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) 982-5206
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 Abozaid
(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
Southern Virginia Center
Stephen D. Gladis, Assistant Dean Director
7054 Haycock Road
Falls Church, VA 22043
(703) 530-1100
Toll free in VA: (800) 678-4882
Fax: (703) 530-1111

Northern Virginia Center
Gregory J. Pels, Director
7740 Shrader Road, Suite E
Richmond, VA 23228-2500
(434) 662-7464
Toll free in VA: (800) 323-4882
Fax: (434) 662-9827

Roanoke Center
Linda Linnartz, Director
108 N. Jefferson Street
Suite 507
Roanoke, VA 24016
(540) 767-6200
Toll free in VA: (800) 882-6753
Fax: (540) 767-6206

University of Virginia Programs at the Southwest Higher Education Center
Position Vacant
1 Partnership Circle
P. O. Box 1987
Abingdon, VA 24212
(276) 469-4012
Toll free in VA: (800) 792-3683
Fax: (276) 469-4009

General Regulations

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

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

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

Academic Progress Students should consult the policies for satisfactory progress from the school offering the program in which they are enrolled. Generally, a grade of B- is considered the lowest satisfactory grade for graduate credit leading to a degree. Students with a grade-point average below 3.0 are not considered to be making satisfactory progress.

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 may require examinations, oral presentations, laboratory experiments, participation in class discussion, and the like. Instructors may allow exceptions for a student’s absence from class. If attendance is required in a course, instructors should clearly communicate this expectation to students at the beginning of the course. Instructors may establish attendance policies for their courses.

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 an auditor 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 At the graduate level, each school determines its own grading system. Graduate courses that are part of a degree program follow the grading system of the school awarding the degree. In addition to its own graduate-level professional development and certificate program courses, the School of Continuing and Professional Studies offers graduate courses from other schools of the University. Although offered through the School of Continuing and Professional Studies, these courses follow the grading system of their associated schools, as outlined in each school’s chapter of the Graduate Record.

Courses carrying a School of Continuing and Professional Studies mnemonic use the following grading system: A+, A, A-; B+, B, B-; C+, C, C-; D-, D, D+. F. The lowest grade that can apply to a degree is B-.

For noncredit courses, grade notations are S/U (satisfactory/unsatisfactory). Students who audit courses receive the designation AU (audit). The symbol W is used when a student officially withdraws...
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.

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.

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.

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

Teacher Relicensure  Teachers and school administrators who wish to take courses or professional development offerings for relicensure may register without submitting academic transcripts. Individuals seeking relicensure are responsible for determining the acceptability of such courses or professional development programs by consulting with their school/division superintendent or the Virginia Department of Education.

Transcripts  The university registrar records the credit for University courses taught at the School of Continuing and Professional Studies centers. Transcripts are available from the registrar’s office in Carruthers Hall for a fee of $4.00.

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

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

Withdrawal  Students enrolled in a graduate degree program should refer to the withdrawal policy of the school awarding the degree.

Students enrolled in graduate courses for professional development, certificate programs, or as community scholars may withdraw under the following conditions:

1. Students make written application to withdraw to the director of the regional or programming center in which they are enrolled at least three class sessions before the last scheduled meeting of the course.
2. Withdrawal from a course without the proper approval of a written application to withdraw results in students receiving a grade of F.
3. Students receive the notation of W for any course from which they withdraw. A notation of W cannot be changed to a letter grade or an incomplete.

Tuition, Fees, and Refunds

Tuition
(per credit hour unless otherwise indicated)
Graduate Degree Programs
Virginian $220
Non-Virginian $360
Graduate Degree Programs-Northern Virginia
Virginian $220
Non-Virginian $360
Bachelor of Interdisciplinary Studies Degree Program
Virginian
1-3 credit hours $820
4-8 credit hours $1,660
9 or more credit hours $2,473
Non-Virginian
Refunds

Programs offered by the School of Continuing and Professional Studies have varying policies regarding refunds. A separate policy applies to the Community Scholar Program. Please refer to course description, special brochures, and regional Center course catalogs for details. The following general policy on refunds applies, except as otherwise indicated.

