General Information

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

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

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

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

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

Facilities

On Grounds

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

The School of Continuing and Professional Studies
Sondra F. Stallard, Dean
Zehmer Hall
104 Midmont Lane
P.O. Box 400764
Charlottesville, VA 22904-4764
(434) 982-5260
Fax: (434) 982-5550
Lynda J. Phillips-Madson
Associate Dean

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

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

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

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

Zehmer Hall Annex
106 Midmont Lane
P.O. Box 400764
Charlottesville, VA 22904-4764

Bachelor of Interdisciplinary Studies
Director: Donna Plasket
(434) 982-5274
Fax: (434) 982-5335

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

Off Grounds

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

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

Off-Grounds Centers include:

FBI Academy
Stephen J. Pryplesh, Assistant Dean and Director
Quantico, VA 22135
(703) 632-1189
Fax: (703) 632-1187
Add/Drop  The dates by which students may add or drop a course are established each academic year by the School of Continuing and Professional Studies centers and program offices. These dates may differ by center. Students should consult their center’s catalogs and program brochures to determine the deadlines for adding or dropping courses. After the last date for dropping a course, students must officially withdraw if they want to end their enrollment in a course.

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

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

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

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

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

Course Load  Each school at the University has established a minimum and maximum number of credits for which students are normally expected to register. Registration for fewer credits than the minimum or more credits than the maximum requires special permission from the appropriate dean’s office. Students who register for fewer than their school’s minimum number of credits have a notation placed on their academic records indicating that they were enrolled for a reduced course load during that semester.

Special permission is required for students to enroll through the School of Continuing and Professional Studies for more than 12 credits per semester.

Grades  Undergraduate courses taken through the School of Continuing and Professional Studies follow the grading system listed in the University Regulations chapter of this Record. In addition, the school recognizes the following notations:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>CR</td>
<td>Credit</td>
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<tr>
<td>NC</td>
<td>No Credit</td>
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<tr>
<td>W</td>
<td>Withdrawal</td>
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<tr>
<td>S</td>
<td>Satisfactory</td>
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<tr>
<td>U</td>
<td>Unsatisfactory</td>
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<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>IN</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

**Leave of Absence** Graduate students enrolled in professional development or degree programs offered by the School of Continuing and Professional Studies may voluntarily request a leave of absence from the University at the end of any semester for up to three semesters. Students should recognize, however, that taking a voluntary leave of absence does not alter time limitations for the completion of their degree. Students who wish to take leave for longer than three semesters must provide written notification to the director of the center or program office in which they are enrolled. If students do not notify the director in writing and do not re-enroll for three semesters, they will be required to reapply for admission to the program.

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Virginia</th>
<th>Non-Virginia</th>
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<tbody>
<tr>
<td>Certificate and Professional Programs, Undergraduate and Graduate</td>
<td>$200</td>
<td>$331</td>
</tr>
<tr>
<td>Certificate and Professional Programs, Undergraduate and Graduate-Northern Virginia</td>
<td>$200</td>
<td>$331</td>
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<tr>
<td>Non-degree Programs, Undergraduate</td>
<td>$160</td>
<td>$314</td>
</tr>
<tr>
<td>Non-degree Programs, Graduate</td>
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<tr>
<td>Citizen Scholar Programs</td>
<td>$225</td>
<td>$991</td>
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<tr>
<td>K-12 Educators</td>
<td>$165</td>
<td>$282</td>
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<tr>
<td>Graduate Televised Engineering</td>
<td>$304</td>
<td>$576</td>
</tr>
<tr>
<td>Graduate Televised Engineering- Northern Virginia</td>
<td>$304</td>
<td>$576</td>
</tr>
<tr>
<td>Music Lessons (13 one-hour sessions)</td>
<td>$630</td>
<td></td>
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</tbody>
</table>

### Refunds

All requests for refunds must be made in writing to the School of Continuing and Professional Studies Center or program office director (or at the Northern Virginia Center, addressed to the Deputy Director). The data of the postmark, FAX, or e-mail date stamp, or in-person written request determines the amount of any refund. Refund of registration fees paid by credit card will be credited to that credit card account, and the request for refund should include the number of the account from which the fee was paid.

Notice to an instructor or sponsoring agency does not constitute an official request to withdraw from a class and to receive a refund.

Refunds are calculated according to the following considerations:

1. Refunds are granted automatically when a scheduled course is canceled.
2. A full refund of tuition less a $12 processing fee is granted if the student withdraws prior to the first class meeting. Books will be refunded up to the first drop period as determined by the School of Continuing and Professional Studies center. The refund is only effective if books are in new condition and the decision will be left to the discretion of the School of Continuing and Professional Studies center. Fees will be refunded on the same prorated basis as tuition.
3. After the first class meeting and before the second class meeting, 80% of tuition will be refunded.
4. After the second class meeting and before the third class meeting, a refund of 60% of tuition will be granted.
5. No refunds will be granted after the third class meeting.

For credit and noncredit courses of three to nine sessions:

- A full refund of tuition less a $12 processing fee is granted if the student withdraws prior to the first class meeting.
- 80% of the tuition will be refunded between the first and second classes.
- No refund will be granted after the second class meeting.

For courses of one or two sessions:

- A full refund of tuition less a $12 processing fee is granted if the student withdraws one week prior to the first class meeting.

### Refund Policy for Online Courses

Refunds are granted automatically when a scheduled class is canceled. For credit and noncredit courses on the Internet, the amount of the refund is made on the following basis:

1. Before the “Registration Ends” date listed in the “Current Offerings” section, full refund of tuition less a $12 processing fee.
2. After the “Registration Ends” date listed in the “Current Offerings” section, NO REFUNDS for any reason.
3. All requests for drops or withdrawals must be done in writing from the student’s home page before the “Registration Ends” date. After that date, please send any requests for withdrawals to nvdrops@virginia.edu. Notifying an instructor or sponsoring agency does not constitute an official request to withdraw from a class. If you do not officially withdraw from a class, you will receive a grade of “F”.
4. It is strongly advised that you log on to be sure that you have no hardware problems or firewall issues that will prevent you from taking this course. If you do not resolve any such issues prior to the “Registration Ends” date listed in the “Current Offerings” section, no refunds will be granted after that date.
Degree and Certificate Programs

Bachelor of Interdisciplinary Studies Degree Program

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

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

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

BIS Degree Program
University of Virginia School of Continuing and Professional Studies
106 Midmont Lane
P.O. Box 400764
Charlottesville, VA 22904-4764
(434) 982-5274
bis-degree@virginia.edu
www.uvaBIS.info

Admission

The Bachelor of Interdisciplinary Studies degree program is intended for adults who graduated from high school not less than four years prior to enrollment, have earned sixty transferable semester credit hours from regionally accredited colleges or universities, and are prepared to enter a rigorous program of study. Half of the transfer credits should satisfy the general education guidelines of the Liberal Studies Core. Applicants must complete a formal application for admission and be in good academic and social standing at the institution they attended most recently. They also must have earned at least a 2.0 cumulative grade point average there. Additionally, applicants must be in good financial standing at the University of Virginia. Prospective students apply to the BIS program rather than to the Office of Undergraduate Admission, and official transcripts must be directed to the BIS office. Before submitting the application, prospective students must meet with a BIS admissions advisor. Applications for fall and spring are due, respectively, by July 1 and November 15. Applicants will be notified of admission decisions by mail. Applicants who are denied admission may reapply after one year, for reinstatement of provisional status.

