Course Requirements:

- Students are expected to attend all class meetings, to be prepared to discuss all assigned readings, and to be active participants in class discussions and activities. Keep in mind that class discussions and activities cannot be reproduced. Therefore you must be in attendance and on time for the entire class session in order to actively contribute to the enhancement of each session. Alternate assignments will be assigned for excused absences.
- Students must complete all assignments. All assignments must be turned in on or before the scheduled due date. Graduate level scholarship that reflects clarity of both written and spoken expression and ability to use critical thinking and to analyze is expected to be evident in all work. Assignments submitted late are subject to letter grade deductions. Assignments must be typed and double-spaced using 12 pt. font.

Grading:

Simply fulfilling all of the requirements of the course does not automatically guarantee a final grade of A. The quality and content of all tasks will determine the final grade.

The final grade will be based on performance in the areas listed on the next page. Please review the requirements and rubrics distributed with each assignment.

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation: Class preparation, active discussion, and contribution to group work</td>
<td>10</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Traditional Test Assignment: Traditional test and analysis</td>
<td>15</td>
<td>July 1</td>
</tr>
<tr>
<td>Reader Responses: Critical responses to three assigned/free choice articles</td>
<td>15</td>
<td>June 30, July 7, July 13</td>
</tr>
<tr>
<td>Assessment Tool: Adapted assessment technique and analysis</td>
<td>20</td>
<td>July 6</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>July 14, July 15</td>
</tr>
</tbody>
</table>
Points equate to grades as follows:

- A  96 – 100
- A- 92 – 95
- B+ 89 – 91
- B  85 – 88
- B- 80 – 84
- C  79 - 74
- F  = Does not meet course requirements

Incomplete: Should emergency circumstances arise that prevent a student from completing the requirements of the course by the due date, he/she must make arrangements with the instructor prior to the end of the course. The student and instructor mutually agree to a final date for completing the coursework. This information will be placed on file with the Program Director. All incompletes must be completed by the end of the following semester.

Please consult the Graduate Record (http://www.virginia.edu/registrar/records/gradrec) for specific information on incompletes.

Honor System: All work should be pledged in the spirit of the Honor System of the University of Virginia. Please write on all assignments: “On my honor, I pledge that I have neither given nor received help on any work submitted for a grade in this course.” Students should refer to the university catalogue for more information concerning the Honor Code.

Special Needs Students: If you are a student with special needs you should let the instructor know within the first week of class. Written documentation will be required. You should also visit the following website to review your rights and responsibilities as a student (http://www.virginia.edu/vpsa/rights.html) and the following website for the Learning Needs and Evaluation Center (http://www.virginia.edu/studenthealth/lnec/).

Note:
- Assignments may be added/revised depending on the make-up and needs of the class. Any changes will be announced in class.
- Please bring any state, national, or county standards you work with to each class session.
CREDIT SYLLABUS

University of Virginia
School of Continuing and Professional Studies
Northern Virginia Center

Course Number, Title & Credits:
BUS 504: Creating and Conducting Security Audit, 3 graduate credits

Instructor: Lisa Wentzel, lisawentzel@yahoo.com

Semester, Dates Location, Time:
Fall 2004, October 26–December 14, Northern Virginia Center, 6-9 pm Tuesday and online via eCollege http://www.uvaceonline.org

Course Description:
Creating and Conducting Security Audit: Investigate the key role the information security manager plays in designing and conducting both limited and full-scale security audits. Students review the essential components of a security audit and learn how to integrate methodology with company needs. The pitfalls connected with conducting a security audit are covered in full to assure that best practices are incorporated for effective results. Creating audit reports, identifying areas of vulnerability and responding to third party audits are also addressed. Case studies reviewing government and private audits are used to illustrate course concepts.

Course Delivery:
The course will be conducted using a combination of lecture, class discussion, Internet sessions, and group case study exercises. Since this course is offered in an accelerated format, students should expect to spend at least 4 hours weekly on the eCollege Web site between class meetings to fulfill the contact hours. This course will cover key security audit topics, which are fundamental for successfully developing and conducting effective security audits. Many of the modules will serve as foundation subject matter necessary in other courses composing the Information Security Management Certificate program. Each of the modules will be supported by readings in the assigned textbooks, white papers and articles.

Course Objectives/Outcome: On successful completion, the student will:
- Understand the need for conducting security audits.
- Understand the fundamental vocabulary of audit including: Control Objective, Control, Compliance Testing, Substantive Testing, and Findings.
- Develop knowledge and skills in planning security audits.
- Develop knowledge and gain competency in interviewing audit subjects (management, technical, and business stakeholders).
- Gain competency in conducting effective information security audits on a broad range of corporate and government scenarios.
- Develop knowledge of audit test techniques.
- Develop skills in analyzing audit test results.
• Gain competency in presenting the results of the audit including recommendations for remediation.
• Develop skills in facilitating corporate change and awareness of new security audit needs.

