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 20,000 individuals in credit and non-credit courses of study, as well as conferences, seminars, and training programs. In all academic pursuits, the School has adhered to a standard of lifelong learning, established first by Jefferson’s notion of “education on the broad scale,” whereby adults vigorously attend to their education throughout their lives.

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.

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

In a community of learning, willful disruption of the educational process, destruction of property, interference with the orderly process of the University and/or with the rights of the other members of the University community will not be tolerated. The Dean of the School of Continuing and Professional Studies has the authority to exclude those who are disruptive of the educational process, including those whose behavior would present a threat to the health and safety of others.

Programs of the School of Continuing and Professional Studies enable executives from business and industry, as well as professionals from government, to attend meetings, train programs, and other educational activities.

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, train programs, and other educational activities.

The School of Continuing and Professional Studies
Administrative Offices in Charlottesville
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 for Academic Affairs
(434) 982-5207 Fax: (434) 982-5550
Cynthia C. Reed
Associate Dean for Administration
(434) 982-5207 Fax: (434) 982-5550
Center for Executive Development
Cynthia G. Orshek, Director
(434) 982-5366 Fax: (434) 982-5369
Center for K-12 Education
Nancy R. Iversen, Director and Assistant Dean
(434) 243-2560 Fax: (434) 982-5297
University Center
Donna Klepper, Director
(434) 982-5313 Fax: (434) 982-5324

Educational Technologies
John Payne, Director
(434) 982-5254 Fax: (434) 982-5270
Development Office
Jennifer Newell, Director
(434) 243-7611
Academic Approvals
Robert E. Patterson, Director
(434) 243-5385
Instructional Design
Stephanie Scheer, Director
(434) 924-1305
Tempo Reading Program
Mary Abouzeid, Director
(434) 924-0915 Fax: (434) 924-6339
Bachelor of Interdisciplinary Studies
Donna Plasket, Director
Zehmer Hall Annex
106 Midmont Lane
P.O. Box 400764
Charlottesville, VA 22904-4764
(434) 982-5274 Fax: (434) 982-5335

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

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

Off-Grounds Centers include:

FBI National Academy Program
Stephen J. Pryplesh, Director and Assistant Dean
Quantico, VA 22135
(703) 632-1186 Fax: (703) 632-1187
Hampton Roads Center
vacant, Director
418 Pembroke Four
Virginia Beach, VA 23462
(757) 552-1890 Fax: (757) 552-1898
Northern Virginia Center
Stephen D. Gladis, Director and Associate Dean
7054 Haycock Road
Falls Church, VA 22043
(703) 536-1100; Toll free in VA: (800) 678-4882
Fax: (703) 536-1111

Richmond Center
Kathleen Marks, Director
2810 N Parham Road
Richmond, VA 23294-4434
(434) 662-7464; Toll free in VA: (800) 323-4882
Fax: (434) 662-9827

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

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

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. Faculty at the School of Continuing and Professional Studies work with their counterparts in other schools of the University to design and deliver these off-Grounds degree programs. The degree-granting school or college determines its program admission criteria, course content, and degree requirements.

Degree-seeking students should consult the appropriate school chapter in this Record to determine admission requirements and other policies and regulations applicable to their degree programs. Students who seek to transfer graduate credits earned through the School of Continuing and Professional Studies must get approval from the school in which enrollment is sought.

General Regulations
Admission Information about graduate courses and programs offered by the School of Continuing and Professional Studies may be obtained at the regional centers where the course of study is offered. Students should consult with the appropriate program director for admission and program requirements.

Academic Grievances Students who have a grievance related to a course or a faculty member should address their grievances as follows:
1. Concerns related to a course or faculty member not resolvable between the student and faculty member, should be discussed with the appropriate School of Continuing and Professional Studies’ program director. If the concern remains, the student should contact the dean of the school or college in which the student is enrolled or the course is offered. The grievance procedure of the academic school will be followed from this point forward.
2. If the concern is related to a School of Continuing and Professional Studies course and is not resolved by the student and the faculty member, the next step should be a discussion between the student and the regional center or program director. If the concern is not resolvable at this level, the grievance should be filed with the Dean of the School of Continuing and Professional Studies or the dean’s representative.
3. If the concern is related to the Dean of the School of Continuing and Professional Studies, the grievance should be filed with the Vice President and Provost.
4. If the concern is related to the Vice President and Provost, appropriate documentation should be presented in writing to the President of the University.