Transfer of Credit

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

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

Courses required for an academic concentration do not typically transfer to the BIS degree, but may with permission of the appropriate BIS faculty. Additional elective courses from the concentration must then be taken in the BIS degree program to replace the hours that have transferred from another institution. No more than two required courses may be replaced with transfer credits.

Credits earned in courses taken at other institutions while the student is enrolled in the BIS program are only eligible for transfer if the student completes the appropriate paperwork and receives permission to transfer the credits before enrolling in the course(s).

Provisional Admission

All students who are accepted into the BIS program are provisional status students. Provisional status students have four consecutive terms after admission in which to complete successfully:

1. the computer competency requirement (see below);
2. two liberal studies seminars: one critical issues seminar and one analytical skills seminar (see below under "Curriculum");
3. two other BIS/BIS-approved UVA courses;
4. any concentration prerequisite, core requirement, or credit hours missing upon admission.

Courses outlined in items 2-4 above must be completed with at least a "C" grade (2.0 or better). In addition, students who enroll in more than four BIS courses during provisional status must maintain a minimum cumulative grade point average of 2.0.

Upon satisfying these requirements, students become regular status students. Provisional status students who do not satisfy these requirements within four terms may be required to leave the program. A student who is asked to withdraw from the program may petition, after one year, for reinstatement of provisional admission. Students awarded regular status will be subject to the regulations governing satisfactory academic progress outlined in subsequent sections.

The Liberal Studies Core

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

English Composition: at least six semester credit hours of college composition.

Humanities: at least six semester credit hours earned in art history, selected architectural history courses, classics, literature, drama, film studies, fine arts, music (exclusive of performance), philosophy, political theory, religious studies, or western or eastern civilization or similar courses.

Social Sciences: at least six semester credit hours earned in anthropology, economics, government and foreign affairs
(except political theory), history (exclusive of western, eastern, or other civilization courses, which are considered humanities courses), psychology, or sociology.

Math and/or Natural Science: at least twelve semester credit hours earned in math, astronomy, biology, chemistry, environmental science, or physics. Only courses comparable to those that satisfy an area requirement for the College of Arts and Sciences satisfy the Core; for example, precalculus may transfer but will not satisfy the area requirement.

Computer Competency Requirement
Students who enter the BIS degree program should have an understanding of computing as a tool for communication and should demonstrate a degree of proficiency in basic computing skills that will support their academic work. The competency requirement may be satisfied by one of three options: a grade of B or better in IST 117 offered by the Virginia Community College System; a grade of “pass” in the non-credit Introduction to Computing class offered by the Charlottesville Center of SCSP; or passing the BIS take-home computer competency examination. Students are expected to satisfy the competency requirement as part of the admission process. Anyone who is admitted to the program having not satisfied the requirement must do so by the end of the second semester after BIS matriculation.

Demonstrating Success in BIS
To continue in the program, all BIS students must 1) maintain good financial and social standing at the University and 2) complete the following academic requirements by the end of the fourth semester after BIS matriculation:
1. Four courses (a minimum of 12 credit hours) each with a grade of C (2.0) or better, to include one critical issues seminar, one analytical skills seminar, and two other BIS/BIS-approved UVA courses;
2. Cumulative GPA of at least 2.0 on all UVA course work (including courses completed prior to BIS matriculation);
3. A detailed concentration proposal if pursuing an Individualized Concentration (due by the time student completes 12 credits in the BIS program);
4. A minimum of 72 total credits toward the BIS degree (including transfer credits);
5. Any credit hours or liberal studies core requirement missing upon BIS admission (note: any concentration prerequisite missing at the time of admission must be satisfied by the end of the second semester after BIS matriculation). Students who are unable to satisfy these requirements by the end of the fourth semester after BIS matriculation may be required to leave the program. A student who is asked to withdraw from the program may, after waiting one full year, petition to re-apply.

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

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

To enroll in courses restricted by permission of the instructor, a student must submit to the BIS office a course action form signed by the instructor.

Students are expected to ensure that their course enrollment record is correct; changes to course enrollment may be made by telephone, (434) 296-4747, or online, www.virginia.edu/registrar, before the published deadlines.

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

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

Students should consult with BIS staff regarding matters pertaining to student services.

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

Course Load
BIS students must register for a minimum of three credit hours per term. A BIS student may not enroll in more than nine credit hours per term without permission of his or her advisor. Students who fail to earn a semester GPA of at least 2.0 or who are on academic warning will not be allowed to enroll in more than nine credits the following semester.

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

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

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

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work is not completed, the IN becomes an F. A degree will not be awarded while an incomplete remains on the transcript. A student may not request an incomplete in an attempt to raise his or her grade.

Independent Study BIS students who wish to receive degree credit for an independent study must submit, with a faculty member’s endorsement, a proposed plan of study to include a course syllabus. A maximum of 3.0 semester credits of independent study after matriculation to the program may be counted toward the BIS degree.

Intra-University Transfer BIS students seeking to transfer into any other undergraduate degree program at the University must, in consultation with the BIS director, complete the appropriate transfer application. The student’s entire academic record may be considered by the Intra-University Transfer Committee in the decision to approve the application. Independent Study BIS students who wish to receive degree credit for an independent study must submit, with a faculty member’s endorsement, a proposed plan of study to include a course syllabus. A maximum of 3.0 semester credits of independent study after matriculation to the program may be counted toward the BIS degree.

Leaves of Absence A student who wishes to take a one-term leave of absence must consult with the academic advisor prior to notifying the BIS director. During the period of leave, the student does not receive a student ID card or University e-mail privileges. BIS candidates who wish to take a leave of absence for a second consecutive term should follow the process outlined above; however, the request must be approved by the BIS director. Students on approved leaves of absence are not required to apply for readmission to the BIS program prior to their return but should notify the BIS director of their intended return at least 30 days before the published date of final registration for that term.

