



*University of Richmond*

## **2020-21 Catalog of the School of Professional & Continuing Studies**

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Office of the University Registrar

*Catalog is for internal use only*

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# Catalog of Degree Programs 2020-2021

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The catalog provides [programs of study with course listings](#) for the School of Professional and Continuing Studies. It also provides the [academic calendar](#) and [policies and procedures](#) (including financial aid, support services and privacy statements).

**The requirements in this catalog apply to students entering the School in the 2020-21 academic year.** Please see the [catalog archive](#) for earlier entering classes.

**Please Note:** The contents of this catalog represent the most current information available at the time of publication. However, during the period of time covered by this catalog, it is reasonable to expect changes to be made with respect to this information without prior notice. The course offerings and requirements of the University of Richmond are under continual examination and revision. Thus, the provisions of this catalog are not to be regarded as an irrevocable contract between the University (or any of its colleges or schools) and the student.

## **Non-Discrimination Policy**

The University of Richmond prohibits discrimination and harassment against applicants, students, faculty or staff on the basis of race, religion, national or ethnic origin, age, sex, sexual orientation, gender identity, gender expression, disability, status as a veteran or any classification protected by local, state or federal law. Copies of the complete "Harassment and Discrimination Policy (including Sexual Harassment)" are included in student handbooks, faculty handbooks and in the published guidelines for University of Richmond support staff. Copies are also available at the dean's office of each college and school and the Department of Human Resource Services. For further information, students should contact the dean of their school or residential college; staff should contact the director of Human Resource Services; and faculty should contact the dean of their school. Any inquiries regarding the University's policies in these areas should be directed to the Office of the Vice President for Student Development, University of Richmond, Virginia 23173. Telephone: (804) 289-8032.

## Academic Calendar

### Fall Semester 2020

- **Classes begin** - Monday, August 24, 2020
- **Labor Day (class day)** - Monday, September 7, 2020
- **Last day to file for May/August graduation** - Friday, October 23, 2020
- **Thanksgiving break begins after classes** - Saturday, November 21, 2020
- **Classes resume online** - Monday, November 30, 2020
- **Examination period** - Monday, December 7, 2020 through Saturday, December 11, 2020
- **Term ends** - Saturday, December 12, 2020

### Spring Semester 2021

- **Classes begin** - Monday, January 11, 2021
- **Last day to file for December graduation** - Friday, February 26, 2021
- **Spring break begins after classes** - Saturday, March 6, 2021
- **Classes resume** - Monday, March 15, 2021
- **Examination period** - Monday, April 26, 2021 through Saturday, May 1, 2021
- **Term ends** - Saturday, May 1, 2021
- **Commencement** - Saturday, May 8, 2021
- **Baccalaureate Service** - Sunday, May 9, 2021

### University of Richmond Religious Observance Calendar

The University is a secular institution that values a diversity of religious expression. The University is also an active community with a wide range of personal commitments and academic and extracurricular activities.

Planning for academic and extracurricular activities should be done with sensitivity to the diverse religious commitments of the community and an awareness of religious holidays. Scheduling large-scale, one-time academic or extra-curricular events on a religious holiday should be avoided whenever possible.

Any student may be excused from class or other assignments because of religious observance. A student who will miss an academic obligation because of religious observance is responsible for contacting his or her professor within the first two weeks of the semester. The student is responsible for completing missed work in a timely manner.

Faculty are expected to be mindful of potential conflicts with religious observances and should make reasonable accommodations when students' religious practices conflict with their academic responsibilities.

The religious observance calendar is meant to serve as a scheduling guide. It lists significant holidays from the five largest global faith traditions. However, it is not comprehensive and students may choose to observe a holiday not included on the calendar.

The holidays listed are those which occur during the academic year when the University is open.

**Buddhist 2020-21**

- **Buddha's Enlightenment Day** - Tuesday, December 8, 2020
- **Buddha's Birthday** - Wednesday, May 26, 2021

**Christian 2020-21**

- **Ash Wednesday** - Wednesday, February 17, 2021
- **Good Friday** - Friday, April 2, 2021
- **Easter** - Sunday, April 4, 2021

**Eastern Orthodox 2020-21**

- **Christmas** - Tuesday, January 7, 2021
- **Good Friday** - Friday, April 30, 2021
- **Easter** - Sunday, May 2, 2021

**Jewish 2020-21**

- **Rosh Hashanah, first two days** - Saturday-Sunday, September 19-20, 2020
- **Yom Kippur** - Monday, September 28, 2020
- **First day of Sukkot** - Saturday, October 3, 2020
- **First day of Passover** - Sunday, March 28, 2021

**Muslim 2020-21**

- **Eid al-Fitr** - Sunday, May 24, 2020
- **Eid al-Adha** - Friday, July 31, 2020
- **Ashura** - Saturday, August 29, 2020
- **Ramadan** - Tuesday, April 13–Tuesday, May 11, 2021

**Hindu 2020-21**

- **Diwali** - Saturday, November 14, 2020
- **Holi** - Monday, March 29, 2021



## **About the University**

### **Introduction**

The University of Richmond blends the intimacy of a small college with exceptional academic, research and cultural opportunities usually found only at large institutions. A nationally ranked liberal arts university, Richmond offers a unique combination of undergraduate and graduate programs through its schools of arts and sciences, business, leadership studies, law, and professional and continuing studies.

### **Mission**

The mission of the University of Richmond is to educate in an academically challenging, intellectually vibrant, and collaborative community dedicated to the holistic development of students and the production of scholarly and creative work. A Richmond education prepares students for lives of purpose, thoughtful inquiry, and responsible leadership in a diverse world.