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, 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.
Graduate Degree Programs

Graduate degree programs offered through the School of Continuing and Professional Studies address the needs of adult students at convenient locations throughout the state.

The School of Continuing and Professional Studies faculty work with their counterparts in other schools of the University to design and deliver these off-Grounds degree programs. The degree-granting schools determine the admission criteria, course content, and degree requirements. University of Virginia libraries provide library resources through the office of the Coordinator, School of Continuing and Professional Studies Library Services.

Students seeking to transfer course credits earned through the School of Continuing and Professional Studies to a degree program at another institution of higher education should consult with the appropriate individuals at that school to ensure that the credit will be accepted.

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 developer, 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 the program 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.

To be eligible to receive a certificate, persons enrolled in noncredit and/or CEU certificate programs must progress satisfactorily in their courses according to the opinion of the program's director.

Persons interested in further information about certificate programs should contact the School of Continuing and Professional Studies regional center in their area.
Certificate Program in Classroom Technology Applications
The certificate in Classroom Technology Applications is designed to teach educators to become proficient users of technology in a variety of classroom situations. All courses are offered for graduate credit and vary from general overview courses to more advanced and content-specific courses. Each course can be taken independently to meet a specific need or as part of a series for a total of six credits to obtain a certificate within a specific concentration.

The productivity concentration provides entry-level course work. A student can continue to study in either the curriculum or the administration training, and support concentration, but all of the more advanced courses require that the student have a working knowledge of word processing, databases, spreadsheets, and telecommunication applications. In order to obtain additional certificates, students need to earn another six credits in their area of concentration.

The courses offered for this certificate are available on a contract basis with school systems, held at the location of choice. By using the hardware and software available in-house, the content can be better tailored to the needs of the teachers in that school system. Some regional centers offer these courses on an open-enrollment basis if sufficient demand exists. Courses can be taught in either the Macintosh or Windows platform and are usually taught on a satisfactory/unsatisfactory basis. Not all courses are available each semester. Except in extraordinary circumstances, requirements for the Classroom Technology Applications Certificate must be completed no later than four years following the beginning of course work. The certificate is offered at all School of Continuing and Professional Studies regional centers.

Required Courses (total of 6 hours):
Students must complete at least six credits to earn a certificate in a specific concentration. A Productivity concentration certificate (or a working knowledge of this material) is required before continuing into content-specific courses.

Course Descriptions
Productivity Concentration
EDLF 589A - (1)
Introduction to Educational Technologies and the Virginia Computer/Technology Standards
Introduction to using the computer as a tool for instruction in the classroom. Studies the basic technology terminology related to both hardware and software through the use and exploration of the system.

EDLF 589B - (1)
Word Processing in the Classroom
Equips teachers with basic word processing skills for both administrative and instructional use. Covers formatting text, importing graphics and text, and designing classroom applications that stress problem-solving and critical thinking in a variety of classroom settings.

EDLF 589C - (1)
Databases for Instruction
Equips teachers with basic database skills for both administrative and instructional use. Covers terminology and simple functions that stress problem solving and critical thinking in classroom settings.

EDLF 589D - (1)
Spreadsheets and Graphing
Equips teachers with basic spreadsheet and graphing skills for both administrative and instructional use. Covers terminology and simple functions that stress problem solving and critical thinking in classroom settings.

EDLF 589E - (1)
Electronic Resources and Presentation Tools
Introduces electronic sources of information and presentation software for communication. Emphasizes the use of CD-ROM, laser disc, and Internet resources, search techniques, evaluation of resources, and ethical and legal issues of using these sources in the classroom.