Minimum Grades The following courses must be completed with a grade of C or better: one critical issues seminar, one analytical skills seminar, and any other two BIS or BIS-approved UVA courses by the end of the fourth term after BIS matriculation; the proseminar; and the capstone project. Courses taken to meet the concentration requirements must be completed with a cumulative GPA of at least 2.0.

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

Readmission Students who do not enroll at the University for more than two terms, and who are not on an approved leave of absence, may be required to apply for readmission. Application for readmission must be made to the BIS director at least 30 days in advance of the next University registration period. Students should include with their applications a statement that (1) addresses their readiness to return to the program in light of any serious difficulties during their most recent enrollment (e.g., financial, medical, or personal hardship) and (2) outlines those courses that the student will take over the remaining terms to qualify for a degree. Students who have been placed on suspension by the BIS program, or who have been asked to withdraw, may petition the BIS director and the Dean of the School of Continuing and Professional Studies for readmission to the BIS program after one calendar year. These students should follow steps 1 and 2 outlined above.

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

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

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

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

Satisfactory Academic Performance Students admitted to the BIS program are expected to complete all degree requirements within seven years (i.e., twenty-two terms including fall, spring, and summer) of matriculation into the program. Leaves of absence and suspensions do not change the requirement to complete all degree requirements within these parameters. All BIS students are expected to maintain satisfactory academic progress toward the degree. To that end, each student’s academic standing is reviewed at the conclusion of each semester.

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

1. Fail to earn a 1.8 for the semester;
2. Fail to maintain a minimum cumulative grade point average of 2.0;
3. Earn more than one grade below C- in any given semester;
4. Earn a grade below D in any course during two consecutive semesters

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

Suspension Students are subject to suspension after two consecutive terms on academic warning. Students who have been suspended from the BIS program may apply for readmission after one calendar year. While on suspension, students may not earn credits to advance their progress toward the BIS degree. Readmission must be approved by the Dean of the School of Continuing and Professional Studies. Application for readmission is made to the Dean of the School of Continuing and Professional Studies at least 30 days before the next University registration period in which the student is eligible to reapply. Students should include with their applications a statement that (1) addresses their readiness to return to regular study (i.e., 3-9 hours per term) in light of any serious difficulties during their most recent period.
enrollment (e.g., financial, medical, or personal hardship) and (2) outlines those courses that the students will take over the remaining terms to qualify for a degree. BIS candidates may petition the Dean of the School of Continuing and Professional Studies for a waiver of the suspension, citing extenuating circumstances. Such appeals should be addressed to the Dean of the School of Continuing and Professional Studies, P.O. Box 400764, Charlottesville, VA 22904-4764. Students who are readmitted after being on suspension must meet specified academic objectives.

Withdrawal The following policies govern withdrawal from the BIS Program as well as from individual courses:

Course Withdrawal With the instructor’s permission, BIS students may withdraw from a fall or spring course with a grade of W for a period of eight weeks from the semester’s (not the course’s) first day of instruction. After this cutoff, students either must complete the course or, with the instructor’s endorsement, submit a request for an incomplete. During the summer term, BIS students may withdraw from a course with a grade of W until the midpoint of the course. With an endorsement from the professor, the BIS director will consider a student’s petition to withdraw from a course after the deadline because of compelling or highly unusual circumstances. Students who discontinue a course at any point without complying with the proper procedure may be subject to a failing grade.

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

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

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

Accommodations for Students with Disabilities
A student enrolled in the BIS program, or a person applying to enter the BIS program, must inform the University of the need for academic accommodation due to a qualifying disability. Requests for accommodation should be supported by appropriate documentation of the relevant disability filed with the University Learning Needs and Evaluation Center. Requests for reasonable variation in degree requirements to accommodate a student’s disability should be submitted in writing to the LNEC and will be subject to review by the Dean of the School of Continuing and Professional Studies.

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

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

Accuracy of Student Records
Students are responsible for the accuracy of their academic records. The Office of the University Registrar provides access to ISIS, the student information system, via the Internet (www.virginia.edu/registrar). Students may view their grades by connecting to the student information system, via the University Registrar provides access to ISIS, or they may visit the Registrar’s Office during business hours for a print-out of the semester grades. It is the student’s responsibility to point out errors in the record and to do so in a timely manner.

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

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

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

Degree Requirements
To be awarded the BIS degree, students must present 120 semester credit hours, including 60 credit hours earned at the University of Virginia, and successfully complete the BIS curriculum, as outlined below in “Curriculum.” At least 51 hours taken at the University must have been completed on a graded (A+ to D-) basis. Students must have earned a 2.0 cumulative grade point average on all work taken at the University. Students are subject to the degree and curricular requirements in effect for the term for which they were provisionally admitted to the BIS program.

Awards and Honors
Alpha Sigma Lambda The University of Virginia hosts the Beta Iota Sigma chapter of Alpha Sigma Lambda, a national academic honor society for adult students. BIS students who have completed at least twenty-four credits at UVA since BIS matriculation with a cumulative grade point average of 3.4 or higher are eligible to be considered for membership in the society. The cumulative grade point average will be calculated at the conclusion of the fall semester, with induction occurring in the spring.

Final Honors Degrees with distinction, with high distinction, and with highest distinction are awarded to BIS students who have earned a cumulative grade point average of 3.4, 3.6, and 3.8, respectively, on all UVA course work completed since matriculation into the BIS program.

Curriculum
The BIS curriculum has five components: liberal studies seminars, including critical issues seminars and analytical skills seminars; a concentration; degree elective courses; a proseminar; and a capstone project.

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

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

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

Concentrations Students will indicate an intended concentration upon admission to the BIS program. Any prerequisites for the concentration must be successfully completed before the end of the second term after BIS matriculation. All courses taken to fulfill the concentration requirements must be completed with a cumulative grade point average of at least 2.0.

Degree Elective Courses outside the Concentration In consultation with their advisors, students will distribute their degree hours beyond the liberal studies seminars, the concentration, the proseminar, and the capstone project in courses that complement their academic, professional, and personal interests. These electives may be within or outside the student's area of concentration.

Proseminar The required 3-credit proseminar course provides students an opportunity to strengthen their analytical thinking and communication skills while exploring the process of research and project design. Students will apply what they learn to develop a thoughtful proposal for their individual capstone projects.

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

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

ISAS 301-399 - (3) (Y)
Analytical Skills Seminar
Develops quantitative reasoning skills by requiring students to gather and analyze data to formulate persuasive arguments. The seminars are topical (e.g., global warming, tax policy, assessing risk) and interdisciplinary, but their emphasis lies with understanding qualitative and quantitative analysis, including variability in data, making decisions in the face of uncertainty, and using data to support arguments.