### **Organization & Accreditation**

Five academic schools and two coordinate colleges form the University of Richmond, with authority and responsibility vested legally in the Board of Trustees and the president of the University. The several colleges and schools award no degrees individually, but all degrees for work done in any one of them are conferred by the University of Richmond.

The University enrolls approximately 2,900 full-time undergraduates, 92 percent of whom live on campus; 600 full-time law and graduate students; and 1,300 part-time students, largely from Richmond and the surrounding community.

### **SACSCOC Accreditation**

The University of Richmond is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and juris doctor degrees. Contact SACSCOC at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of Richmond.

To request a copy of our letter of accreditation, contact: Office of Institutional Effectiveness, 118 UR Drive, University of Richmond, VA 23173; Phone: (804) 484-1595; FAX (804) 484-1596.

### **Virginia State Board of Education**

The University also is approved by the Virginia State Board of Education to offer teacher licensure programs.

### **Teacher Education Accreditation Council Accreditation**

The University of Richmond's undergraduate teacher preparation programs and the graduate certificate in teacher licensure program are accredited by the Teacher Education Accreditation Council.

### **Environment & History**

The University of Richmond campus consists of about 50 major buildings of Collegiate Gothic architectural style set amid 350 acres of lawns, lake, and woodlands. The beautiful and harmonious setting has been recognized nationally by college guides. Richmond's history began

almost two centuries ago with Richmond College, founded in 1830 by Virginia Baptists as a college of liberal arts and sciences for men. Around this nucleus were established the T.C. Williams School of Law (1870); Westhampton College, a college of liberal arts and sciences for women (1914); the Graduate School of Arts and Sciences, for advanced study in the liberal arts and sciences (1921-2009); the E. Claiborne Robins School of Business, for undergraduate and graduate study in business (1949); University College, now known as the School of Professional and Continuing Studies, for evening, summer, and continuing education (1962); and the Jepson School of Leadership Studies, the first school of leadership studies in the United States (1992). In 1992, the academic missions of Richmond College and Westhampton College were combined in a separate school, the School of Arts and Sciences. Richmond College and Westhampton College are the coordinate colleges for men and women respectively, providing special programming and leadership opportunities in student life.

Richmond benefits from a heritage of ethical and religious values, a residential character, and a commitment to liberal and general education through intimate schools and colleges joined into a substantial whole.

### **School of Professional & Continuing Studies**

The origin of the School of Professional and Continuing Studies may be traced back to 1920 when the department of economics of Richmond College was formed, eventually to become the department of economics and applied economics. In 1924 the Evening School of Business Administration was organized as a separate division of the University of Richmond. In 1949 the department of economics and applied economics in Richmond College was combined with the Evening School of Business Administration with both day and evening classes. In 1962 the Evening Division was separated from the School of Business Administration to form the nucleus of University College. From 1964 until 1974, University College offered a full-time freshman and sophomore day liberal arts program in addition to its full Evening School program.

On July 1, 1974, the Summer School, founded in 1920, became part of University College. In keeping with the University's tradition of residential colleges and academic schools, University College became the School of Continuing Studies in October 1994. In 2012 the name changed to reflect the professional character of its student body to become the School of Professional and Continuing Studies.

Through its degree programs, the School of Professional and Continuing Studies offers master's and bachelor's degrees; undergraduate and graduate certificates; undergraduate minors; and a variety of individual courses to meet the educational, professional and personal growth needs of adults in the metropolitan Richmond area and beyond. The School of Professional and Continuing Studies shares in the tradition of the University of Richmond. It is through the non-traditional educational opportunities of the School that the University offers its strengths and resources to the Richmond area community.

### **Boatwright Memorial Library**

Boatwright Memorial Library is the main library on campus. The library, which faces Westhampton Lake, provides students with 24 hour access to its collections for the humanities, social sciences, sciences, and business. Boatwright is also home to the Media Resource Center where you can check out visual resources and the Digital Scholarship Lab to find open-access materials as well as articles written by University of Richmond professors. The collection has

been developed to meet the needs of students and faculty. This collection of print and digital materials, not including those in the Law Library, consists of more than 500,000 volumes, access to more than 30,000 print and online journals, 245,000 electronic books, more than 300 online databases and a wealth of resources in media such as sheet music, DVD, audio CD, microfilm and audio books. Since 1900, the University of Richmond has enjoyed status as a depository for U.S. government publications. Boatwright Memorial Library holds more than 500,000 government documents in print and microform and provides access to government information through print and digital documents. The online library catalog ([library.richmond.edu](http://library.richmond.edu)) provides access to the collections. The libraries participate in local and state consortia as well as national networks to obtain access to databases and to borrow items not held in the University's collections.

Boatwright Memorial Library provides SPCS students with a Library Liaison who offers direct support to through group and individual instruction in how to most effectively utilize library resources. Group instruction may take place in the library or directly in the professor's classroom. A formal introduction to library services and resources is a part of every Knowledge Management seminar. Individual assistance is available in person and online through various means described at [library.richmond.edu/help](http://library.richmond.edu/help).

Boatwright Memorial Library offers a mix of study space suitable for individuals working alone or in groups as well as media viewing/listening carrels, private study rooms and more than 120 public computer workstations. Laptop computers are loaned for in-building use and connect to the University's wireless network. When classes are in session, the first and second floors of Boatwright Library are open 24 hours a day to members of the University community.

Boatwright Library is also home to the Eight Fifteen at Boatwright coffee shop.