Course activities to meet objectives:
The course will be delivered by instruction, lecture notes and reports from group collaboration on case studies. There will be PowerPoint presentations supplemented by the text, white papers articles, and the experience of the instructor. Interaction with classmates, especially for case study assignments is required. Students are encouraged to suggest topics that are important to them for a discussion session in the second half of the course.

Preparation and student expectations:
Reading Assignments: Students are expected to read all assigned readings before the class in which the topics will be discussed. Students are also encouraged to read as much of the suggested readings as possible to enhance their insight into the course subject matter. The instructor will provide additional materials such as related white papers and reprinted articles during class sessions. As a preliminary preparation for this course, it is necessary that the students effectively review all materials and complete the individual assignments by the due dates. Late assignments will be reflected by a reduction in grade.

Course Policy:
• Class attendance is mandatory. If unforeseeable circumstances cause students to miss three or more classes, that student is expected to discuss the situation in advance with the instructor to make up assignments.
• All work done outside of class and in conjunction with the course must be typed and double space. The instructor reserves the right to impose other formatting instructions as the need arises i.e., footnotes should be included at the end of assignments instead of at the bottom of each page, etc.
• Work is due when scheduled. No exceptions. Failure to meet deadlines may result in reduced grades.
• Students should be prepared to devote several hours per week to conduct research in support of weekly assignments.
• Before each class, each student should study the assignment chapters in the text and designated reading materials assigned by the instructor. Each student is expected to participate in classroom discussions and case study activity.
• Special Needs: If you are a student with special needs it is your responsibility to notify your instructor within the first week of class. Written documentation will be required. Please go to the following Websites to review your rights and responsibilities as a student. http://www.virginia.edu/vpsa/rights.html and http://www.virginia.edu/studenthealth/lnec/.

The Academic Honor System

The University of Virginia academic honor system embodies many of Mr. Jefferson's principles. The purpose of the Honor System is to sustain and protect a community of trust in which students can enjoy the freedom to develop their intellectual and personal potential. The concept of an honor system implies that students commit themselves to the pursuit of truth. At the Division of Continuing Education, course is conducted in the spirit of the Honor System. The instructor will
indicate which assignments and activities are to be done individually or which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: "I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)" The pledge should be signed by the student. If you have any questions about the Honor System, you may contact the Honor Committee in Charlottesville, VA at 924-3452.

**Evaluation and Grading Criteria:** Student grades will be determined by class participation, course assignments, examinations, case study work, pop quizzes and other projects.

Pop quizzes may be administered at any time during the course. Pop quizzes account for a fairly sizeable percentage (15%) of the final grade.

The mid-term examination will be given for the primary purpose of determining the progress of students with the course subject matter. The mid-term will be based upon class lectures, reading assignments and textbook content.

The final examination will cover the fundamental concepts and their application, which will be practiced in conjunction with completing the case studies. The examination will be used to ensure the concepts and principles of the course are mastered so that the student realizes a satisfactory grade. The examination will also assure the development of a workable knowledge base in information security management and the proficiency in applying the concepts to address real world requirements and situations.

The instructor will assign two case studies that will draw upon student’s knowledge and proficiency with security policy and challenge their ability to implement practical cost-effective solutions and collaborate as a team as necessary in the real world.

The following table features the approximate percentage breakdown of each assignment area towards the final grade:

<table>
<thead>
<tr>
<th>Assignment Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual chapter assignments and case studies.</td>
<td>25%</td>
</tr>
<tr>
<td>Pop Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-term examination</td>
<td>15%</td>
</tr>
<tr>
<td>Attendance and quality of participation</td>
<td>15%</td>
</tr>
<tr>
<td>Term project (paper or case study)</td>
<td>10%</td>
</tr>
<tr>
<td>Final examination</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>82-85</td>
</tr>
<tr>
<td>B-</td>
<td>79-81</td>
</tr>
<tr>
<td>C+</td>
<td>75-78</td>
</tr>
</tbody>
</table>
C 71-74
C- 68-70
F 67 AND BELOW

Textbook/Reference Materials:


Information Systems Audit and Control Foundation (ISACF) and the IT Governance Institute, Control Objectives for Information Technology (COBIT) Version 3, July 2000, Information Systems Audit and Control Foundation (ISACF). The download version is free from the web site at www.isaca.org. Hard copy is available for purchase from ISACF.

The ISACF text consists of five (5) Portable Document Format (PDF) files. (A sixth PDF file, Audit Guidelines, currently requires membership in ISACA to download. Membership in ISACA is not required for this course – the instructor will provide appropriate extracts during the course as necessary.)