ISBU 311 - (3) (SI)
Intermediate Accounting I
Prerequisite: COMM 202 or equivalent. Comprehensive study of the key components of generally accepted accounting principles for asset valuation, preparing financial statements, and the basic account maintenance required for external reporting.

ISBU 312 - (3) (SI)
Intermediate Accounting II
Prerequisite: ISBU 311. Continuation of ISBU 311. Emphasizes accounting for stockholders' equity and earnings per share and for a business organization's income taxes, pensions, leases, and debt and equity investments.

ISBU/ISIT 320 - (3) (SI)
Business Software Development
A hands-on introduction to developing software applications for business. Explores relevant programming principles, including object-oriented methods and basic data management.

ISBU/ISIT 325 - (3) (SI)
Quantitative Analysis
Prerequisite: CS 120 and STAT 112 or equivalents or instructor permission. Studies the principles and methods business analysts and managers use to assess the various areas of a business organization, including accounting, finance, information systems, operations, and personnel. Focuses on the role of statistical models, data analysis, and information systems in decision-making.

ISBU/ISIT 326 - (3) (SI)
Business Information Systems
Overview of basic operations management using an information processing systems approach. Emphasizes the role of information technology and information systems within all areas of business. Focuses on a process-oriented view of the organization and building process modeling skills.

ISBU 327 - (3) (SI)
Commercial Law
Students will learn to understand basic investment principles including the risks and rewards of securities, the power of compounding and the significance of global capital markets. Corporate finance, investments, and financial institutions will be covered in this course and several cases will be used to augment the theoretical material.

ISBU 341 - (3) (SI)
Investment Analysis
Surveys the American legal system and principles of constitutional, criminal, and tort law, emphasizing legal issues related to contracts, agency, corporations, and partnerships.

ISBU 351 - (3) (SI)
Fundamentals of Marketing
Prerequisite: ECON 201, 202, or equivalents, or instructor permission. Introduction to marketing principles and activities in both profit and non-profit enterprises, from the conception of goods and services to their consumption. Participants study consumer behavior as well as ethical, environmental, and international issues in marketing.

ISBU 361 - (3) (SI)
Organizational Behavior
Studies the basic theories and research related to the practices of contemporary organizational behavior. Emphasizes the interpersonal skills that promote individual, group, and organizational effectiveness. Class activities are interactive and include experiential exercises, case analyses, and collaborative learning.

ISBU 371 - (3) (SI)
Managerial Finance
Prerequisite: ISBU concentration prerequisites or instructor permission. Principles and practices of business finance focusing on managerial decision-making in financial policy. Topics include capital structure, types of securities and their use in raising funds, risk, valuation, and allocating resources for investment.

ISBU/ISIT 381 - (3) (IR)
Business Ethics
Uses philosophical ethics as a framework for investigating moral dilemmas in contemporary business. Case study method used.

ISBU 384 - (3) (SI)
International Business
Prerequisite: ISBU concentration prerequisites or instructor permission. An introduction to the practice and theory of international business. Consideration given to global trade and economic integration theory; the major instruments and procedures needed for management and operation of an international business; modes of international market entry and foreign direct investment; strategies appropriate to managing an international business; global environmental issues; and the importance of culture and ethics in international business.

ISBU 463 - (3) (SI)
Human Resource Management
Prerequisite: ISBU 361 or instructor permission. Study of human resource management and its role in meeting company objectives; examines essentials of job analysis, recruitment and selection, training and development, performance, compensation, and employee and labor relations. Discussion of
this course.

ISBU 467/ISIT 467 - (3) (SI) Organizational Change and Development
This course is designed to equip anyone who has a role to play in organizational change - employees and associates at all levels, supervisors and managers, information technology consultants, and a variety of organizational stakeholders - with the basic tools required to analyze change and its consequences.

ISBU 468 - (3) (SI) Entrepreneurship
Prerequisite: ISBU concentration prerequisites or instructor permission.
Explores the process of creating and managing new ventures. Study of financing for initial capital and early growth of the enterprise; legal and tax issues associated with a new business; how to identify opportunity areas; and the characteristics of successful entrepreneurs.

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

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

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

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

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

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

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

ISHU 304 - (3) (IR) Home Runs, Assassinations and Surgical Strikes: Contemporary American Literature in the Age of Television
Through post-WWII novels and essays, this course examines claims about truth and justice in American society. Through post-WWII novels and essays, this course examines claims about truth and justice in American society.

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

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

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

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

ISHU 401/ISSS 310 - (3) (IR) Cultures in Conflict: Islamic Imroods into the Christian World of Eastern Europe
Examines how contemporary conflicts in Eastern Europe between Eastern and Western institutions, customs, and values have supplanted the earlier struggle between communism and capitalism. Uses intellectual history, comparative religion, folklore, and literature as framing disciplines to examine the complications and implications of Islamic culture meeting Christian culture in Eastern Europe. Taught by case method.

ISIT 310 - (3) (SI) Technological Communications
Overview and application of how to present technical information in a variety of media and for different audiences and purposes.

ISIT 320 - (3) (SI) Business Software Development
A hands-on introduction to developing software applications for business. Explores relevant programming principles, including object-oriented methods and basic data management.