A separate wing of Boatwright Memorial Library houses the Virginia Baptist Historical Society, a memorial to the Virginia Baptists who struggled to secure religious liberty in America. The library holds thousands of books, church records, manuscripts, and personal papers related to Virginia Baptist history and heritage. The Society also manages the University's archives, a large collection of books, photos, and memorabilia related to the University's rich history.

## Technology

The University of Richmond has a strong commitment to prepare students to work in technology- and information-centered environments. The University provides computers, software, and specialized equipment for student use in labs, public areas, and classrooms. The entire campus is blanketed with a high-speed wireless network that provides students, faculty, staff, and guests with secure access to a wealth of resources.

The University maintains a robust network infrastructure. The wireless network supports mobile computing in every building on campus, and provides coverage in most outdoor locations and public gathering spaces. Information Services maintains University-owned systems loaded with up-to-date versions of the latest software tools and anti-virus software. All users must have an active University computer account to log into any lab machine. To help ensure the security of the University systems and network, the University requires all users to change passwords annually in order to maintain an active account. Policies, including the policy Regarding the Use of Technology and Information Resources, are posted on the Information Services website ([is.richmond.edu](http://is.richmond.edu)).

The ground floor of Jepson Hall houses many computing resources, including a general purpose computer lab open to all faculty, staff, and students. In addition, there are two classrooms with PC workstations, three classrooms with Mac workstations, and a new state of the art, active learning classroom space equipped with 24 laptops, and wireless presentation capabilities associated with all seven display locations. Each classroom is also equipped with full multimedia capabilities, including HD projection, and AMX control system technology for video and audio source control. When classes are not in session, the Jepson Hall computer classrooms are open for student use. Jepson Hall is also the location of the Computer Help Desk, a resource that provides assistance with computing-related issues for the entire campus. A listing of the current hours of operation for all of these resources may be found on the Information Services website ([is.richmond.edu](http://is.richmond.edu)).

The Technology Learning Center (TLC) is a unique resource located on the second floor of Boatwright Memorial Library. It is devoted to servicing specialty software and multimedia needs of students, faculty, and staff. This area offers PC and Mac workstations equipped with high-end Web development, multimedia (including the Adobe Creative Cloud), animation, 3-D modeling, and audio-video recording and editing software. Scanners, high quality printers, large-format plotters, digitizers, and digital video and still cameras also are available. In addition, the TLC contains a photography studio, a small recording studio, and a One Button studio. The TLC is staffed by experts who can help students, faculty, and staff effectively use the specialized tools.

Technology training for students, faculty, and staff is available in a variety of formats, including books available through the Library catalog, more than 14,000 online video courses from LinkedIn Learning, and one-on-one training sessions, which are available through appointments at the TLC. TLC hours of operation and current technology training classes may be found on the Information Services website ([is.richmond.edu](http://is.richmond.edu)).

## Arts & Cultural Events

The Modlin Center for the Arts presents more than 70 performing arts events each year through its Modlin Arts Presents series, the Department of Theatre and Dance performances, and the Department of Music's free concert series. University Museums also showcases annual exhibitions of national and international art and artifacts along with student work in its several locations around campus. Additionally, the Jepson School of Leadership, the WILL\* program, and other academic departments sponsor diverse lecture series throughout the year. More information can be found at the [Modlin Center website](#).

## Crime Statistics

University of Richmond is committed to assisting all members of the university community in providing for their own safety and security. The annual security and fire safety compliance document is available on the [Police website](#). If you would like to receive a copy of the security report which contains this information, you can obtain a copy [online](#), stop by the University Police Department at Special Programs Building, #31 UR Drive, University of Richmond, [VA 23173](#) or you can request that a copy be mailed to you by calling (804) 289-8722.

The website and booklet contain information regarding campus security and personal safety including topics such as: crime prevention, University police law enforcement authority, crime reporting policies, disciplinary procedures and other matters of importance related to security on campus. They also contain information about crime statistics for the three previous calendar

years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by University of Richmond and on public property within or immediately adjacent to and accessible from the campus.

This information is required by law and is provided by the University of Richmond Police Department.

## **Parking**

The University of Richmond Parking Services strives to provide safe, convenient and accessible parking for faculty, staff, students and visitors. All cars, motorcycles, golf carts and mopeds parked on the University of Richmond campus must be registered with Parking Services and will be assigned a parking lot. Parking regulations will be issued with all parking permits and passes and can be found on the [Parking Services website](#).

## **Police**

The University of Richmond University Police Department, a nationally accredited police department, is committed to providing a safe and secure environment for our students, faculty, staff and visitors. The University of Richmond Police Department provides 24-hour uniformed response to calls for service, provides routine and directed patrol activities, performs vehicular crash investigation and performs the investigation of criminal offenses. Additionally, all police officers are Red Cross First Responder/CPR certified. Uniformed security officers also assist with building security and other calls for service as needed. All crimes that occur on the campus should be reported to the University Police in person or by calling 911, (804) 289-8911 or (804) 289-8715. More information about the police department, including crime statistics, can be found on the [Police website](#).

## **Transportation**

The University of Richmond offers a robust transportation system which offers on and off campus shuttle services, free ridership on the GRTC buses, Zipcar and Zimride programs. The shuttle routes and times can be found in the Transportation Hub in the Tyler Haynes Commons or on the [transportation website](#). All University shuttles can be located online through our GPS Tracking System. Links for the GPS Tracking can be found in the Transportation Hub and online.

SPCS certificate or degree-seeking students are eligible to receive the University bus pass. The UR GRTC bus passes can be obtained on the [Police website](#).

## **Admissions**

The following policies apply to admissions to undergraduate and graduate programs of the School of Professional and Continuing Studies.