VII. Schedule of Assignments

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Topic Discussion</th>
<th>Weekly Text-based Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>NV Center 10/26</td>
<td>Introduction to Audit Vocabulary: Controls, Control Objectives, and Testing. Introduction to IT Governance. Brief review of risk, risk assessment, and risk management.</td>
<td>Watne, chapters 1 – 2 COBIT Executive Summary</td>
</tr>
<tr>
<td>Ecollege Week 1</td>
<td>Introduction to Control Risk. Introduction to international audit standards.</td>
<td>Watne, 3 – 4 COBIT Framework</td>
</tr>
<tr>
<td>NV Center 11/2</td>
<td>Immersion into controls and international security audit standards.</td>
<td>Watne, 5 – 6 COBIT Management Guidelines</td>
</tr>
<tr>
<td>Ecollege Week 2</td>
<td>Risk management and the security audit.</td>
<td>Review all previous reading assignments and class notes.</td>
</tr>
<tr>
<td>NV Center 11/9</td>
<td>Detailed Control Objectives.</td>
<td>Watne 8 – 10 COBIT Control Objectives</td>
</tr>
<tr>
<td>Ecollege Week 3</td>
<td>Conducting EDP audits.</td>
<td>Watne, 11 - 13</td>
</tr>
<tr>
<td>NV Center 11/16</td>
<td>Case Studies I.                    Review for mid-term examination.</td>
<td>Watne, 14 – 15 Case Study materials (Instructor handouts)</td>
</tr>
<tr>
<td>Ecollege Week 4</td>
<td>Mid-term examination (on-line).</td>
<td>Review all materials covered in class and the assigned reading.</td>
</tr>
<tr>
<td>NV Center 11/23</td>
<td>Planning and Conducting the Security Audit. Case Studies II.</td>
<td>COBIT Audit Guidelines (Instructor handouts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case Study materials</td>
</tr>
<tr>
<td>Ecollege Week 5</td>
<td>Work on Group Projects.</td>
<td>(Instructor handouts)</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>NV Center 11/30</td>
<td>Discuss specific topics suggested by students. Case Studies III.</td>
<td>Case Study materials (Instructor handouts)</td>
</tr>
<tr>
<td>Ecollege Week 6</td>
<td>Work on Group Projects.</td>
<td>Thanksgiving Week No meeting @ the Center</td>
</tr>
<tr>
<td>NV Center 12/7</td>
<td>Group Presentations</td>
<td></td>
</tr>
<tr>
<td>Ecollege Week 7</td>
<td>Review session</td>
<td></td>
</tr>
<tr>
<td>NV Center 12/14</td>
<td>Final Examination, Term Paper Due</td>
<td>Review all assigned Readings and handouts.</td>
</tr>
</tbody>
</table>

**Term Projects:**

**Group Project:** One group project will be assigned during the course. This project will be to plan, conduct, analyze, and present the results of a security audit. The security audit will use a case study from the Watne text or as approved by the instructor. Students will prepare and present their project to the class. All members of the group must participate in the development and presentation of their assigned project.

**Term Paper:** There will be one final term paper. The format of the term paper will use the format appropriate for proposing an audit plan as developed during the class. If needed, special review sessions will be conducted in an agreed upon time to assist students to focus on the subject matter and formulate the term paper outline.

**VIII. Suggested Reading and Reference List:**

TBD – will be provided by the instructor in class as necessary.

**Section B: Competencies**

Knowledge, skills and abilities in the following areas will be obtained upon completion of this course:

- Writing effective security audit plans
- Conducting the security audit
- Analysis of security audit test results
- Documenting findings, root causes, and recommendations
- Writing the security audit report
- Presenting the security audit results
Non-Credit Syllabus

The Era of The Civil War, 1848-1877

NCSS 002 Course Syllabus

Caroline E. Janney  
(434) 589-1847, cej4b@virginia.edu

Mondays, January 24 – March 21 (no class March 8), 7:00-9:00 p.m.  

University of Virginia Grounds, School of Nursing, McLeod Hall, Room 1003  

UVA Inclement Weather/Emergency Hotline: 924-SNOW

Course Description
This eight-week course will examine the causes, fighting, and outcome of the American Civil War. It will combine lectures, film clips, and discussions to address such questions as why the war came, why the United States won (or the Confederacy lost), and how the war affected various elements of American society. We will study sectionalism and the process of secession, the military narrative, leadership in both the United States and Confederacy, effects of the war on the home front, and finally, the challenges and problems of Reconstruction and memory. We will explore the goals of both sides during the war and how those goals changed over time. We will consider how individuals and communities during this period experienced the war. Finally, we will examine the political and social implications of Reconstruction and the ways in which the war was "remembered" by succeeding generations.

Although this is not a course on Civil War battles and generals, about half of the time in class will be devoted to military affairs. It is impossible to understand the broad impact of the war without a grasp of how campaigns and battles shaped attitudes and actions on the home front, and there will be a special effort to tie events on the battlefield to life behind the lines.