ISIT 327 - (3) (SI) Database Management Systems
Prerequisite: ISIT 320.
Focuses on managing the information needs of an organization and on designing and building database applications and application programs using contemporary database software. Topics covered include database architecture, data security and integrity, modeling techniques, and overall database administration.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>ISIT 351</td>
<td>Technology and Product Development Life Cycle</td>
<td>Investigates the management and investment issues associated with technology and product development including research and development; process choices, selection, and improvement; and product choices, replacement, and discontinuance. Course follows a product life-cycle structure.</td>
</tr>
<tr>
<td>ISIT 352</td>
<td>Science and Technology Public Policy</td>
<td>Investigates the broad development of federal public policies associated with the promotion and regulation of science and technology. Areas of consideration include the federal government's historical interest in science and technology; the agencies and organizations involved in creating federal policy; how science and technology are regulated federally; and the roles of state and local governments in local science and technology policies. Special consideration is given to American policy development within an international context.</td>
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<tr>
<td>ISIT 381</td>
<td>See ISBU/ISIT 381</td>
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<tr>
<td>ISIT 399</td>
<td>Case Studies in Technology Management and Policy</td>
<td>Special topics course; topics vary but each explores how technology, management, and policy issues interact within a specific context. Possible contexts include a business organization; an industry; a governmental sector; specific legislation; a judicial ruling; a social issue; a historical era; or a combination of these.</td>
</tr>
<tr>
<td>ISIT 427</td>
<td>Systems Analysis and Design</td>
<td>Prerequisite: ISIT 327 or instructor permission. Comprehensive examination of the principles, techniques, and tools involved in the analysis and design of computer-based information systems as they are used to solve business problems. Practical experience with development technologies used throughout the systems development cycle builds students' skills in information gathering, communication, analysis, functional design, and implementation.</td>
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<tr>
<td>ISIT 428</td>
<td>Data Communications</td>
<td>Prerequisites: ISIT 427 or instructor permission. Studies the use of data communications as a means for gaining a competitive business advantage in a global environment. Presents current technologies and techniques employed in the development and management of computer-based networks.</td>
</tr>
<tr>
<td>ISIT 429</td>
<td>Selected Topics in Management Information Systems</td>
<td>Prerequisite: ISIT concentration prerequisites or instructor permission. An in-depth study of an MIS topic. The course may explore either a new MIS concept or system or provide an opportunity to research a specific area of MIS in greater depth than is possible in other courses.</td>
</tr>
<tr>
<td>ISIT 499</td>
<td>Independent Study</td>
<td>In exceptional circumstances and with the endorsement of an approved faculty member and the BIS director, a student may undertake a rigorous program of independent study in information technology designed to explore a subject not currently being taught or to expand upon regular offerings.</td>
</tr>
<tr>
<td>ISSS 301</td>
<td>Social Sciences Introductory Course</td>
<td>An interdisciplinary, often team-taught, course that uses a single theme to introduce students to the primary methodologies, content areas, and contributions of three social science disciplines. Designed to provide students with a framework for studying social sciences and articulating academic arguments in the social sciences. Students learn the similarities among disciplines that constitute the social sciences, as well as how differentiates social sciences from humanities and from sciences.</td>
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<tr>
<td>ISSS 302I</td>
<td>Women's Studies: Theories and Practices</td>
<td>American history and culture are examined from the perspective of gender. Students will learn critical methods and vocabulary used to analyze gender while focusing on American women's movements as well as contemporary notions of global feminism. Explores commonalities and differences among women, gender norms, sexual mores, the representation of women in the media, gender gaps in education and employment, and changing notions of family.</td>
</tr>
<tr>
<td>ISSS 303S</td>
<td>Sociology of Morality</td>
<td>Explores how forms of morality emerge or decline under different social conditions. Students will examine historical and contemporary forms of morality directly and through institutions which often express moral understandings and perceptions, such as religion and politics.</td>
</tr>
<tr>
<td>ISSS 306G</td>
<td>Military Force in International Relations</td>
<td>Examines the threat and use of military force in international relations. Topics include deterrence theory and recent critiques, ethical and international legal considerations, domestic constraints, and the postwar U.S. and Soviet experiences with the use of force.</td>
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<tr>
<td>ISSS 320</td>
<td>The Modern South</td>
<td>An examination of the racial, economic, social, and political structures of the South from the early years of the twentieth century to the present.</td>
</tr>
<tr>
<td>ISSS 401I</td>
<td>The Experience of the Great War: Life and Literature</td>
<td>Drawing on histories and literature, including autobiographies, poetry, and novels, this course focuses on the experiences and mentalities of those who fought in World War I, as well as those who remained on the home front. The realities and myths of the Great War are explored. An emphasis is placed on British, French, and German writings about the Western Front as well as some consideration of the fighting on the Eastern Front and in Turkey.</td>
</tr>
<tr>
<td>ISSS 411-419</td>
<td>Topical Seminars in Economics</td>
<td>Seminars on current or specialized topics in economics. May be repeated for credit when content differs.</td>
</tr>
<tr>
<td>ISSS 421-429</td>
<td>Topical Seminars in Government and Foreign Affairs</td>
<td>Seminars on current or specialized topics in government and foreign affairs. May be repeated for credit when content differs.</td>
</tr>
<tr>
<td>ISSS 431-439</td>
<td>Topical Seminars in History</td>
<td>Seminars on current or specialized topics in history. May be repeated for credit when content differs.</td>
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<tr>
<td>ISSS 441-449</td>
<td>Topical Seminars in Psychology</td>
<td>Seminars on current or specialized topics in psychology. May be repeated for credit when content differs.</td>
</tr>
<tr>
<td>ISSS 451-459</td>
<td>Topical Seminars in Sociology</td>
<td>Seminars on current or specialized topics in sociology. May be repeated for credit when content differs.</td>
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<tr>
<td>ISIPS 499</td>
<td>Independent Study</td>
<td>In exceptional circumstances and with the endorsement of an approved faculty member and the BIS director, a student may undertake a rigorous program of independent study in information technology designed to explore a subject not currently being taught or to expand upon regular offerings.</td>
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Certificate Programs
The School of Continuing and Professional Studies offers a number of programs in specialized fields of business, education, and other professions that lead to the award of certificates. Most certificate programs require 10-30 credit hours of instruction or an equivalent number of contact hours.

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

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

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

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

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

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

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

Electives (4): BUS 320, BUS 341, BUS 342, BUS 351, BUS 371, ACCT 525, ACCT 531, ACCT 711, ACCT 445, ACCT 546 or ACCT 533

Course Descriptions
ACCT 201 - (3) Introductory Accounting
Prerequisite: ACCT 201. Continuation of ACCT 201. Approximately one third of the course deals with additional financial accounting topics, emphasizing managerial considerations and financial analysis. Cost accumulation, allocation, and product cost methods are studied in a manufacturing setting. Matters such as evaluation of performance planning, cost behavior, and special decisions are emphasized.

ACCT 311 - (3) Intermediate Accounting I
Prerequisite: ACCT 202. An intensive study of the generally accepted accounting principles for asset valuation, income measurement, and financial statement presentation for business organizations, and the processes through which these principles evolve.

ACCT 312 - (3) Intermediate Accounting II
Prerequisite: ACCT 311. Continuation of ACCT 311, emphasizing accounting for the equities of a firm's investors and creditors. Covers special problem areas in financial accounting including accounting for leases, pensions, and income taxes.

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

BUS 320 - (3) Introduction to Business Information Processing
Covers business applications for both mainframes and microprocessors and their capabilities and limitations. Introduces concepts and terminology of computer-based information systems. Emphasizes selection and management of hardware, software, data, personnel, and procedures.

BUS 341 - (3) Commercial Law I
Prerequisite: BUS 341. Analysis of the basic legal principles applicable to ordinary commercial transactions, with special emphasis on contracts, agencies, and commercial papers.

BUS 342 - (3) Commercial Law II
Prerequisite: BUS 341. Reviews basic legal principles applicable to formation and operation of business organizations including corporate and non-corporate entities. Also covers significant areas of legal regulation of business and property transactions.

BUS 371 - (3) Managerial Finance I
Prerequisite: ACCT 202. Emphasizes the development of managerial theory and decision methodology in evaluating the financial function of the firm. Analyzes working capital management, the concepts and techniques employed in the procurement of resources from financial markets, and their allocation to productive investments.