### **Timeframe**

The acceptance of a student for admission into the School as a degree-seeking student (master's, bachelor's, certificate, or graduate certificate) remains in effect for a period of 12 months from the date of official notification by letter. Following acceptance, a student must enroll in the term of admittance, excluding summer. If that does not occur, the student becomes "inactive" in Banner and must contact the Office of Enrollment Management and Student Services to be re-activated during the first 12 months of admittance. After the 12-month period, the student must re-apply to the School of Professional and Continuing Studies, pay the application fee, and if additional college work has been completed, submit additional transcripts.

### **Maintenance of Active Status & Readmission to Undergraduate Degree Programs Following Inactive Status**

Students who do not register for a fall or spring term become inactive during that semester and must contact the Office of Enrollment Management and Student services to be reactivated. If the student has not enrolled in a course within 12 months, the student must reapply to the SPCS following the policy identified in "Timeframe."

Students who are reactivated are subject to the SPCS Catalog requirements in effect at the time of original matriculation.

### **Admission/Registration Committee**

A standing committee will be appointed to deal with issues of student admissions, enrollment and registration from among SPCS staff and faculty. Members will include the Senior Associate Dean (who will chair the committee), the Director of Student Services and Enrollment Management, a Program Chair representing the student's program area (if applicable), an Academic/Career advisor, and the Associate Dean for Administration, as needed.

### **Admissions Conditions**

#### **English Proficiency**

Applicants whose native language is not English, or whose collegiate level or secondary level instruction was not in English, must demonstrate English proficiency by examination prior to admission to and/or enrollment in the School. The University may require additional evaluation for language proficiency through testing or individual interviews for students with scores near the minimum score.

TOEFL (Test of English as a Foreign Language) requires a score of at least:

- 550 on the paper-based test
- 213 on the computer-based test
- 80 on the internet-based test

IELTS (International English Language Testing System) requires a score of 6.5 on the test.

Information on the TOEFL may be obtained by visiting the TOEFL website, [ets.org/toefl](https://ets.org/toefl). The TOEFL score must be no more than five years old at the time of application.

Information on the IELTS may be obtained by visiting the IELTS website, [ielts.org](https://ielts.org).

### **Ineligibility to Return to a College or University**

A student who is not eligible to return to another college or university may not attend any degree or certificate program, even with unclassified status, until a minimum of one semester has elapsed. Official transcripts from all institutions previously attended by such a student must be filed in the Office of the Dean.

### **Past Sexual Offense Conviction**

Virginia law requires all public and private two-and-four-year institutions of higher education to electronically transmit information about applicants accepted for enrollment at each institution to the State Police for comparison to the Virginia Criminal Information Network and National Crime Information Center Convicted Sexual Offender Registry. If the University is notified that an admitted student has committed a sex offense, the admitted student is subject to the admission being revoked.

### **Admissions Deadlines**

The School maintains priority application deadlines for each term. Applications submitted by the priority deadline should result in an admission decision made in time to register for classes in that term. Applications submitted later than the stated priority deadline may not guarantee a decision before the start of classes in that term and may result in delayed enrollment or admission as a non-degree seeking (NDS) student.

- Fall semester: July 15
- Spring semester: November 30
- Summer semester: April 15 (for the first summer term)

### **Non-degree Seeking Admissions**

#### **Admission as a Non-Degree Seeking (NDS) Student**

##### **General**

Applicants who do not meet priority application deadlines for a given term may be able to enroll as a non-degree seeking student, depending on the completeness of the applicant's admissions file.

##### **Undergraduate**

Students may earn 12 semester hours at the undergraduate level within the school as NDS or Unclassified students, after which they will be encouraged to declare a major or explore options with a student advisor.

Those enrolled as NDS students may take no more than nine (9) undergraduate semester hours during a single term.

##### **Graduate**

Students who wish to pursue non-degree graduate coursework in the School may enroll in a maximum of nine (9) semester hours of study at the graduate level provided the following conditions are met:

- Students must submit a completed [Non-degree Seeking Application](#).
- Students must provide an official transcript from the regionally accredited college/university that conferred their baccalaureate degree, prior to registering for any graduate course. This does not apply to students applying for graduate credit who are in-service educators or the general public who wish to take education courses through the [professional development](#) course offerings.
- Students must meet all prerequisite requirements of the course/courses in which they wish to enroll.
- Students must obtain written approval from the program chair of the program in which enrollment is desired.
- Students understand that credits obtained as a non-degree seeking graduate student may or may not apply at a later time to a graduate degree program in the School.

The program chair may elect under special circumstances to permit a student to take more than nine hours of graduate credit for transfer to another institution of higher education, provided the student can document evidence of admission to a graduate program of study at that institution and acceptance of these credit hours toward the program. Additionally, the program chair reserves the right to make exceptions to this policy deemed appropriate to his/her program area.

### **Admission to Undergraduate Certificate Programs**

Students seeking admission to the Certificate of Applied Studies in Information Systems, the Certificate of Applied Studies in Information Security, or the Certificate of Applied Studies in Paralegal Studies must have earned an undergraduate degree from a regionally accredited four-year college or university with a cumulative GPA of 2.0 or higher.

Admission requirements:

- Completed undergraduate certificate application including the \$35 application fee
- Official transcripts in sealed envelopes from each university and college attended
- TOEFL scores if the applicant's native language is not English

### **Admission to Bachelor's Degree Programs**

Minimum requirements for admission to the Bachelor of Arts in Liberal Arts (BALA) or Bachelor of Science in Professional Studies (BSPS) degree program are:

- An earned high school diploma or GED
- A 2.0 average on any attempted college-level work

To be admitted, applicants must submit the following:

- A completed online bachelor's degree application (with application fee)
- Original transcripts from all college-level work attempted (or evidence of high school graduation or GED)

Admission placement requires ACCUPLACER Reading Comprehension and Sentence Skills test scores and an admission decision meeting with a student advisor. All incoming bachelor's degree applicants must take the ACCUPLACER Reading Comprehension and Sentence Skills tests for placement.