EDLF 589F - (1)
Tools for Creating Internet Information
Introduces graphics production and multimedia software for communication. Emphasizes drawing and painting programs, multimedia production programs, and Web page creation.

EDLF 589G - (1)
Telecommunications Applications in the Classroom
Introduces telecommunications as a tool to support classroom instruction. Includes the use of Virginia’s PEN, Internet resources, designing lessons utilizing telecommunications applications, and ethical and legal issues.

EDLF 589H - (1)
Graphing Calculators in the Classroom
 Enables secondary mathematics or science teachers to attain proficiency levels using the TI-83 graphing calculators and the TI-Ranger (or CBL) both personally and as an instructional tool in the classroom.

EDLF 589I - (1)
Digital Image Collection, Manipulation, and Integration
Includes the acquisition of digital camera and scanning skills, digital image manipulation, graphic design, and integrating digital images into electronic documents and other computer software applications for instructional use.

EDLF 589J - (1)
E-Communication: Enhancing Connections Between Parents and Educators
Effective home/school communication leads to greater benefits for pupils. Includes exploring electronic solutions that enhance communication between parents and educators.

Curriculum Concentration
EDLF 589K - (1-3)
Technology and Literacy
A hands-on workshop in using technological and Internet resources for teaching literacy skills. Intended to develop a definition of critical, interpretive literacy for the twenty-first century. Includes the essential elements of literacy, software for teaching reading, diagnostic tools, and project-based learning approaches.

EDIS 589M - (1)
Teaching Algebra for Success (on-line version of Algebra Course)
This course is designed to reinforce and deepen one’s knowledge and understanding of the organizing topics of algebra as presented in the Virginia SOLs.

EDLF 589Q - (1-3)
Technology-Based SOL Lesson Plan Development
Exposes the leading ideas, lesson plans, and resources in the field of educational technology. Surveys instructional design methodologies and examines existing K-12 instructional applications utilizing spreadsheets, databases, word processing, presentation tools, and the Internet. Includes specific content area technologies and software applications.

EDLF 589L - (1)
The Writing Process: SOL Integration
Explores the use of technology to teach the writing process with special emphasis on the integration of components and skills evaluated by the Virginia Standards of Learning.
Program.

are not enrolled in the National Academy
offered to students sponsored by the FBI who
areas: behavioral science; forensic science;
least one course in each of the five following
minimum of 13 credits of academic work
Academy Program. All students in this 10-
offered at the FBI Academy in Quantico, Vir-
Justice Education

key issues and potential obstacles.
This course is designed to help those respon-
sible for school-based design and implemen-
tation rubrics, and leadership techniques to
create, and evaluate effective technology
plans and policies. Surveys exemplary tech-
cultural differences and formulation of value
Patterns of behavior in organizations. Identifies
tural setting. Examines the methods and
strategies of organizational development with
the aim of increasing effectiveness and adap-
tation to change.

EDLF 589U - (1)
Technology Planning and Policy
Provides school-division technology decision-
makers with the skills necessary to design,
create, and evaluate effective technology plans and policies. Surveys exemplary tech-
nology plans, acceptable use policies, evalua-
tion rubrics, and leadership techniques to
Encourage technology usage and integration
within the school environment.

EDLF 589V - (1-
Designing and Implementing
Technology Training
This course is designed to help those respon-
sible for school-based design and implementa-
tion of technology training understand the
key issues and potential obstacles.

Certificate Program in Criminal
Justice Education
A program in Criminal Justice Education is
offered at the FBI Academy in Quantico, Vir-
riage, to students enrolled in the National
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 five following
areas: behavioral science; forensic science;
law enforcement communication; law; lead-
ership development. Each student may select
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. Refer to the University of Virginia Under-
graduate Record for a complete listing and
description of other courses offered in this

Course Descriptions

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

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

CJ 503 - (3) (Y)
Executive Leadership
Analyzes the leadership role and process,
emphasizing the requirements and develop-
mental needs for current and future leader-
ship.