ACCT 445 - (3) Federal Taxation I
Prerequisite: ACCT 202 or instructor permission.

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

ACCT 521 - (3) Introductory Auditing
Prerequisite: ACCT312. Examines auditing methodology through a study of auditing standards. Includes the nature of evidence, program planning, work papers, internal control evaluation, types of audit tests, and audit reports.

ACCT 525 - (3) Advanced Auditing
Prerequisite: ACCT 521. Builds on the concepts and practice examples from introductory auditing to provide students with an in-depth understanding of professional standards, the audit process, advanced audit techniques, and the auditor’s role in ensuring that publicly issued financial statements are fairly presented.

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

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

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

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

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

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

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

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

Course Descriptions

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

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

Seminar conducted at both the undergraduate and graduate level in which law enforcement managers are introduced to the study of crime analysis and futures research and the utility that each has for law enforcement managers. Students will learn to utilize databases and mapping techniques to analyze criminal activity and will be shown how to forecast, manage, and create the future.

CJ 445 - (3) (Y) Managing Investigations of Death and SexualOffenses Using Investigative Psychology
Course conducted at both the undergraduate and graduate levels designed to equip law enforcement managers and supervisors with the unique skills, knowledge, and management techniques necessary for overseeing and monitoring death, violent crimes, and sexually related investigations by applying behavior science research.

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

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

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

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

Forensic Science
CJ 375 - (3) (Y) Evidentiary Photography
Provides photographic concepts and techniques for crime scene and latent fingerprint photography. Students learn about the essential processes of equipment, techniques, and legal aspects of laboratory photography. Includes practical application of classroom instruction.

CJ 376 - (3) (Y) Critical Incident Investigative Response Management
The course is designed to familiarize the law enforcement manager with the management, behavioral, and forensic science resources available in a criminal investigation. Management, behavioral, and forensic resources are introduced and applied using a child abduction/homicide case scenario. The course demonstrates the successful integration, application, and effectiveness of the various resources. The course is a mixture of field exercises, student participation exercises, and lectures on the various resources used throughout the course.

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

CJ 473 - (3) (Y) Overview of Forensic Science for Police Administrators and Managers
Addresses forensic science issues, such as managing a crime scene, the role and value of different types of physical evidence, and current trends and issues. Provides a basic overview of forensic science.
CJ 477 - (5) (Y)
Administrative Advanced Latent Fingerprints
An advanced course providing concentrated studies in all phases of latent print work, including related administrative matters and how to effectively identify, develop, process, and preserve latent print evidence both at the crime scenes and in the laboratory. Emphasis is placed on identifying latent prints with inked prints and the presentation of expert fingerprint testimony.

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

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

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

CJ 569 - (3) (Y)
Effective Communication
An introduction to effective communication techniques with emphasis on oral communication. Frequent researched and rehearsed oral presentations in a variety of settings, from formal to informal, help prepare the law enforcement official to become a more articulate, confident, and fluent public communicator.

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

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

CJ 378 - (3) (Y)
Instructor Development
A practical, skills-oriented program for the law enforcement agency instructor. Current instructional techniques are emphasized, including instructional methods, lesson planning, instructional objectives, audiovisual support, communication, and delivery.

CJ 552 - (3) (Y)
Seminar in Organizational Communications for Law Enforcement Executives
Highly interactive seminar designed to explore communications systems within public and private organizations, with particular focus on federal, state, and local law enforcement. Course will provide organizational leaders with strategies and competencies designed to promote a communications-intensive work environment as well as hone individual interpersonal communications skills.

CJ 553 - (3) (Y)
Seminar in Media Relations for the Law Enforcement Executive
Focuses on contemporary relations between law enforcement and the news media. Emphasizes the development of a proactive versus reactive departmental media strategy and the formation of effective media policy.

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

CJ 356 - (3) (Y)
Legal Issues for Command-Level Officers
Discusses legal considerations that impact administrative and investigative decisions of command and mid-level police administrators. Provides a review of recent developments in federal Constitutional criminal procedure. Also explores the impact of Constitutionally-based employment rights on departmental operations and the impact of Title VII and the Americans with Disabilities Act on police administration.

CJ 357 - (3) (Y)
Leadership, Ethics, Decision-Making
Explores the areas of leadership, ethics, and decision-making in the context of law enforcement using class discussion and participation, small-group dynamics, and some case studies. Topics include understanding organizational culture and history, future trends, and the impact these topics have on decision making and police management.

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

CJ 381 - (3) (Y)
Ethics in Law Enforcement
Provides the law enforcement manager/leader with both the philosophical theory that forms the foundation of ethics in law enforcement and the applied principles that promote ethical conduct in law enforcement.
Certificate Program in Human Resources Management
The University of Virginia Human Resources Management Certificate Program offers a core of courses addressing the basic functional areas of human resources. Elective courses give students the opportunity to dig deeper into specialized areas, polish communications skills, and explore timely topics. The University certificate provides evidence of specialized educational achievement. It is appropriate both for those who already have undergraduate (and graduate) degrees and those who do not. The program is currently offered in the Charlottesville and Northern Virginia centers. Contact either of these centers for specific information regarding admission, transfer credit, and course completion requirements.

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

HR 402 - (3) Human Resource Management
Prerequisite: HR 401.
Survey of individual (as opposed to systemic) HR management. Topics include employee relations, job satisfaction, personnel selection and placement, job analysis and design, interviewing techniques, performance appraisal and training, and wage and salary administration.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

HR 502 - (3)
Staffing and Career Management
Examines the processes and techniques that establish and govern the flow of interrelated organizational staffing activities. Includes case studies covering the latest staffing models and systems, economic conditions that impact staffing, laws and regulations, strategy and planning, measurement, job analysis, internal and external recruiting, and decision making.

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

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

Required Courses (6): IT 320, IT 322, IT 323, IT 324, IT 325 and IT 326
Electives (1): IT 321 or IT 327

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

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

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

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

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

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

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

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

Certificate Program in Procurement and Contract Management
The thirty semester-hour certificate in Procurement and Contract Management addresses the expanding needs of private industry and local, state, and federal agencies for professionally-trained procurement contracting officers, contracts administrators, and negotiators. Several of the courses are approved by the Defense Acquisition University as equivalencies. The program is offered at the Northern Virginia center. Contact the center for admission, transfer, and certificate completion information.