Course Objectives
The principal goal of the course is to provide students with an understanding of the scope and consequences of the bloodiest war in our nation’s history—a war that claimed more than 600,000 lives, freed nearly 4,000,000 enslaved African Americans, and settled definitively the question of whether states had the right to withdraw from the Union. Upon completing the course, students will be able to identify the primary causes, key personalities, and major social and political implications of the war. Moreover students will be able to identify what was left unresolved at the end of the conflict, most notably the question of where former slaves would fit into the social and political structure of the nation.

Course Delivery
The first 75 minutes of each course will be devoted to lecture. The subsequent class time will be allotted to discussion and questions. On several occasions, the class will view short audiovisual presentations. Tentative films include:

“Gone with the Wind” (Part 1)  
"The Red Badge of Courage" (John Huston version)  
"Shenandoah"  
“Glory”  
“Gettysburg”  
"Gods and Generals"  
"Cold Mountain"

Suggestions for Further Reading
Charles Dew, Apostles of Disunion
James M. McPherson, For Cause and Comrades
James M. McPherson, Battle Cry of Freedom
Gary W. Gallagher, The Confederate War
Edward L. Ayers, In the Presence of Mine Enemies
Faust, Drew, Mothers of Invention
Eric Foner, Reconstruction

Course Outline

January 24: Prelude to War  
The North and South on the Eve of War  
The Election of 1860  
Secession of the Lower South

January 31: The First Year of War  
Fort Sumter  
The Upper South Secedes  
Inaugural Battles in the East and West  
The Common Soldier

February 7: 1862  
Spring in the West  
Spring in the East  
Antietam and Fredericksburg

February 14: The Home Front  
The North  
The South  
Women at War

February 21: 1863
Emancipation Proclamation
Chancellorsville
Gettysburg
Vicksburg

February 28: African Americans at War
Slavery in the Confederacy
"Contraband?"
African-American Soldiers
Early Efforts at Reconstruction

March 7: 1864 - 1865
Overland Campaign
Total War? Sherman and Sheridan
Spring of '65 - Fall of Petersburg and Richmond
Appomattox

March 14: Reconstruction and the Lost Cause
Presidential
Congressional or "Radical"?
Remembering the War, 1865-1900
ONLINE SYLLABUS

University of Virginia
School of Continuing and Professional Studies

Course Number, Title and Credits:
BUS 501W: Information Security Management, 3 Graduate Credits

Instructor:
Roger Nebel
rnebel@trusecure.com

Semester, Dates, Format:
Fall 2005
Dates: September 26 – December 18
Online: http://www.uvaonline.org
Course prerequisite: No course prerequisite is required at this time.

Course Description:
Explore principles, methodologies, best practices and essential frameworks to build and manage an effective information security program. Increase overall knowledge of IT security fundamentals, solutions and applications, especially in mission critical networks. Course topics include life-cycle and “holistic” security, eBusiness fundamentals, virtual supply chain, open access, eSecurity principles (authentication, encryption, privacy, trust and non-repudiation), incident response, multi-layer security, intrusion detection, vulnerability assessment and risk management.

Course Delivery:
The course will be conducted on the Internet using a combination of lecture, class discussion via Live Chat and group case study exercises. This course will be taught via a series of modules, each of which will introduce an important topic, fundamental or building block required for successfully managing life-cycle security in open access networking environments. Many of the modules will serve as the foundation or “backdrop” to subject matter that will be covered in greater detail in other courses composing the Information Security Management Certificate program. Some of the modules will survey subject matter of other information technology programs, as well. Each of the modules will be supported by readings in the assigned textbook, white papers and articles.

Course Objectives/Outcome:
On successful completion, the student will be able to:

Understand, distinguish between traditional supply chains and eBusiness supply chains, traditional business and eBusiness models, open access and limited (traditional) access, perimeter defenses and eSecurity, point solutions and life cycle (holistic) security, risk analysis and threat analysis.

Identify hacker strategies and attack tools, attack classes, i.e., distributed denial of service tools, backdoor programs, virus types, sniffer programs and Trojan horses.

Gain competency in developing strategies and countermeasures for thwarting hacker exploits and tactics.
Establish and implement an incident response team to address incursions on enterprise networking operations.

How to plan, respond to and survive a hacker attack.

Construct and administer a plan for hardening the network’s infrastructure against hacker incursions and security breaches. Focus is on routers, operating systems and firewalls.

How to plan and coordinate the implementation of holistic security measures in multiple layers within the IT networking environment.

Demonstrate proficiency in developing operating models for security risk assessment and vulnerability assessment.

Demonstrate proficiency in understanding how to apply the various options available for IT security architecture to a given set of requirements. Focus is on firewalls, intrusion detection systems, authentication and single sign on systems and vulnerability evaluation tools.