Academic Progress Students should consult the policies for satisfactory progress in the school offering the degree or program in which they are enrolled.

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. These dates may differ by regional center. Students should consult with appropriate center staff or program director for information.

Application of SCPS Courses to Degree Programs With the approval of the student’s school of enrollment, a course taken through the School of Continuing and Professional Studies may be counted toward degree requirements. These courses typically are included in the computation of grade point averages.

Attendance Instructors establish attendance and participation requirements for each of their courses. Such course requirements as examinations, oral presentations, laboratory experiments, participation in class discussion, etc., are not waived because of a student’s absence from class. Instructors may establish penalties when absences seriously hinder achievement in any course.

Auditors Students who wish to enroll in credit courses without receiving academic course credit may do so on a space available basis, with the permission of the instructor and program director. Credit or audit status must be indicated at the time of registration.

Admission requirements are the same for auditors as for credit students. An AU (audit) cannot be changed to a letter grade. Auditing a class does not relieve the student of the responsibility for meeting the standards established for the course.

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

The University registrar permanently records successful participation in programs that have been authorized to award CEUs. A certificate is given at the conclusion of the class, and that information can be obtained from the Registrar (www.virginia.edu/registrar).

Grades In addition to its own graduate-level professional development and certificate program courses, the School of Continuing and Professional Studies offers graduate courses in collaboration with other schools. These courses follow the grading system of their associated schools, as outlined in each school’s catalog. 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; for non-credit 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 from a course before its completion.

Credit/No Credit Students enrolled in graduate degree programs should consult with the appropriate school before selecting the credit/no credit (CR/NC) grading option. Students enrolled in certain 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.

Incompletes Circumstances beyond a student’s control sometimes arise that necessitate requesting an IN (incomplete) from the instructor. IN indicates that the grade for the course is being withheld until the student completes all course requirements. The student must initiate the request for an IN, and the instructor must agree. The student must complete and submit all course work to the instructor by the end of the semester following the semester in which the IN was
pending is eligible to receive a degree or a grade of F (failure). No student with an NG semester, it is automatically converted to a grade of F (failure). Only course instructors may remove incompletes. Non-degree seeking students with an incomplete pending are not awarded a degree or certificate. Degree-seeking students who receive an IN (incomplete) or an F (failure) in any course cannot enroll in another course unless the Dean of the School of Continuing and Professional Studies grants permission.

The Community Scholar Program policy regarding incompletes differs and is outlined in the Community Scholar Handbook or online at www.vacommunityscholarinfo.

No Grade On occasion, an instructor assigns 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 off-Grounds, in courses and programs through the School of Continuing and Professional Studies, as it does to students on-Grounds, some procedures for administration of the system to continuing and professional studies students differ from those governing on-Grounds full time students. Off-Grounds students may consult with the School of Continuing and Professional Studies regional center in their area for a copy of the Honor Committee bylaws.

Leave of Absence Graduate students enrolled in professional development or certificate programs offered by the School of Continuing and Professional Studies may request a leave of absence from the University at the end of any semester. Students who seek a leave of absence for more than three semesters must provide written notification to the director of the program 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 Regulations applying to repeated courses may vary by school and are detailed in each school’s chapter of this Record. Students in courses offered solely by the School of Continuing and Professional Studies may take courses only after receiving permission from the academic program director.

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 grade for University courses taught at the School of Continuing and Professional Studies centers. Transcripts are available from the Office of the University Registrar (www.virginia.edu/registrar); courses taken since 1985 may also be reviewed by using ISIS Online (www.virginia.edu/isis).