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

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. Exam-
ines research findings and discusses the role
of high technology in dealing with violence
and the future of violence in America. All stu-
dents 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 516 - (3) (Y)
Crime Analysis, Futuristics and Law
Enforcement: The 21st Century
Seminars conducted at both the undergradu-
ate and graduate level in which law enforce-
ment 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 data-
bases and mapping techniques to analyze
criminal activity and will be shown how to
to forecast, manage, and create the future.

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

CJ 521 - (3) (Y)
Contemporary Issues in Law
Enforcement
Focuses on contemporary issues and leader-
ship concerns in various areas of law enforce-
ment, leadership and management, empha-
sizing problem solving and the systematic
development of improvement innovations.

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

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

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 544 - (3) (Y)
Forensic Mitochondrial DNA Analysis
This course provides classroom and labora-
tory experience in the principles and proce-
dures involved in typing mtDNA from eviden-
tiary items such as hair, teeth, and bones.
Classroom instruction is focused on the
nature of mtDNA, molecular biology princi-
plies involved in the polymerase chain reac-
tion (PCR) and sequencing, and legal issues
related to this technique. Discussions regard-
ing 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 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.

Graduate Certificate Program in E-Commerce
This nineteen credit hour program is designed for professionals who wish to expand their knowledge and stay abreast of new developments in the e-commerce and e-business industry. Instruction focuses on those who wish to either move their businesses into e-commerce or pursue a career assisting others in e-commerce success. Discussions on successful business models, case studies, strategic management, and e-business applications with a global focus will be the core of each course. Students who complete all seven courses will receive the University of Virginia E-Commerce Certificate. This program is offered at the Northern Virginia center. Contact the center for specific information regarding admission, transfer credit, and certificate completion requirements.

Required Courses (7): BUS 536, BUS 537, BUS 538, BUS 539, BUS 540, BUS 541 and BUS 542

Course Descriptions

BUS 536 - (3) Introduction to E-Commerce
Explores the principal components and driving forces behind electronic commerce. Develops an understanding of Internet business practices including key terms and concepts related to emerging technologies and network architecture. Discussions analyze the socio-economic and technical impact that e-commerce has on conducting business-to-business and business-to-consumer transactions in the global marketplace.

BUS 537 - (3) Managing and Maintaining an E-Commerce Website
Develops skills needed to manage and maintain a Web Site in this hands-on course that takes one from the design stage through online implementation. Teaches basic site architecture, standards and protocols, the role of databases, methods for capturing and tracking customer data, how to register a domain name, and writing content for the Web.

BUS 538 - (3) Web Marketing: Building Awareness on the Internet
Examines the application of marketing principles and practices in an Internet environment. Identifies principles of marketing with a Web-based focus. Topics include changing marketing environments in an Internet society, marketing communications, management, company image, product/brand awareness, promotion and service information, e-retail and online catalogs, and pre- and-post-sales support.

BUS 539 - (3) E-Commerce Law
The course focuses on maintaining organizational and consumer privacy, locating vulnerabilities, encryption methods, management of intellectual property, and procedures for secure web transactions.

BUS 540 - (3) Financial Management for Web-based Businesses
Examines basic financial management and accounting techniques such as review of e-business P & L statements and balance sheets, cash flow analysis, supply-chain management, and other rules of thumb. Topics include a review of stock options and their role as a tool for recruitment and retention of employees, as well as a conceptual understanding of accounting and financial reporting for stock options.

BUS 541 - (3) Strategic Management of E-Commerce Technology
Expands on strategic management principles in the context of e-commerce and the global marketplace. Through discussions, analysis, and case studies, students sharpen the skills needed to manage innovation within their companies by learning to develop and protect e-business infrastructure, identify lucrative business opportunities, execute implementation plans, and evaluate key success factors.