How to track vulnerabilities and security incidents through public Web sites and plan for applying vendor related patches and updates in an ongoing basis.

Demonstrate proficiency in design and development of security risk analysis models.

Course activities to meet objectives:
The course will be delivered by instruction, lecture notes and reports from group collaboration on case studies. PowerPoint presentations supplemented by the text books, white papers articles, and the instructor is encouraged. Interaction with classmates, especially for case study assignments is also encouraged.

Preparation and student expectations:
Reading Assignments: Students are expected to read all assigned readings before the class in which the topics will be discussed. Students are also encouraged to read as much of the suggested readings as possible to enhance their insight into the course subject matter. The instructor will provide additional materials such as related white papers and reprinted articles during class sessions.

As a preliminary preparation for this course, it is necessary that the students effectively review all materials and complete the individual assignments by the due dates. Late assignments will be reflected by a reduction in grade.

Course Policy:
Class attendance is mandatory. This is an online class, if unforeseeable circumstances cause students to miss two or more weeks, that student is expected to discuss the situation in advance with the instructor to make up assignments.
Online participation is mandatory. To comply with accreditation standards students must log on and complete one module per week in addition to scheduled assignments, chats and Threads to maintain clock hours required to receive graduate credit. All work done outside of class and in conjunction with the course must be typed and double space. The instructor reserves the right to impose other formatting instructions as the need arises i.e., footnotes should be included at the end of assignments instead of at the bottom of each page, etc. Work is due when scheduled. No exceptions. Failure to meet deadlines may result in reduced grades.

Students should be prepared to devote several hours per week to conduct research in support of weekly assignments. Before each class, each student should study the assignment chapters in the text and designated reading materials assigned by the instructor. Each student is expected to participate in classroom discussions and case study activity.

The Academic Honor System

The University of Virginia academic honor system embodies many of Mr. Jefferson's principles. The purpose of the Honor System is to sustain and protect a community of trust in which students can enjoy the freedom to develop their intellectual and personal potential. The concept of an honor system implies that students commit themselves to the pursuit of truth. At the Division of Continuing Education, course is conducted in the spirit of the Honor System. The instructor will indicate which assignments and activities are to be done individually or which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: "I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)" The pledge should be signed by the student. If you have any questions about the Honor System, you may contact the Honor Committee in Charlottesville, VA at 804-924-3452.

Special Needs: If you are a student with special needs you should let the instructor know within the first week of class. Written documentation will be required. You should also visit the following website to review your rights and responsibilities as a student (http://www.virginia.edu/vpsa/rights.html) and the following website for the Learning Needs and Evaluation Center (http://www.virginia.edu/studenthealth/lnec/).

Evaluation and Grading Criteria: Student grades will be determined by participation, course assignments, examinations, case study work, pop quizzes and other projects.

The mid-term examination will be given for the primary purpose of determining the progress of students with the course subject matter. The mid-term will be based upon class lectures, reading assignments and textbook content.

The final examination will cover the fundamental concepts and their application, which will be practiced in conjunction with completing the case studies. The examination will be used to ensure the concepts and principles of the course are mastered so that the student realizes a satisfactory grade. The examination will also assure the development of a workable knowledge base in information security management and the proficiency in applying the concepts to address real world requirements and situations.
The instructor should assign at least two case studies that will draw upon student’s knowledge and proficiency with security concepts and principles, challenge their ability to implement practical cost-effective solutions and collaborate as a team as necessary in the real world.

The following table features the percentage breakdown of each assignment area towards the final grade:

<table>
<thead>
<tr>
<th>Assignment Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual chapter assignments and case studies.</td>
<td>25%</td>
</tr>
<tr>
<td>Threads</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-term examination</td>
<td>15%</td>
</tr>
<tr>
<td>Attendance and quality of participation</td>
<td>15%</td>
</tr>
<tr>
<td>Term project (paper or case study)</td>
<td>10%</td>
</tr>
<tr>
<td>Final examination</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>82-85</td>
</tr>
<tr>
<td>B-</td>
<td>79-81</td>
</tr>
<tr>
<td>C+</td>
<td>75-78</td>
</tr>
<tr>
<td>C</td>
<td>71-74</td>
</tr>
<tr>
<td>C-</td>
<td>68-70</td>
</tr>
<tr>
<td>F</td>
<td>67 AND BELOW</td>
</tr>
</tbody>
</table>

**Textbook/Reference Materials:**

Panko, Raymond. *Corporate Computer and Network Security*  

Text book may be obtained from Barnes and Noble, Borders or Amazon.com Bookstores and Web sites. It may also be obtained from the Northern Virginia Center bookstore located on the first floor.