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

Students interested in transferring courses into an SCPS credit certificate program generally may transfer six credits. The School grants transfer credit based on an analysis of the content, level, and comparability of the courses taken, the applicability of the courses to the student’s intended major and degree program, the quality of the student's performance in the courses, and the accreditation of the institution at which the work was completed. Course work must not be older than eight years and the student must have earned at least a “C” in the courses. Transfer credit determinations are made by the academic program director. Courses for which transfer credit has been awarded will not appear on the student's transcript until the completion of the certificate program. No transfer credit is allowed in the certificates of Technology, Leadership, Information Technology, and E-Commerce.

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

Students enrolled in the School of Continuing and Professional Studies' graduate courses for professional development, certificate programs, or the community scholar program, may withdraw under the following conditions:

1. Students make written application to withdraw to the academic program director in the regional 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

(permit unless otherwise indicated)

Graduate Degree Programs

<table>
<thead>
<tr>
<th>Type of Tuition</th>
<th>Virginia</th>
<th>Non-Virginian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia</td>
<td>$900</td>
<td>$190</td>
</tr>
<tr>
<td>Non-Virginian</td>
<td>$800</td>
<td>$160</td>
</tr>
</tbody>
</table>

Undergraduate Courses

<table>
<thead>
<tr>
<th>Type of Tuition</th>
<th>Virginia</th>
<th>Non-Virginian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia</td>
<td>$660</td>
<td>$140</td>
</tr>
<tr>
<td>Non-Virginian</td>
<td>$560</td>
<td>$120</td>
</tr>
</tbody>
</table>

Bachelor of Interdisciplinary Studies

Degree Program

<table>
<thead>
<tr>
<th>Type of Tuition</th>
<th>Virginia</th>
<th>Non-Virginian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia</td>
<td>$600</td>
<td>$140</td>
</tr>
<tr>
<td>Non-Virginian</td>
<td>$500</td>
<td>$120</td>
</tr>
</tbody>
</table>

Study Abroad (per semester, including in summer)

<table>
<thead>
<tr>
<th>Type of Tuition</th>
<th>Virginia</th>
<th>Non-Virginian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia</td>
<td>$300</td>
<td>$70</td>
</tr>
<tr>
<td>Non-Virginian</td>
<td>$200</td>
<td>$50</td>
</tr>
</tbody>
</table>

K-12 Educators

<table>
<thead>
<tr>
<th>Type of Tuition</th>
<th>Virginia</th>
<th>Non-Virginian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia</td>
<td>$200</td>
<td>$50</td>
</tr>
<tr>
<td>Non-Virginian</td>
<td>$100</td>
<td>$25</td>
</tr>
</tbody>
</table>

Graduate Televised Engineering

<table>
<thead>
<tr>
<th>Type of Tuition</th>
<th>Virginia</th>
<th>Non-Virginian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia</td>
<td>$200</td>
<td>$50</td>
</tr>
<tr>
<td>Non-Virginian</td>
<td>$100</td>
<td>$25</td>
</tr>
</tbody>
</table>

Music Lessons (3 one-hour sessions) $654
Facilities fee, Northern Virginia Center (per credit and per non-credit course) .......$17
Transcript fee ...........................................$4
Late exam fee .............................................$10
Technology fee (per credit).......................$4
Other miscellaneous fees, as established, to recover expenses, such as laboratory, materials, etc., on the basis of estimated cost.

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

Certificate Programs
The School of Continuing and Professional Studies offers a number of programs in specialized fields of business, education, and other professions that lead to the award of certificates. Most certificate programs require 10-30 credits of instruction. Admission requirements for certificate programs vary. Applicants may be required to provide transcripts of previous academic activity. Persons interested in a certificate program should 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. To be eligible to receive a certificate, persons enrolled in non-credit and/or CEU certificate programs must progress satisfactorily in their courses according to the opinion of the program’s director.

Certificate Program in Criminal Justice Education
A program in Criminal Justice Education is offered at the FBI Academy in Quantico, Virginia, to students enrolled in the National Academy Program. All students in this 10-week program are required to complete a minimum of 17 credits of academic work (undergraduate and/or graduate) with courses taken in the following areas: behavioral science; forensic science; law enforcement communication; law; leadership development and physical fitness. Each student may elect to take an additional one to three credits of course work. 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 Undergraduate Record for a complete listing and description of courses offered in this program. Only the following courses are offered for graduate level credit:

Course Descriptions

CJ 501 - (3) (Y)
Human Behavior in Organizations
Advanced course focusing on changing patterns 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 organizational setting. Examines the methods and strategies of organizational development with the aim of increasing effectiveness and adaptation to change.