BUS 542 - (1) Emerging Business Models in E-Commerce
This capstone course examines e-commerce start-up success stories, effective business models, and the innovative use of Internet communications in business. Participants plan, organize, coordinate, and evaluate e-commerce initiatives and make informed decisions when implementing new strategies.

Graduate Certificate Program in Technology Leadership
This program is designed to meet the training needs of the next wave of technology leaders. Developed for those working in today’s technologically enhanced environment, the curriculum was designed by an advisory board composed of representatives from Lockheed Martin, SAIC, EDS, NASA, U.S. Department of Treasury, and other industry leaders. The program uses a team-management approach and emphasizes problem-solving and decision-making skills. Courses are held at the Northern Virginia center or on site at area businesses and organizations via contract.

Required Courses (6): BUS 530, BUS 531, BUS 532, BUS 353, BUS 534 and BUS 535

Course Descriptions

BUS 530 - (3) Leadership in the Technology Organization
Investigates the complex and rapidly changing nature of technology organizations. Teaches the transition to management and leadership roles, the importance of organizational vision and values, assessing and capitalizing on human resources, and managing scarce resources in a technology organization.

BUS 531 - (3) Financial Management
Examines how value is measured, created, and maximized. Beginning with an introduction to accounting, instruction covers the fundamentals of measuring and reporting revenue, costs, cash flow, assets, liabilities, and equity. Explores the financial decisions that management must make, including break-even analysis, budgeting, investment in assets, and funding with debt equity.

BUS 532 - (3) Communications and Team Development
Today’s leaders must be skilled in both communicating with diverse audiences and maintaining effective teams in order to succeed in a technology organization. Communications topics include addressing technical and non-technical audiences using presentations, interpersonal skills, and writing skills. Team development instruction focuses on managing teams, identifying and understanding the leadership role, the importance of shared leadership, product teams, and team decision-making.

BUS 533 - (3) Project Management in Technology Organizations
Focusing on the IT industry, this course assists participants in recognizing and acting upon the essential elements in the project management cycle. Sessions cover market research and analysis, scheduling and time-lining, budget development and management, performance assessment, benchmarking, and project evaluation. Emphasizes leadership and team development skills.

BUS 534 - (3) Employee Recruitment and Development
Topics include recruitment in a tight labor market, employee selection and incentives, performance assessment, mentoring and career planning, workforce diversity, understanding organizational change, and developing a learning organization.
Understanding Technology Operations
Examines a number of topics that can have a significant impact on the extent to which a firm attains world class standards. Topics include operations strategy, product/service selection and design, business process reengineering, capacity planning, quality management, facility location and layout, and supply chain management.

Graduate Certificate Program in Information Security Management (ISM)
Companies wishing to maintain their position in Northern Virginia’s digital economy have a great need for skilled information security managers. In response to this need, the University of Virginia’s Northern Virginia Center has developed a six-course graduate certificate program in Information Security Management (ISM). The ISM is designed to provide Dynamic Security Architecture; Creating and Conducting a Security Audit; Threat Assessment and Security Measures; and Understanding Technology Used in an Open Access Environment. The target audience for the ISM program is managers from all educational backgrounds who have been charged with overseeing the security function. Students from both the public and private sectors will benefit from this instruction that emphasizes industry standards and emerging technologies. The goal of the ISM program is building the skills needed to manage the information security function for commercial, government, and non-profit enterprises. Security managers with the essential tools needed to develop company standards, manage policies, and explore issues in the area of internal and external threat management. The curriculum reviews effective security practices, explores methods in network security, and covers a variety of practical security management measures. Designed as a six-course, 18-credit program, this graduate certificate consists of six required courses:

Course Descriptions

BUS 502 - (3)
Security Policy Development and Assessment
Effective security managers must know how to develop a security policy that will be adopted by all employees and supported by executive management. This course examines the steps required in policy development including risk assessment, identification of internal and external threats, legal and privacy issues, creating reports, and escalation procedures. Related topics such as access controls, security standards, and policy implementation are covered in depth.