IX. **Schedule of Assignments**

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic Discussion</th>
<th>Weekly Text-based Assignments</th>
</tr>
</thead>
</table>
| 09/26   | Introduction and evolution of eBusiness: Explore the business drivers for eBusiness and why it is so compelling as a business model today. **Live Chat – 09/26 1900 – 2100 EST** | Read Chapter 1: What is eBusiness?  
Assignments: (TBD) 1,2,3, etc. |
| 10/03   | Introduction and evolution of IT Security: Learn the principles eSecurity and why the old security paradigm failed in today’s dynamic business environments. | Read Chapter 2: What is eSecurity?  
Assignments: (TBD) 4,5,6 |
<p>| 10/10   | Assessing the threat: Understanding the psychology                               | Read Chapter 3: The |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/17</td>
<td>The Failings of the old paradigm: Overview of why perimeter and point security solutions are not effective in eBusiness computing environments. Review virtual private networks (VPNs) and firewalls. Also learn the importance of open access.</td>
<td>Read Chapter 4: A New Theatre of Battle Assignments: (TBD) 10,11,12</td>
</tr>
<tr>
<td>10/24</td>
<td>The impact of open access requirements on networking environments. Learn the challenges that IT managers must confront to provide a open access-networking environment.</td>
<td>Read Chapter 5: Re-empowering IT in the new arms race. Assignments: (TBD) 13, 14, 15, 16</td>
</tr>
<tr>
<td>10/31</td>
<td>Hacker and cracker tools, strategies and popular exploits: How they do it. Review popular hacker tools and strategies that hackers use in the Wild (Internet) to attack eBusiness communities.</td>
<td>Read Chapter 6: Hacker and Cracker tools: Conducting a campaign of war. And Chapter 7: Other Attack classes Assignments: (TBD) 17, 18, 19</td>
</tr>
<tr>
<td>11/07</td>
<td>Mid-term examination will be available on 11/07 from 0700 EST to 2359 EST. Develop workable models for formulating an incident response team and surviving an attack. Learn how to assemble an incident response team and survive an attack.</td>
<td>Review chapters 1-6 and handouts (white papers and articles). Read Chapter 8: Countermeasures and attack prevention. Assignments: (TBD) 20, 21, 22</td>
</tr>
<tr>
<td>11/14</td>
<td>Exploring denial of service attacks. Learn how to recognize a denial of service attack by analyzing certain patterns and system logs. Also, learn how to protect IT environments against them.</td>
<td>Read Chapter 9: Coping with denial of service attacks. Assignments: (TBD) 23, 24, 25</td>
</tr>
<tr>
<td>11/21</td>
<td>Understanding IT security architecture, best practices and strategies for IT security managers. Students learn how to build models and plan for hardening critical network components such as routers and production servers for a given operating system. Students also exposed to various solutions.</td>
<td>Read Chapter 10: Architecture, countermeasures and strategies for the “White Hats” Pages 222-249. Assignments: (TBD) 23, 24, 25</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Assignments</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>11/28</td>
<td>Understanding IT security architecture, best practices and strategies for IT security managers. Continue from the previous week. Live Chat 11/28 1900 – 2000 EST</td>
<td>Continue reading Chapter 10: All remaining pages Assignments: (TBD) 26, 27, 28 Read Chapter 11: Architecture, countermeasures and strategies for the “White Hats,” II. Assignments: (TBD)</td>
</tr>
<tr>
<td>12/05</td>
<td>Vulnerability Assessment and Risk Management: Explore means for tracking and assessing vulnerabilities in networks and hosts. Also, learn how to develop a security risk analysis model.</td>
<td>Read Chapter 12: Vulnerability Assessment Management and Chapter 13: IT security risk management. Assignments: (TBD) 29, 30, 31, 32</td>
</tr>
<tr>
<td>12/12</td>
<td>Intrusion detection systems concepts and deployment strategies. What is an IDS system and when should one be used. What is the difference between host and network based IDS systems. Live Chat 12/12 1900 – 2000 EST</td>
<td>14: Intrusion detection systems Assignments: (TBD) 33, 34</td>
</tr>
<tr>
<td>12/16</td>
<td>Final Examination will be available 12/16 0700 EST to 12/18 2359. Evaluations</td>
<td>Review all assigned Readings and handouts.</td>
</tr>
</tbody>
</table>

**Class Projects:**

**Term Paper:** Each student must select and complete a term project. The instructor will approve the topic. The format of the term paper will use the standards of the APA format. In addition, special review sessions will be conducted in an agreed upon time to assist students to focus on the subject matter and formulate the term paper outline.