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

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

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

CJ 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 516 - (3) (Y)
Crime Analysis, Futuristics and Law Enforcement: The 21st Century
Seminar 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 learn to utilize databases and mapping techniques to analyze criminal activity and are shown how to forecast, manage, and create the future.

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

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

CJ 523 - (3) (Y)
Seminar in Media Relations for the Law Enforcement Executives
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 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 investigators in gaining insight to the speaker/writer and in detecting areas of deception.

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

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

CJ 527 - (3) (Y)
Interpersonal Communications for Law Enforcement Executives
Highly interactive course designed to acquaint the leaders not only with his/her communications styles and preferences, but how the communications process influences interpersonal relationships in both social and work-related environments. Practical application a major focus.
CJ 536 - (3) (Y)
**Advanced Computer Crimes for Police Supervisors**
This forty-four hour course is designed for law enforcement managers who desire to learn and practice advanced investigative computer techniques, methods and data recovery. Students will work with computer hardware and forensic software tools used by computer crimes investigators and forensic data recovery personnel. This course will provide the opportunity for hands-on experience to help prepare or enhance the student’s supervisory role as it applies to the investigation of computer-related crimes.

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

CJ 560 - (3) (Y)
**Violent Behavior: A Biopsychosocial Approach**
A 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.

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

**Graduate Certificate Program in E-Commerce**
This nineteen credit 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 program director of the center for specific information regarding admission, transfer credit, and certificate completion requirements.

**Required Courses (7):** BUS 536, 537, 538, 539, 540, 541, and 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**
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 Programs in Leadership**
Students interested in management and leadership training may choose from two 18-credit certificates: Leadership or Technology Leadership. The curriculum was developed by an advisory board from Lockheed Martin, SAI, EDS, U.S. Department of Treasury, NASA, and other industry leaders. The Technology Leadership track was designed for technical professionals who currently serve in managerial or leadership positions, or for those interested in moving into such positions in the future. Both certificate programs establish a solid foundation in leadership competencies that can be used in today’s, as well as tomorrow’s, workplace. Courses are held at the Northern Virginia center or on site at area businesses and organizations via contract. Contact the program director of the center for specific information regarding admission, transfer credit, and certificate completion requirements.
Technology Leadership:
Required Courses (5): BUS 530, 531, 532, 534, and 535.
Elective Courses (1): PC 503, BUS 541, or BUS 506.

Leadership:
Required Courses (4): BUS 530, 531, 532, and 534.
Elective Courses (2): PC 503, BUS 501, or BUS 504.

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 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.

BUS 535 - (3)
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.

PC 503 - (3)
Introduction to Project Management
Introduces students to the various aspects of the project life cycle. Exposes students to the Project Management Institute's Project Management Body of Knowledge, other industry project life cycles, and a variety of project management best practices.

BUS 501 - (3)
Information Security Management
This foundation course provides managers with the essential framework needed to design and develop an effective information security program. Explores methods used to raise general security awareness, reviews current industry practices, and develops expertise needed to adapt policies to safeguard proprietary information.

BUS 504 - (3)
Creating and Conducting a Security Audit
Investigate the key roles that the information security manager plays in designing and conducting both limited and full-scale security audits. Creating audit reports, identifying areas of vulnerability, and responding to third party audits are addressed.

BUS 506 - (3)
Understanding Technology Used in an Open Access Environment
Students devise an understanding of the technology used to distribute information in support of eBusiness and the security concerns inherent in an open access environment.

BUS 541 - (3)
Strategic Management of E-Commerce Technology
Expand your understanding of strategic management principles in the context of e-commerce and the global marketplace. 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.

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. The curriculum reviews effective security practices, explores methods in network security, and covers a variety of practical security management measures to provide 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.

Contact the program director of the center for specific information regarding admission, transfer credit, and certificate completion requirements.

Designed as an 18-credit program, this graduate certificate consists of six required courses.