Applicants are notified about scheduling a testing session after submitting the undergraduate application. Testing sessions are scheduled for two hours during evenings and weekends.

- Test scores are used to route applicants into an appropriate course of study that best enables academic success.
- Student advisors will receive ACCUPLACER test scores and admission pathway to determine if accepted students will place into [ENGL 101U](#), [ENGL 201U](#), [ADED 300U](#) or [ADED 301U](#).
- Test scores are good for one year. Applicants may provide evidence of ACCUPLACER scores earned within the last 365 days for consideration and placement.
- An applicant may opt to retake the placement test once at his or her own expense of \$10. Applicants may register through their academic advisor for a retest on the next scheduled placement test date. The highest test score within a given session will be considered.
- Students whose ACCUPLACER scores are deemed by their advisor not to qualify them for [ENGL 101U](#) or higher will be given the opportunity to take the noncredit course, English Foundations. At the end of English Foundations, students who re-take the ACCUPLACER but still do not achieve a score high enough for placement into [ENGL 101U](#) will be permitted to take English Foundations one additional time. No student may take the course a third time without permission from the Associate Dean for Academic and Studies Affairs.

Non-native English speakers may be required to submit valid TOEFL scores.

### **Admissions Decisions**

The School uses a selective admissions process to evaluate applicants. The most important predictor is an applicant's ability to do college-level work. As such, the School offers several undergraduate admission pathways depending on college experience, writing aptitude and GPA.

#### **1. Well Qualified Transfer Admission**

Applicants who have recently completed college-level study at a regionally-accredited community college or four-year institution may be candidates for well qualified transfer admission (WQTA). WQTA applicants are given priority and must successfully demonstrate the following:

- Minimum 24 semester hours of transferable coursework completed in the past 10 years
- Minimum 2.5 GPA on all previously attempted college coursework
- Earned a 'B' or better in English Composition and a 'C' or better in college-level math
- Earned satisfactory ACCUPLACER scores

#### **2. Weekend College Admission**

Applicants to the Weekend College BALA in Interdisciplinary Studies program must successfully demonstrate the following:

- At least 45 semester hours of transferable college credit
- Minimum 2.0 GPA on all previously attempted college coursework
- Maintain a 2.0 cumulative GPA on all attempted coursework at the School
- Earned satisfactory ACCUPLACER scores

### **3. Transfer Admission**

Applicants who have completed some college-level study at a regionally-accredited community college or four-year institution but do not meet the minimum requirements for WQTA may qualify for transfer admission (TA). TA applicants must successfully demonstrate the following:

- Minimum 3 semester hours of transferable college-level coursework
- Minimum 2.0 GPA on all previously attempted college coursework
- Earned satisfactory ACCUPLACER scores

### **4. Non-Transfer Admission**

Applicants who have never studied at the college level or do not meet the minimum requirements for TA will only be considered for non-transfer admission (NTA). NTA requires applicants to complete foundation coursework at the School pursuing part-time study (registering for no more than nine semester hours) while completing these requirements. NTA applicants must successfully accomplish the following:

- Complete all foundation coursework with a grade of 'C' or better in the first 3 semesters at the School
- Maintain a 2.0 cumulative GPA on all attempted coursework at the School
- Earned satisfactory ACCUPLACER scores

Students admitted to any undergraduate or degree program, without prior college experience, may enroll (register) in a maximum of nine (9) semester hours of credit in the first semester of study in SPCS.

### **Admission Notifications**

Applicants will be notified of admissions decisions by letter, generally during an interview with an academic advisor. If admitted to a degree program, the admissions letter will include a University ID to be used in establishing a BannerWeb account and network ID.

### **Admission to Graduate Programs**

#### **Transfer of Graduate Credits**

Up to six semester hours of graduate credit may be transferred toward a graduate program in the School. Transfer credits may be accepted only from another regionally-accredited institution of higher education. In order for graduate academic credits completed prior to admission into a graduate program to be considered, credits: (1) must have been completed within the past five years with a grade of 'B' or better; (2) must not have been used to satisfy requirements for another degree or certificate at the University of Richmond or another institution of higher education; and (3) must be approved by the Program Chair. Possible transfer credits completed while in the program must receive prior approval by the Program Chair. Except by waiver, no more than six hours may be transferred into a graduate program.

#### **Graduate Admission Process**

Students seeking admission to a graduate certificate or a master's degree program must complete the following:

- File a Graduate Application with the School and submit the non-refundable \$50 graduate application fee

- Have official transcripts from all colleges and/or universities where college work was attempted forwarded directly to the School
- Have three (3) letters of recommendation sent directly to the School (not required for Graduate Certificate in Teacher Licensure Preparation)
- Have official TOEFL scores sent (when applicable)

Official documents verifying college and university work and test scores must be sent from the institution or agency responsible for the information directly to the School.

Additional requirements vary by graduate degree programs. See the section that follows for the graduate program to which you are applying.