**Suggested term paper outline (15 – 17 pages):**
- Table of contents with detailed sub headings (maximum of 4 levels)
- Executive summary of the topic/subject and what was accomplished
- Introduction (purpose, methodology, structure)
- Formulation of the problem and elaboration
- A brief literature review and discussion of possible operations management
- Management, measures and techniques relevant to the topic
- Approach methodology/presentation/body of discussion
- Conclusions and/or requirements
- References and bibliography
- Appendices
Case Study Analysis:
For case analysis, consider the following proposed process:
• Read the case carefully and consider the key issues.
• Determine which aspects are the most important to consider to establish “Value Over Time” maximization during the life of the project.
• For each aspect/area of importance identified, do the following:
  • Identify key/relevant/critical items and compile facts, identify problems, elements for more in depth analysis and record in comparative matrices. Use tables to support suppositions, insight, observations and conclusions.
  • Indicate for each item in the comparison matrix in question, whether or not there are positive and negative impacts on the VOT by indicating if the impact exerts a short, intermediate, or long term effect on VOT.
  • Consider and document the actions that should be taken to correct the particular negative impacts into positive or negligible outcomes.
  • Determine the positive or negative impact that each item will have against one and another by evaluating the effect of these collective impacts on VOT. Be sure to discuss the positive and negative influences caused by their collective interactions. For negative influences, recommend a solution(s) to alleviate the potentially detrimental effects. In the final analysis, which is to provided as a written report or PowerPoint presentation, that captures the recommended actions that maximize VOT.

Suggested Reading and Reference List:

<table>
<thead>
<tr>
<th>Class Activities</th>
<th>Estimated Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Presentations, Live Chats &amp; Threaded Discussion</td>
<td>60 Hours</td>
</tr>
<tr>
<td>Reading Assigned Text</td>
<td>25 Hours</td>
</tr>
<tr>
<td>Weekly Assignments</td>
<td>20 Hours</td>
</tr>
<tr>
<td>Term Paper, Case Study Projects</td>
<td>20 Hours</td>
</tr>
<tr>
<td>Supplemental Reading, Research and exam preparation</td>
<td>20 Hours</td>
</tr>
<tr>
<td>Total Estimated Hours</td>
<td>145</td>
</tr>
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</table>
Appendix II: Important Phone Numbers, E-mail, and Administrative Contacts
Central Administration of the School of Continuing and Professional Studies

<table>
<thead>
<tr>
<th>Administrative Contacts</th>
<th>Individual</th>
<th>Telephone</th>
<th>E-mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alderman Library</td>
<td>Onega, Esther</td>
<td>924-3899</td>
<td><a href="mailto:onega@virginia.edu">onega@virginia.edu</a></td>
</tr>
<tr>
<td>BIS Degree Program</td>
<td>Plasket, Donna; Director</td>
<td>243-2557</td>
<td><a href="mailto:dp4q@virginia.edu">dp4q@virginia.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>982-5335</td>
<td></td>
</tr>
<tr>
<td>Business Office</td>
<td>Mowry, William; Asst. Dean</td>
<td>982-5248</td>
<td><a href="mailto:wbm4n@virginia.edu">wbm4n@virginia.edu</a></td>
</tr>
<tr>
<td></td>
<td>Williams, Cyndy</td>
<td>982-5245</td>
<td><a href="mailto:cw6b@virginia.edu">cw6b@virginia.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>982-5550</td>
<td></td>
</tr>
<tr>
<td>Center for K-12 Education</td>
<td>Iverson, Nancy; Asst. Dean</td>
<td>243-2560</td>
<td><a href="mailto:nri5s@virginia.edu">nri5s@virginia.edu</a></td>
</tr>
<tr>
<td>Dean's Office</td>
<td>Stallard, Sondra; Dean</td>
<td>982-5206</td>
<td><a href="mailto:sondra@virginia.edu">sondra@virginia.edu</a></td>
</tr>
<tr>
<td></td>
<td>Phillips-Madson, Lynda</td>
<td>982-5207</td>
<td><a href="mailto:ljp2v@virginia.edu">ljp2v@virginia.edu</a></td>
</tr>
<tr>
<td></td>
<td>Associate Dean, Academics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reed, Cindy</td>
<td>982-5207</td>
<td><a href="mailto:creed@virginia.edu">creed@virginia.edu</a></td>
</tr>
<tr>
<td></td>
<td>Associate Dean, Administration</td>
<td>982-5229</td>
<td><a href="mailto:rep2z@virginia.edu">rep2z@virginia.edu</a></td>
</tr>
<tr>
<td></td>
<td>Patterson, Rob</td>
<td>982-5229</td>
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<tr>
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<td>Director, Course Approvals</td>
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<tr>
<td></td>
<td>FAX</td>
<td>982-5550</td>
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<tr>
<td>Educational Technologies</td>
<td>Payne, John; Director</td>
<td>982-5344</td>
<td><a href="mailto:jdp6m@virginia.edu">jdp6m@virginia.edu</a></td>
</tr>
<tr>
<td></td>
<td>Hutchison, Bob</td>
<td>982-5266</td>
<td><a href="mailto:rwh6u@virginia.edu">rwh6u@virginia.edu</a></td>
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<tr>
<td></td>
<td>Scheer, Stephanie</td>
<td>924-1305</td>
<td><a href="mailto:sscheer@virginia.edu">sscheer@virginia.edu</a></td>
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<tr>
<td></td>
<td>Instructional Designer</td>
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Regional Centers – Administration