BUS 503 - (3)
Designing Dynamic Security Architecture
Students explore the basic building blocks needed to implement a life-cycle security system. Instruction focuses on how to analyze internal applications, computing platforms/network infrastructure, and corporate objectives with an eye toward designing flexible security architecture that is best suited for the enterprise. Case studies are used to illustrate key security architecture concepts and methods. Visiting experts from the field of ISM will enrich classroom discussions.

BUS 504 - (3)
Creating and Conducting a Security Audit
Investigate the key role the information security manager plays in designing and conducting both limited and full-scale security audits. Students review the essential components of a security audit and learn how to integrate methodology with company needs. The pitfalls connected with conducting a security audit are covered in full to assure that best practices are incorporated for effective results. Creating audit reports, identifying areas of vulnerability, and responding to third party audits are also addressed. Case studies reviewing government and private audits are used to illustrate course concepts.

BUS 505 - (3)
Threat Assessment and Security Measures
The security manager must be equipped to identify and protect against all forms of internal and external threats. This computer lab-based course examines common security threats including hacker attacks, incursions, backdoor programs, email borne viruses, and the potential for internal sabotage. Students also learn how to anticipate and respond to such threats using an arsenal of security tools, appliances, and devices including firewalls, intrusion detection systems, vulnerability assessment systems, single sign on, virtual private networks, and authentication systems. Course work also touches on implementing practical network security measures including the importance of hardening operating systems and critical applications to eliminate vulnerabilities.

BUS 506 - (3)
Understanding Technology Used in an Open Access Environment
Students develop an understanding of the technology used to distribute information in support of eBusiness and the security concerns inherent in an open access environment. Instruction surveys the technologies that are key for backend integration (XML, CORBA, DCOM and JavaBeans) and front end deployment (HTML and Java). Course work reviews the strengths and weaknesses of common operating systems such as Windows NT, Linux, and Unix as well as the risks versus benefits of deploying one system over another. Communications concepts such as TCP/IP, ISP delivery channels, and wireless technology are discussed in detail. Performance and security issues relative to each technology introduced in this course are discussed in depth.

Graduate Certificate Program in Procurement and Contracts Management
This certificate was developed in response to the needs of procurement professionals who already possess an undergraduate degree and are interested in obtaining training at the graduate level. Students wishing to complete this certificate with no prior procurement and contracting education or experience are advised to enroll in PC 401 before beginning the graduate level offerings. To complete this certificate, students must complete six required courses and two electives. In addition, prior to receiving their certificate, students must provide evidence of an undergraduate degree. Students without an undergraduate degree may take courses at the graduate level as electives within the undergraduate certificate.

Required Courses (6): PC 501, PC 502, PC 503, PC 504, PC 506, PC 510
Electives (4): PC 505, PC 507, PC 508, PC 511, PC 512, PC 513

Course Descriptions

PC 501 - (3)
Procurement and Contracting Principles and Administration
Prerequisites: PC 401 and PC 402 or equivalent. Contract administration topics will be covered as well as some of the basics necessary for contracts and acquisition personnel. Uses many of the elements of both PC 401 and PC 402 and applies them to case studies.

PC 502 - (3)
Advanced Cost and Price Analysis
Prerequisite: PC 403. This course concentrates on a primary feature of the contracting process: the determination and presentation of pricing data. The course emphasizes cost and price issues as they relate to the decision making process of each party in a contract situation. Contractor selection and pricing strategies are emphasized. This course assumes that the student has had a basic or intermediate level pricing course.

PC 503 - (3)
Project Management
Prerequisite: PC 401 or equivalent. Provides students with the necessary knowledge to manage large scale and complex projects. Includes structuring teams, identifying needs, specifying projects, achieving results, and communications.