Course Descriptions

BUS 501 - (3)
Information Security Management
This foundation course provides managers with the essential framework needed to design and develop an effective information security program. Explores methods used to raise general security awareness, reviews current industry practices, and develops expertise needed to adapt policies to safeguard proprietary information.

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 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 pit-
falls 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. Contact the program director of the center for specific information regarding admission, transfer credit, and certificate completion requirements.

Electives (4): PC 505, 507, 508, 511, 512, or 513.

Course Descriptions

PC 501 - (3)
Procurement and Contracting Principles and Administration
Prerequisites: PC 401 and PC 402 or equivalent.

Contract administration topics are 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)
Introduction to Project Management

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 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 401 or 501.

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 401.

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)
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 501 or equivalent.

Covers the fundamentals of contracts for construction, architect-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 401.

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
Graduate Certificate Program in Project Management

This 24-credit certificate was designed to create an educational environment where students are exposed to many facets of Project Management to enable them to transfer the knowledge acquired to project management positions in the public and private sectors. The curriculum consists of both required courses and elective courses. Required courses provide the student with a core body of knowledge or framework and information on how to apply a wide range of tools in order to become an effective project manager. Elective courses introduce students to skills specific to different industries and builds on the required courses. The certificate is ideal for individuals required to manage projects in any field, and those in the engineering field with a limited understanding of how to perform their role in a project management environment. Contact the program director of the center for specific information regarding admission, transfer credit, and certificate completion requirements.

Required Courses (5): PC 503, 520, 521, 522, and 523.
Elective Courses (3): PC 501, 524, 525, 526, and 528.

Course Descriptions

PC 501 - (3)
Contracting Principles and Administration
Prerequisite: PC 402.
Contract administration topics are covered as well as some of the basics necessary for contracts and acquisition personnel.

PC 503 - (3)
Introduction to Project Management
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 520 - (3)
Project Schedule, Cost, and Budget Control
Introduces students to a variety of project scheduling and cost control techniques that are vital for a project to meet its schedule and cost goals and objectives. Concentrates on the variety of scheduling techniques (Gantt Chart, Critical Path Method, and Program Evaluation Review Technique) that can be used to guide and monitor project performance. Activities that are critical in preparing a realistic schedule are explored, discussed, and practiced. Students are then introduced to a variety of budgeting, cost estimating, and cost control techniques.

PC 521 - (3)
Project Risk Management
Introduces students to various concepts and techniques that can be used to effectively manage project risk. Exposes students to the various risks (cost, schedule, technical, quality, managerial, organizational, etc.) projects confront as they move through the project life cycle. Students learn a variety of risk identification and management techniques in order to minimize their impact on project performance.

PC 522 - (3)
Leadership and Human Resources Management
The project environment is complex and presents many managerial challenges for both the project manager and his/her team. These complexities and managerial challenges are a direct result of how project teams are formed and the environment they operate in. This environment is characterized by the fact that project teams are temporary endeavors, operate under tight time and cost constraints, staffed by members from different functional organizations, and have multiple internal and external stakeholders and customers. In some cases, the project manager and the team may not possess the authority needed to ensure project success. Because of this complex and challenging environment, it is essential that both the project manager and members of his/her team understand what leadership is and how to exercise it within a project environment. This course introduces students to a variety of leadership concepts and techniques that can be utilized to become effective leaders in a project environment.

PC 523 - (3)
The Project Manager and Managing the Project Team
The first part of the course introduces students to the managerial challenges facing a project team. Various methodologies, tools, and techniques that a project manager and his/her team can use to meet these challenges will be explored. The second part of the course introduces students to the variety of roles that the project manager plays while managing a project. Many challenges and pressures are explored.

PC 524 - (3)
Commercial Contracting for Project Managers
In order to be competitive in today’s worldwide marketplace, many companies (and to a certain extent government agencies) have gone through a cycle of downsizing. This downsizing forced many organizations to sell off or dismantle departments deemed not essential to the core business. Organizations began to rely on procurement and contracting administrations techniques to obtain the products and services that were no longer available within the company. In addition to the changing organizational environment, many of today’s projects are extremely complex and require the integration of products and services not developed or available within an organization. In order to meet project goals and objectives, project managers and teams have become dependent on contractors and subcontractors to supply the needed technology or expertise. Therefore, it has become essential that they develop an understanding of procurement and contract administration techniques in order to access the needed expertise. This course helps students understand the important role that contracting and purchasing plays in the project environment. Students gain an understanding of contracting techniques that allow projects to meet or exceed project goals. Challenges facing a project team in the area of contracting and the legal context of contracts are also discussed.