Required Courses (6): PC 401, PC 402, PC 403, PC 404, PC 405 and PC 407
Electives (4): PC 406, PC 408, PC 409, PC 411, PC 412, PC 413, PC 415, PC 416, PC 417, PC 419, PC 420, PC 422, PC 423, PC 424, PC 425, PC 426, PC 427, PC 428, PC 502, PC 503, PC 504, PC 506, PC 507, PC 508, PC 509, PC 510, PC 511 or PC 512, PC 513

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

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

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

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

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

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

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

**PC 408 - (3)**
**Principles of Law for Contract Performance**  
*Prerequisite: PC 404.*  
Exploration of post-award issues including contract interpretation, equitable adjustments, terminations, and claims under the Contracts Disputes Act.

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

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

**PC 412 - (3)**
**International Purchasing and Business Transactions**  
*Prerequisite: PC 402.*  
Analyzes the basic regulations and principles of international procurement, organizational structure, financing, cooperative programs, supply-support arrangements, co-production, agreements, consortiums, research and development agreements, distribution systems, and analysis of current problems and trends.

**PC 413 - (3)**
**Purchasing and Materials Management**  
Surveys the principles of industrial purchasing and management of inventories, including determinations of requirements, pricing, source selection, inventory policy, and professional ethics.

**PC 414 - (3)**
**Grants: Federal, State, and Local**  
Provides a foundation for understanding the administration of grants. The course is primarily concerned with grants by the federal government; the means by which it provides financial assistance to state and local units of government and the private (nonprofit) community; and the purposes for which such assistance are covered, including revenue sharing, concerns over federal interests in non-federal functions, impact upon intergovernmental relations, and others.

**PC 415 - (3)**
**Application for and Management of Federal Grants**  
Furthers understanding of the mechanics of applying for federal grants, the review process, and the administrative problems facing recipients of grants. Covers the specific application procedures of selected federal agencies and several grant programs. Reviews the pre-application process, requirements for state plans, coordinating requirements among planning units of governments, and environmental impact statements.

**PC 416 - (3)**
**International Business Negotiations**  
*Prerequisite: PC 402.*  
Covers the differences between international and domestic business negotiations, including language, customs, religion, and political and legal systems, and other cultural consideration. Discusses the various strategies and tactics used in negotiations, and uses extensive role-playing with these techniques to develop recognition and countering skills.

**PC 417 - (3)**
**Government Contract Computer Law**  
*Prerequisite: PC 402.*  
Covers the law applying to the government’s use of computers, software, and computer-related services. Includes intellectual property rights; government contract computer law issues; how the government purchases ADP; patent rights in technical data and computer software; FOIA; relevant waste, fraud, and abuse rules; and exporting data.

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

**PC 421 - (3)**
**Federal Government Contracting: A Contractor’s Perspective**  
Covers marketing and sales, pre-RFP work, RFP analysis, technical proposal preparation, management and cost proposal preparation, government site visits, audits, negotiations, contract start-up, performance, and contract shut-down.

**PC 422 - (3)**
**Project-Team Management for Contract Managers**  
Introduces the fundamentals of project-team management, emphasizing the management of large-scale, technically complex projects. Covers the entire project life cycle, from selection and initiation to termination and close-out.

**PC 423 - (3)**
**Subcontract Management**  
Surveys government policies and regulations addressing subcontracting and subcontract management. Intended for employees of contractors that subcontract with government prime contractors and for government officials who seek a better understanding of subcontracting procedures under the Federal Acquisition Regulation.

**PC 424 - (3)**
**Acquisition Strategies**  
Focuses on understanding the government and public sector acquisition environment, developing strategies, proposals, and evaluation plans/factors for the acquisition of products and services.

**PC 425 - (2)**
**Source Selection**  
Provides a comprehensive overview of the government policies and regulations that address the major procurement technique used by the government for purchases above the simplified acquisition threshold. The intent of the course is to discuss all phases of the source selection process from the inception of the requirement to the award of the contract and notification and debriefing of unsuccessful offers.
PC 427 - (1)
**Commercial Items Acquisition**
Students will explore the history of commercial item acquisition and the impact this type of acquisition has on the federal marketplace. Instruction explores commercial item initiatives by both civilian and DoD agencies, and addresses the impact to companies pursuing business with the federal government.

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

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

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

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

PC 504 - (3)
**Advanced Contract Formation and Administration**
This course covers the major topics in contract administration and the laws regarding the formation of government contracts. Also included are subcontract administration and acquisition strategies.

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

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

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

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

PC 509 - (3)
**Applications in Federal Contracting**
*Prerequisite:* PC 422.
Examines different perspectives in government contracting: customer, prime contractor and subcontractor, and relationships between the three in both the federal government and commercial business sectors.

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

PC 511 - (3)
**Construction Contracting**
*Prerequisites:* PC 401, Contract Formation and PC 402, Contract Administration, or prior permission of the instructor.
This course will provide students with the fundamentals of contracts for construction, architect-engineering services, and two-phase design-build projects. The course will offer in-depth treatment of the relevant provisions of the FAR and the prevalent issues in construction-related litigation. Specific topics relate to the formation and administration of construction-related contracts and include: the Brooks Architect-Engineering Act; surety and insurance issues; environmental and safety issues; labor laws; evaluation of construction contractor performance; differing site conditions; performance delays and acceleration; and claims, disputes, remedies and liquidated damages.

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

**Certification Program in Web Content Development**
The University of Virginia’s Web Content Development Certificate focuses on the skills needed to write, develop, and manage content for the Web. Created in collaboration with industry leaders, this 15-credit, undergraduate-level program is designed for liberal arts graduates, career changers, and professionals from diverse backgrounds who currently work in the fields of advertising, public relations, communications, and marketing as well as electronic and print publications.

**Required Courses (6):** IT 330, IT 331, IT 332, IT 333 and IT 334

**Course Descriptions**

IT 330 - (3)
**Introduction to Web Content Development**
Explore the life cycle of Web content from the first stages of design and development through posting and end-user access. Find out where to obtain content, how to keep it organized, and the keys to keeping content dynamic.

IT 331 - (3)
**Web Site Design and Development**
Study best practices in creating Web sites that work. Students develop a Web site in class using HTML code, graphics, and text editors. Instruction covers site navigation and architecture, creating templates, site analysis, server loading, site maintenance, and security and legal issues. Students work in teams to complete Web site with an actual client.

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

IT 333 - (3)
**Writing for the Web**
Learn how to create original content, organize writing, edit copy, and integrate outside
content into your site. Emphasis is given to writing for search engines, writing links, preparing titles and headers, and crafting promotional writing.

IT 334 - (3) Fundamentals of E-Business and Web Marketing
Study how business is conducted online with a review of e-commerce terminology and industry practices. Concentration is given to sharpening Web marketing skills and developing strategies to reach your intended audience. Students apply case studies to developing a marketing plan. This course culminates with a Web site and portfolio presentation for review by the instructor, industry professionals, and fellow students.