### **Admission to the Master of Human Resource Management and the Graduate Certificate in Human Resource Management**

Students seeking admission to the Master of Human Resource Management or the Graduate Certificate in Human Resource Management must have the following (in addition to the admission requirements for all graduate programs):

- A baccalaureate degree from a regionally accredited U.S. college or university (or international equivalent)
- A grade point average of 3.0 or higher on all college or university academic work attempted

Students who do not meet the minimum GPA requirements may be considered on a case-by-case basis for conditional admission. To remain in the program, conditionally admitted students must earn a minimum 3.0 grade point average in the first three semester hours taken following conditional admission.

### **Admission to the Master of Liberal Arts**

Students seeking admission to the Master of Liberal Arts must have the following (in addition to the admission requirements for all graduate programs):

- A baccalaureate degree from a regionally accredited U.S. college or university (or international equivalent)
- A grade point average of 3.0 or higher on all college or university academic work attempted
- A one-page statement of purpose which clarifies the student's goals and gives a broad indication of the type of focus the student wishes to pursue. Applicants seeking the MLA Concentration in Public History should discuss public history as their area of focus.

### **Admission to the Graduate Certificate in Teacher Licensure Preparation (TLP)**

Students seeking admission to the Graduate Certificate in Teacher Licensure Preparation must have the following (in addition to the admission requirements for all graduate programs):

- A baccalaureate degree from a regionally accredited U.S. college or university (or international equivalent)
- A grade point average of 2.7 or higher on all college or university academic work attempted
- Two (2) official transcripts from all colleges or universities attended submitted directly to the School

- Passing scores on the Praxis Core exam submitted directly to the School (ACT or SAT scores that are less than 15 years old and meet the minimum criteria may be substituted for the Praxis Core exam)
- A brief explanation of why they want to become a teacher along with a current résumé submitted to the School
- Two (2) professional references (“TLP Applicant Rating Forms”) submitted directly to the School
- A successful interview with the program director or designee

Students who complete the Teacher Licensure Preparation program have two years, after completing the Teacher Licensure Preparation program, to apply to the M.Ed. in Curriculum & Instruction degree program.

### **Admission to the Master of Education in Curriculum and Instruction**

Students seeking admission to the M.Ed. in Curriculum and Instruction must have the following (in addition to the admission requirements for all graduate programs):

- A baccalaureate degree from a regionally accredited U.S. college or university (or international equivalent)
- A grade point average of 3.0 or higher on all college or university academic work attempted. Students who do not meet grade point average requirements may be considered on a case-by-case basis.
- A current résumé
- Successful interview with the program director or designee

### **Recommended Qualification**

In addition to the above requirements, it is recommended that applicants to the programs have a strong foundational knowledge in K-12 education demonstrated by possessing a valid teaching license or classroom teaching experience.

### **Admission to the Graduate Program in Educational Leadership and Policy Studies**

Students seeking admission to the Graduate Certificate in Educational Leadership and Policy Studies must have the following (in addition to the admission requirements for all graduate programs):

- A graduate degree from a regionally accredited U.S. college or university (or international equivalent)
- A grade point average of 3.0 or higher on all college or university academic work attempted. Students who do not meet grade point average requirements may be considered on a case-by-case basis.
- Successful interview with the program director or designee
- Written statement of your professional intent and rationale for obtaining a degree in Educational Leadership and Policy Studies

The three letters of recommendation should include an individual who can attest to the candidate's academic ability and potential as a graduate student and from supervisors who can attest to the candidate's demonstrated leadership ability. The supervisor recommendation might include a school principal or school superintendent. At least one of the recommendations should derive from the K-12 perspective.

### **Master of Education**

Students seeking admission to the M.Ed. in Educational Leadership and Policy Studies must demonstrate all of the same criteria as for the Graduate Certificate in Educational Leadership and Policy Studies except they need only to have completed at least a baccalaureate degree from a regionally accredited U.S. college or university (or international equivalent).

### **Recommended Qualification**

In addition to the above requirements, it is recommended that applicants to the programs have a strong foundational knowledge in K-12 education demonstrated by possessing a valid teaching license or classroom teaching experience.

### **Admission to the Master of Teaching**

Students seeking admission to the Master of Teaching program must have the following (in addition to the admission requirements for all graduate programs):

- Baccalaureate degree from a regionally accredited college or university (or international equivalent)
- GPA of 2.7 or higher on all college or university academic work attempted
- Two (2) official transcripts from all colleges or universities attended submitted directly to Education at the University of Richmond
- Submitted Praxis Core, SAT, ACT or GRE scores (additional details below)
- Brief explanation of why they want to become a teacher along with a current résumé submitted to the School
- Two (2) professional references (MT Applicant Rating Forms)
- Successful admissions interview with the program director or designee

### **Testing Requirements**

For admission to the MT program, we require scores on Council for the Accreditation of Educator Preparation (CAEP)-approved mathematics and reading (and beginning Spring 2021, writing) tests. Applicants should submit scores taken no more than 15 years ago on one or more of the following CAEP approved national assessments.

*Scores on each test will be reviewed prior to the interview. During their interview, applicants may be asked to re-take test within their first semester based upon accreditation criteria for that academic year.*

### **Praxis Core Exam**

Scores on the Praxis Core Academic Skills for Educators tests must be submitted directly to the School (UR's code is 5808). The required test code is listed in parentheses; fees vary by test.

- Reading (5712)
- Writing (5722)
- Mathematics (5732)
- Combined Test (5751)

### **ACT, SAT or GRE Scores**

We accept personal copies of scores; request a copy from your high school (on your transcript) or through the College Board. Please email a copy of these scores to [education@richmond.edu](mailto:education@richmond.edu).

## Financial Affairs

Review the information that follows for tuition, payments, fees, scholarships, refunds and additional policies related to finances in the School of Professional and Continuing Studies.