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<tr>
<th>Regional Centers – Administration</th>
<th>Individual</th>
<th>Telephone</th>
<th>E-mail Address</th>
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<tbody>
<tr>
<td>FBI Academy</td>
<td>Pryplesh, Stephen; Director</td>
<td>703-632-1189</td>
<td><a href="mailto:pryplesh@virginia.edu">pryplesh@virginia.edu</a></td>
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<tr>
<td></td>
<td>FAX</td>
<td>703-632-1187</td>
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<tr>
<td>Hampton Roads</td>
<td>Edwin Brown</td>
<td>757-552-1890</td>
<td><a href="mailto:kb7t@virginia.edu">kb7t@virginia.edu</a></td>
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<tr>
<td></td>
<td>FAX</td>
<td>757-552-1898</td>
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<tr>
<td>Northern Virginia</td>
<td>Gladis, Steve; Director</td>
<td>703-536-1110</td>
<td><a href="mailto:sgladis@virginia.edu">sgladis@virginia.edu</a></td>
</tr>
<tr>
<td></td>
<td>FAX</td>
<td>703-536-1111</td>
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<tr>
<td>Richmond</td>
<td>Marks, Kathleen; Director</td>
<td>804-662-7464</td>
<td><a href="mailto:kam4da@virginia.edu">kam4da@virginia.edu</a></td>
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<tr>
<td></td>
<td>FAX</td>
<td>804-662-9827</td>
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<tr>
<td>Roanoke</td>
<td>Linnartz, Linda; Director</td>
<td>540-767-6200</td>
<td><a href="mailto:linnartz@virginia.edu">linnartz@virginia.edu</a></td>
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<tr>
<td></td>
<td>FAX</td>
<td>540-767-6206</td>
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<tr>
<td>Southwest</td>
<td>Quillen, Mary; Interim Director</td>
<td>276-619-4312</td>
<td><a href="mailto:mag9bc@virginia.edu">mag9bc@virginia.edu</a></td>
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<tr>
<td></td>
<td>FAX</td>
<td>276-619-4309</td>
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<tr>
<td>TEMPO</td>
<td>Abozeid, Mary; Director</td>
<td>924-0750</td>
<td><a href="mailto:ma5y@virginia.edu">ma5y@virginia.edu</a></td>
</tr>
<tr>
<td>Reading Education</td>
<td>FAX</td>
<td>924-6339</td>
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<tr>
<td>University Center</td>
<td>Klepper, Donna; Director</td>
<td>982-5313</td>
<td><a href="mailto:dklepper@virginia.edu">dklepper@virginia.edu</a></td>
</tr>
<tr>
<td>Charlottesville</td>
<td>FAX</td>
<td>982-5324</td>
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Regional Centers – Main Telephone and FAX Numbers

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<th>Roanoke</th>
<th>Southwest</th>
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Regional Center – Toll Free Phone Numbers

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<tr>
<th>Regional Center – Toll Free Phone Numbers</th>
<th>University Programs</th>
<th>1-800-346-3882</th>
<th>McGuffey/Tempo</th>
<th>1-800-280-6235</th>
<th>Northern VA.</th>
<th>1-800-678-4882</th>
<th>Richmond</th>
<th>1-800-323-4882</th>
<th>Roanoke</th>
<th>1-800-882-6753</th>
</tr>
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APPENDIX III: Center Specific Information
REGIONAL CENTERS
Contact Information

FBI Academy
Quantico, Virginia
Contact: Steve Pryplesh
703-632-1189
pryplesh@virginia.edu

Hampton Roads Center
418 Pembroke Four Building
Virginia Beach, VA 23462
Contact: Edwin Brown
757-552-1890 ext. 305
kb7t@virginia.edu

Northern Virginia Center
7054 Haycock Road
Falls Church, VA 22043-2311
Contact: Steve Gladis
703-536-1120
s gladis@virginia.edu

Richmond Center
2810 North Parham Road
Richmond, VA 23294
Contact: Kathleen Marks
804-662-7464 ext. 243
kam4da@virginia.edu

Roanoke Center
108 N. Jefferson Street, Stuie 507
Roanoke, VA 24016
Contact: Linda Linnartz
540-767-6202
linnartz@virginia.edu

Southwest Center
P.O. Box 1987
Abington, VA 24212
Contact: Mary Quillen
216-619-4312
maq9bc@virginia.edu

University Center
Zehmer Hall
Charlottesville, VA
Contact: Donna Klepper
434-82-5315
dklepper@virginia.edu