Other Programs and Courses

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

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

Many students transfer course credits earned through the School of Continuing and Professional Studies to programs at other colleges and universities with prior approval of the institution receiving the credit. Students also use credit courses for renewal of teaching licenses and other professional certificates. In such cases, students should consult their school superintendent and the Virginia Department of Education or other certifying bodies for licensure requirements.

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

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

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

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

Community Scholar Program
The Community Scholar Program is a nondegree program offered by the University of Virginia’s School of Continuing and Professional Studies. Through this program, adults can enroll in the regular, on-Grounds credit courses of the University. Community Scholars may enroll for an unlimited number of credit courses per semester, along with any dependent laboratory or discussion sessions, for a maximum of eight credit hours. Participants who have the opportunity to study with renowned faculty of the University of Virginia, enjoy the same intellectual challenges as students enrolled in degree programs, and earn college credit for their work.

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

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

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

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

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

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

Administration
Sondra Faye Stallard, B.A., M.A., Ph.D., Dean
Cynthia C. Reed, B.S., M.B.A., Associate Dean for Administration
Lynda Phillips-Madson, B.A., M.F.A., Ph.D., Associate Dean for Academic Affairs
Stephen D. Gladis, B.A., M.A., Ph.D., Associate Dean
William Mowry, B.A., M.A., Assistant Dean of Finance
Nancy Iverson, A.B., M.Ed., Ph.D., Assistant Dean, K-12 Education
Stephen J. Pryplesh, B.S., M.P.A., M.S., Assistant Dean and Director of Academic Programs, UVA/FBI Cooperative Program

Center Directors
[Vacant], University of Virginia Programs at the Southwest Virginia Higher Education Center
Stephen D. Gladis, B.A., M.A., Ph.D., Northern Virginia Center
Nancy Iverson, A.B., M.Ed., Ph.D., Assistant Dean, K-12 Education
Donna Klepper, B.A., M.Ed., Ed.D., Charlottesville Center
Linda Linnartz, M.S., Roanoke Center
Cindy Orshek, M.S., Executive Development
John Payne, B.S., M.A., Educational Technologies
Gregory J. Pels, B.S., M.S., Richmond Center
Donna Plasket, B.M.E., M.M., M.Ed, Ed.D., Bachelor of Interdisciplinary Studies Degree Program
Stephen J. Pryplesh, B.S., M.P.A., M.S., M.Ed., Director of Academic Programs, UVA/FBI Cooperative Program

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

Bachelor of Interdisciplinary Studies Degree Program

Advisory Committee
J. Milton Adams, B.S., Ph.D.
Sandra B. Cohen, B.Ed., M.A., Ph.D.
Sondra Faye Stallard, B.A., M.A., Ph.D.
William J. Kehoe, O’Dell Professor of Business Administration, Ph.D.
Ann Lane, B.A., M.A., Ph.D.
Lynda Phillips-Madson, B.A., M.F.A., Ph.D.
Clifford W. Haury, B.A., M.A., Ph.D.
Gordon Stewart, B.A., M.A., Ph.D.
Stephen T. Thornton, B.S., Ph.D.

Certificate Program in Criminal Justice Education

Academic Support
Stephen J. Pryplesh, B.S., M.P.A., M.S., M.Ed., Assistant Dean and Director of Academic Programs, UVA/FBI Cooperative Program

Behavioral Science

Faculty Coordinators
Janet Warren, Associate Professor of Clinical Psychiatric Medicine, Institute of Law, Psychiatry, and Public Policy
Stephen R. Band, Chief, Behavioral Science Unit, FBI Academy

Adjunct Faculty
Stephen R. Band, B.A., M.A., Ph.D.
Edward Davis, B.S., M.S.
Samuel Feenster, B.A., J.D.
Joseph A. Harpold, B.A., M.S.
John Jarvis, B.S., B.A., M.A., Ph.D.
Carl Jensen, B.S., M.A.
Harry A. Kern, B.A., M.Ed.
John C. Lanata, B.A., M.Ed.
Anthony Pinizzotto, B.A., M.A., M.S., Ph.D.
Terri Ryster, B.S., M.A.
Sharon Smith, B.S., M.Ed.
Arthur E. Westveer, B.S., M.L.A.

Forensic Science

Faculty Coordinators
Jane Homeyer, Section Chief, Forensic Science Support Section, Laboratory Division [vacant], Unit Chief, Laboratory Division Training Unit, FBI Academy

Adjunct Faculty
Joseph Errera, B.S.
Robert Heckman, A.A., B.S., M.F.S.
Alice Isenberg, M.A., M.S.
John Mertens, B.S., M.S.

Law Enforcement Communication

Faculty Coordinators
John A. Sanderson, Associate Professor of Educational Psychology, Curry School of Education
William T. Guyton, Chief, Law Enforcement Communication Unit, FBI Academy

Adjunct Faculty
Susan H. Adams, B.S., M.A.
Owen Einspahr, B.S., M.P.A.
Gene Klopf, B.S., M.A.
Julie Linkins, B.A., M.A., M.S.
Penelope Parrish, A.A.S., B.A., M.Ed.
Vincent Sandoval, B.S., M.C.J.
Donald Sheehan, B.A., M.A.
Andre Simons, B.A., M.A.
Dennis Staszak, B.A., M.A., M.S.
James L. Vance, B.A., M.S., M.S.

Law

Faculty Coordinators
Anne Coughlin, Research Professor, School of Law
Thomas Colbridge, Chief, Legal Unit, FBI Academy

Adjunct Faculty
Michael E. Brooks, B.S., J.D.
Michael J. Bulzoni, A.A., B.S., J.D.
Kimberly A. Crawford, B.A., J.D.
Thomas Colbridge, B.A., J.D.
Jane Garrison, B.A., M.L.S.
Thomas D. Petrowski, B.S., J.D.

Advisory Committee
Richard G. Schott, B.A., J.D.

Leadership and Development
Faculty Coordinators
William J. Kehoe, O’Dell Professor of Commerce, McIntire School of Commerce
Michael Ferrence, Jr, Chief, Leadership Development Unit, FBI Academy

Adjunct Faculty
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John Bingham, B.A., M.Ed.
Stanley Burke, B.S., M.A.
John Cantalupo, B.S., M.P.A.
David Corderman, B.A., M.P.A., M.S.
Kevin Cornelius, A.A., B.S., M.S., M.Ed.
Michael Ferrence, A.A., B.S., M.P.A., M.S.
Vernon L. Harry, B.S., M.B.A., C.P.A.
Patrick Kiernan, B.G.S., J.D.
Jane Koshtuko, B.A., M.Ed.
Stephen Moore, B.A., M.P.A.
Larry Nicholson, B.S., M.S., Ph.D.
Timothy Turner, B.S., M.Ed.