PC 525 - (3)
IT Systems Project Management
With a focus on the IT systems, 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. Leadership and team development skills are emphasized.

PC 526 - (3)
Construction Project Management
This course will provide students with the fundamentals of project management in construction. Subjects will include contracting, inspections, cost code system, insurance estimating, subcontracting, and documenting.

PC 528 - (3)
Topics in Project Management
This course is designed as an interactive presentation of a broad view of project management by focusing on selected topics of concerns for the project manager. These topics have been selected from a long list of potential issues, which confront project managers during stewardship of a project. Topics include the PM’s office and its organization, quality concerns, the decision-making process, internal marketing of the project, and other varied issues of interest.

Graduate Certificate Program in Workforce Development

The Workforce Development Certificate is a professional graduate certificate (9 credits) for those individuals working as: college administrators with responsibility for workforce development activities; educators and trainers in universities and colleges; secondary school educators; human resources professionals; workforce and economic development practitioners; private sector trainers; proprietary school personnel; and those interested in pursuing careers in workforce development. The certificate program prepares students to continue to excel in the workforce development profession and their respective (or future) leadership position. The courses are presented via classroom setting, self-directed learning methods and practicum. Articulation agreements with various graduate degree programs are being
established. The student must have completed a bachelor’s (or higher) degree. Contact the program director of the center for specific information regarding admission, transfer credit, and certificate completion requirements.

Course Descriptions

PSWD 589 - (3) Workforce Development Professional Competencies
This course provides an overview of and introduction to the competencies necessary for successful workforce development professionals. Experts and best practices are used to design and present the knowledge and skills needed to excel in each competency within the workforce development arena. The competencies covered include: Knowledge of the Profession; Understanding Your Customer; Client Development; Small Business Management; Collaboration and Community; Strategic Planning and Continuous Improvement; and Leadership and Influence.

PSWD 590 - (3) Professional Assessment and Development
This course provides the opportunity to: identify workforce development competencies that the student has developed and/or enhanced; compare and contrast current workforce development theories, styles and programs; acquire a deeper understanding and appreciation of the student’s role as a workforce development professional; and integrate and apply the student’s learning to his/her work environment. Extensive reading, research, writing, and on-line participation are required.

PSWD 591 - (3) Practicum: Workforce Development
The most powerful teaching tool is the application of knowledge. The practicum experience provides the student the opportunity to combine previous knowledge and skills with the newly acquired knowledge and skills (from the prior two courses, Workforce Development Professional Competencies and Professional Assessment and Development); incorporate this “combined” knowledge into his/her institution’s workforce development activities (i.e., increased job responsibilities, new program or partnership development, marketing strategies); and strengthen the student’s contributions to workforce development (at the institution and profession levels).

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-ground. 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.

Non-credit Programs
Noncredit programs are designed for individuals who are interested in substantive intellectual activities but who do not need academic credit.

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 with representatives of the client to design challenging academic programs. 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, contact the School of Continuing and Professional Studies program directors, or view offerings online at uvace.virginia.edu.

Community Scholar Program
The Community Scholar Program is a non-degree program offered by the University of Virginia’s School of Continuing and Professional Studies. Through this program, adults can enroll in the regular, on-Grounds credit courses of the University during the fall and spring semesters. Community Scholars may enroll for an unlimited number of semesters, but may take no more than two courses per semester, along with any dependent laboratory or discussion sessions, for a maximum of 11.5 credits. Program participants have the opportunity to study with renowned faculty of the University of Virginia, enjoy the same intellectual challenges as students enrolled in degree programs, and earn college credit for their work.