### Tuition and Fees

Degree Program Schedule of Fees		2020-21
Undergraduate Course Tuition	per semester hour	\$530
Graduate Course Tuition	per semester hour	\$665
Educator Graduate Course Tuition (professional development)	per semester hour	\$267
Student Teaching Tuition (12 semester hours)	Undergraduate Graduate	\$5,100 \$6,400
Prior Learning Portfolio Application Fee	per portfolio	\$200
Prior Learning Portfolio Tuition	per hour awarded	\$300
Application Fees	Undergraduate Graduate	\$35 \$50
Late Payment Fees <i>Payment due by 5pm Monday, 1st day of term</i>	Balance < \$500 Balance ≥ \$500	\$35 \$70
Parking Permit	per year	\$70
Graduation Fee	one-time charge	\$50 undergrad \$70.00 graduate

### Payment Terms

The University reserves the right to increase the fees listed herein, if conditions should make such a change necessary or advisable. Changes will be announced as far in advance as possible. Payment is due by 5:00 p.m. on Monday the first day of the term if arrangements for payment are not on file with the Student Accounts office. Failure to pay in a timely manner may result in withdrawal from class. A student is still responsible for meeting all payment deadlines, even if

an invoice has not been received. A student may review his/her account at any time on BannerWeb using Student Services / Pay Tuition and Fees. If a student is dropped due to nonpayment, he/she is still responsible for tuition and fee charges according to the University Refund Policy at the time of withdrawal. Payment is due upon registration for classes added on or after the first day of the term.

No credit is given for a term's work nor a degree conferred until all charges have been satisfactorily settled. Failure to make satisfactory financial arrangements can result in delay of graduation, denial of registration privileges, removal from classes, withholding of transcripts and/or referral to a collection agency.

If the University deems it necessary to engage the services of a collection agency or attorney to collect or to settle any dispute in connection with an unpaid balance on a student account, the student will be liable for all reasonable collection costs including attorney's fees, and other charges necessary for collection of this debt. Accounts referred to a collection agency are reported to the credit bureau(s).

A veteran or eligible person who is entitled to use Post 9/11 GI Bill (Chapter 33) or Vocational Rehabilitation and Employment Services (Chapter 31) benefits will not be subject to any penalty, assessment of late fees, denial of access to classes, libraries, or other institutional facilities, nor will they be required to borrow additional funds to satisfy their financial obligations in the event of a delayed payment from the Veteran's Administration.

## Withdrawals

Students are matriculated by semester. If a student withdraws from classes or is administratively withdrawn from the University for whatever cause, a refund of fees for a fall or spring semester shall be made in accordance with the University's refund policy, based on the following schedule. This schedule is adapted for summer terms.

Students who withdraw from the University and who are receiving any financial assistance may be required to return such assistance per Public Law 668.22 and institutional policy. The University of Richmond complies with all federal regulations governing recipients of federal Title IV funds. Information regarding financial aid refund policies is available from the Financial Aid Office.

The amount of the refund is based on the date the written withdrawal notification is received in the Office of the Dean. Any special fee is nonrefundable after the first day of class. The full schedule of refunds is available on the [Student Accounts website](#).

## Schedule of Refunds

Timeframe	Amount
Withdrawal on or before the first day of class	100%
Withdrawal during the first week of classes	100%
Withdrawal during the second week of classes	70%

Withdrawal during the third week of classes	50%
Withdrawal during the fourth week of classes	25%
Withdrawal during the fifth week of classes	25%
Withdrawal during the sixth week of classes	25%
Withdrawal after the sixth week of classes	None

### Direct Deposit of Refunds

With Direct Deposit, your refund will be automatically deposited to the bank account you specify, eliminating trips to the bank and the risk of your check being lost or stolen. It may take up to two business days for a direct deposit to post to your bank account. To participate, sign up for Direct Deposit by accessing “Manage Direct Deposit and Personal Information” on the Main Menu page of BannerWeb. If you are unable to access this online, email [acctpay@richmond.edu](mailto:acctpay@richmond.edu) for additional assistance.

### Appeals Process

The University of Richmond has an appeals process for students who believe individual circumstances warrant exceptions from the published general refund policy. A student has six weeks from the time of withdrawal to appeal the University’s refund policy. All appeals must be in writing and directed to Annemarie Weitzel, Bursar, Box R, 142 UR Drive, Richmond, VA 23173, or via email to [bursar@richmond.edu](mailto:bursar@richmond.edu).

### Tuition Payments

Inquiries concerning payments should be directed to the Office of the Bursar at (804) 289-8147 or via email at [bursar@richmond.edu](mailto:bursar@richmond.edu).

Full payment or plan of payment is due to the Student Accounts Office by Monday, the first day of the term. The responsibility to meet all payment deadlines is yours, even if you do not receive an invoice. Students may view their student account on [BannerWeb](#).

If you are dropped from class due to non-payment, you are still responsible for the tuition and fee charges at the time of withdrawal according to the University Refund Policy.

**FULL PAYMENT is due by the first Monday of the term whether or not an invoice has been received.**

### Electronic Invoicing and Payment Options

The University of Richmond provides electronic invoicing and payment for all enrolled students. Students receive a monthly electronic invoice notification at their UR email address advising that their invoice is ready to view and pay. All students have the ability to grant permission to others (parent, guardian, spouse, employer, etc.) to access their student account information. Anyone with access will also be emailed when the invoice is ready to be viewed and paid.