PC 504 - (3)
Advanced Contract Formation and Administration
Prerequisite: PC 501. 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
courses or permission of instructor. This course includes current research and advances and provides an opportunity to develop skill in critical evaluation of theories and their application in solving problems.

**PC 506 - (3)**  
**Federal Acquisition Case Studies**  
*Prerequisite: PC 402 or PC 501.*  
Provides students with a basic understanding of the laws that affect government contracting, various federal court case studies addressing acquisition issues including ethical considerations, and an understanding of the changes brought forth by recent acquisition statutes and regulations.

**PC 507 - (3)**  
**Services Contracting**  
*Prerequisite: PC 501 or permission of instructor.*  
Provides detailed explanations of the laws, regulations, and procedures during all stages of government services contracting including planning, solicitation, proposal development, evaluation, and contract administration. The course is designed for both experienced and novice contract administrators. The latest policies and regulations relating to services are presented.

**PC 508 - (3)**  
**FAR Standards for Actions and Decisions**  
*Prerequisite: PC 501 or permission of instructor.*  
Provides students with a detailed explanation, review, and analysis of many FAR standards and tests applied in successful contracting decisions. The standards apply to both government buying and industry selling business decisions.

**PC 510 - (3)**  
**FAR 15: Contracting by Negotiations**  
*Prerequisite: PC 401 or equivalent.*  
The purpose of this course is to provide students with a detailed explanation of contracting by the negotiation method as provided in the current Federal Acquisition Regulation (FAR) Part 15. It provides for an intensive review of policy and procedures in contracting by negotiation.

**PC 511 - (3)**  
**Construction Contracting**  
*Prerequisite: PC 402 or PC 501.*  
Covers the fundamentals of contracts for construction, architecture-engineering services, and two-phase design-build projects. 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**  
*Prerequisite: PC 501.*  
Builds a foundation for the challenges facing the contracting professional during conversion to electronic commerce in the federal procurement system. Includes definitions; the engineering aspects of converting from a paper-driven system; productivity and re-engineering; authorizing statutes and regulations; surveys of currently available systems; FAR coverage; computer security; and the knowledge, skills, and abilities necessary for the future.

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

**Other Programs and Courses**

**Credit Courses**

- **The School of Continuing and Professional Studies** offers a broad range of credit courses to help adult learners meet their educational objectives. These courses, some listed elsewhere in this Record 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 areas, 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. Students also use credit courses for renewal of teaching licenses and other professional certificates. 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 also permits faculty from different disciplines to share their 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. Program developers work closely with other University faculty and frequently with representatives of the client audience in designing these programs to ensure that the University extends its teaching and research resources productively to the citizens of the Commonwealth and the nation.

Organizational representatives and individuals are encouraged to discuss their education and training needs with program developers from the School of Continuing and Professional Studies, who can respond rapidly and effectively to such needs. For further information, telephone any of the School of Continuing and Professional Studies centers or program offices, or view offerings online at uvace.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 semesters, but may take no more than two courses per semester, along with any dependendent laboratory or discussion sessions, for a maximum of eight credit hours. Participants have the opportunity to study with renowned faculty of the University of Virginia, enjoy the same intellectual challenges as students enrolled in degree programs, and earn college credit for their work.

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

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

**The Community Scholar Program does not grant degrees.** A part-time bachelor’s degree program, the Bachelor of Interdisciplinary Studies (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.uvacommunityscholar.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.uvacommunityscholar.info.
Faculty

Administration
Sondra Fay 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; renown 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 Fay Stallard, B.A., M.A., 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.

Center for K-12 Education
Nancy Iverson, M.A., Ph.D.
Pam Roland, B.A., M.Ed., Ed.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 Feemster, 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., Ph.D.
Terri Royster, 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
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Robert Heckman, A.A., B.S., M.F.S.
Alice Isenberg, B.A., M.S., Ph.D.
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., S.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.S., M.A., M.S.
James L. Vance, B.A., M.S., M.S.