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

The program serves many purposes for the adult learner. Community Scholars pursue objectives to advance their careers by studying recent developments in their fields. Others seek to satisfy prerequisites for advanced study in medicine, engineering, or education, or exploring a graduate department’s course offerings prior to applying to its formal degree program.

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

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

Community Scholars must obtain permission of the instructor to enroll in each class. Instructor contact information may be obtained from the Course Offering Directory at www.virginia.edu/cod. Permission forms can be obtained online at www.uvacommu- nityscholar.info or by visiting the University Center in Zehmer Hall. For students interested in enrolling in graduate level courses, proof of an undergraduate degree will be required at the time of registration. Participants who wish to enroll in the McIntire School of Commerce, 300-level and above Engineering courses, 700-level and above English courses, or Nursing courses with course mnemonics beginning with NUIP, will need to provide actual transcripts of all previously completed college credits. The information must be submitted to the University Center several weeks prior to the start date of classes to ensure that required prerequisites have been completed.

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

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

In addition, Community Scholars assume an obligation to conduct themselves in a manner that is civil and compatible with the University’s function as an educational institution. In a community of learning, willful disruption of the educational process, destruction of property, interference with the
orderly process of the University, or with the rights of others cannot be tolerated. In order to fulfill its functions for imparting and gaining knowledge, the University has the authority and responsibility to maintain order within the University. The Dean of the School of Continuing and Professional Studies has the authority to exclude those who are disruptive of the educational process, including those whose behavior would present a threat to the health and safety of others.

Community Scholars do not pay the required fees (which include such items as athletic tickets, intramural access, Student Health, University Transit, Student Legal Services, and University Union tickets) expected of full time students. As such, they are not eligible to use the services of the Department of Student Health or purchase the University-endorsed Student Health Insurance plan, nor will they receive the above-mentioned services while taking classes through the School of Continuing and Professional Studies. Community Scholars are urged to make other healthcare arrangements.

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

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.

Administration
Sondra Faye Stallard, B.A.A., M.A., Ph.D., Dean
Cynthia C. Reed, B.S., M.B.A., Associate Dean for Administration
Lynda Phillips-Madson, B.A.A., M.F.A., Ph.D., Associate Dean for Academic Affairs
Stephen D. Gladis, B.A.A., M.A., Ph.D., Associate Dean and Director of the Northern Virginia Center
William Mowry, B.A.A., M.B.A., Assistant Dean of Finance
Nancy Iverson, A.B., M.Ed., Ed.D., Assistant Dean, K-12 Education
Stephen J. Pryplesh, B.S. M.P.A., M.S., M.Ed., Assistant Dean and Director of Academic Programs, UVa/FBI National Academy Program
Jennifer Newell, B.M., Director, Development Office
Robert E. Patterson, B.A.A., M.A., Ph.D., Director, Academic Approvals
Stephanie Scheer, B.A.A., M.Ed., Ph.D., Director, Instructional Design

Center Directors
Mary P. Abouzeid, B.A.A., M.A., Ph.D., Tempo Reading Outreach Program
Stephen D. Gladis, B.A.A., M.A., Ph.D., Northern Virginia Center
Nancy R. Iverson, A.B., M.Ed., Ed.D., Assistant Dean, K-12 Education
Donna F. Klepper, B.A.A., M.Ed., Ed.D., University Center
Linda K. Linnartz, B.S., M.S., Roanoke Center
Kathleen Marks, B.A.A., M.B.A., Richmond Center
Cynthia G. Orshek, B.S., B.S., M.S., Executive Development
John H. Payne, B.S., M.A., Educational Technologies
Donna J. 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 National Academy Program
vacant, Hampton Roads Center
vacant, Southwest Center

Center for K-12 Education
Nancy R. Iverson, A.B., M.Ed., Ed.D.
Stewart D. Roberson, B.S., M.Ed., Ed.D.
Pamela B. Roland, B.A., M.Ed., Ed.D.

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

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

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

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

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

Law Enforcement Communication
Faculty Coordinators
Kate Killham, B.A., M.Ed., Chief, Law Enforcement Communication Unit, UVa/FBI National Academy Program

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

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

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

Leadership and Development

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

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

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

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

Northern Virginia Center

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

Tempo Reading Program

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