With electronic invoicing, students and authorized payers are able to make payments through a variety of methods. Electronic payments may be made using Visa, MasterCard, American Express or Discover (with a vendor service charge of 2.75 percent of amount charged) OR you may pay by electronic check at no cost. Also, the invoice may be printed and mailed with a check. Another payment option is the monthly installment Tuition Payment Plan. Payments of cash and checks are accepted at the Student Accounts Office located in the Queally Center.

### **Invoice and Payment**

The University is committed to offering a very secure online account management system and is partnered with QuikPAY®. The technical architecture/security of the QuikPAY product uses intrusion detection and firewall systems to protect the network. Our contract with them ensures that we are compliant with the Family Education Rights and Privacy Act (FERPA) and the Gramm-Leach Bliley (GLB) Act. The QuikPAY system is available 24/7 world-wide. Additional benefits include viewable invoices and payment history as well as convenient access for authorized payers that students have set up. Students may pay online by going to BannerWeb and clicking on Student Services/Pay Tuition and Fees. Authorized payers will be able to access invoices and pay through the QuikPAY website once given authorization by the student.

### **Paying by Check**

Make your check payable to the University of Richmond. You may mail your payment to: University of Richmond, Student Accounts, Box R, 142 UR Drive, Richmond, VA 23173. You may also make your check payment in person at the Student Accounts Office in the Queally Center.

### **Installment Payment Plan**

The University offers an installment plan administered by Nelnet/TMS. This tuition installment plan provides students with a low-cost option for budgeting tuition. This installment plan is NOT a loan program. There is no interest or finance charge assessed on the unpaid balance due to the University. Nelnet/TMS offers a payment schedule choice of three or four payments per semester. There is a \$35 nonrefundable enrollment fee per semester. The Monthly Plan is not available for courses offered during the summer terms.

Please visit the website for more information or to enroll in a plan: [richmondSPCSMBA.afford.com](http://richmondSPCSMBA.afford.com) or call 1-800-722-4867.

The Student Accounts Office at (804) 289-8148 or (804) 289-8147 can also assist you.

### **Tuition Insurance Plan**

The University of Richmond offers a tuition insurance plan to students enrolled in the School of Professional and Continuing Studies. This plan is designed to protect the tuition and fees of students who become ill and are unable to complete their semester by alleviating — if not eliminating — any financial loss. To get a quote or learn more about tuition insurance, call GradGuard at 1-888-427-5045 or visit their website at [GradGuard.com/tuition/richmond](http://GradGuard.com/tuition/richmond). **Your application must be submitted no later than the first day of the term.**

## **Financial Aid**

### **General Information**

In addition to SPCS scholarships, there are other sources of financial assistance available to students in the School of Professional and Continuing Studies. Generally, a student must be

enrolled or unconditionally accepted for enrollment on at least a half-time basis (six credits per term) in an eligible degree or academic certificate program in order to be eligible for consideration for financial aid. (All SPCS degree and academic certificate programs are eligible for financial aid consideration except the 12 credit hour version of the Certificate in Information Security.) In addition, the student must be a U.S. citizen or permanent resident (or other eligible non-citizen) and must be making Satisfactory Academic Progress (see below) toward his/her degree or academic certificate.

For detailed information about the various financial aid programs, visit [financialaid.richmond.edu/spcs](http://financialaid.richmond.edu/spcs) or contact the Office of Financial Aid at (804) 289-8438.

### **Federal Grants and Loans**

Federal financial assistance is available in the form of Federal Grants and Federal Direct Loans. Federal Pell Grants are provided to low-income undergraduate students who have not already earned a degree but who are working toward a degree. Federal Pell Grant recipients must be enrolled for at least three credits per term. The Federal Pell Grant does not have to be repaid. Federal TEACH grants are also available to students who complete or who plan to complete coursework needed for a career in teaching, and who agree to serve for at least four years as a full-time, highly-qualified teacher in a high-need field in a school serving low-income students. The four years of service must be completed within eight years of graduation. Failure to comply with the requirements of the program result in the TEACH grant being converted to a Federal Direct Unsubsidized Loan, with interest accruing from the date the grant was disbursed, that must be repaid in full. Students enrolled in a graduate certificate program are not eligible for the TEACH Grant.

Federal Direct Loans are loans for students who are enrolled in an eligible degree or academic certificate program for at least six credits per term. Annual loan limits vary from \$5,500 to \$20,500 depending on grade level and dependency status. Subsidized Direct Loans are available to undergraduate students who demonstrate financial need; the federal government pays the accrued interest on these loans while the student is enrolled at least half time (six semester hours). Unsubsidized Direct Loans are available to both undergraduate and graduate students regardless of demonstrated need; students are responsible for accrued interest on these loans. The Direct Grad PLUS Loan, a credit-based loan, is available to graduate students.

To apply for Federal Grants and Federal Direct Loans, students must submit the Free Application for Federal Student Aid (FAFSA) at [studentaid.gov](http://studentaid.gov). Please note that if you will need financial assistance in order to pay for your tuition charges, then the required applications must be completed at least six weeks prior to the start of the enrollment period. Applications will only be reviewed for those students who are registered for classes. Students will receive an email notification from the Office of Financial Aid when financial aid is available to be viewed on BannerWeb. Students who wish to borrow Federal Direct Loans are then able to accept or decline all or a portion of the loan(s) via BannerWeb. Financial aid is generally disbursed to the student's account at the beginning of each term. If financial aid exceeds billable charges, then the student has a credit balance and is due a refund. Refunds will not be issued until at least two weeks after the first day of class for each term. Title IV aid recipients may receive a partial refund by the first day of class.

### **Private Loan Programs**

These are educational loans from private lenders. The maximum annual loan is the Cost of Attendance, as established by the Office of Financial Aid, minus any financial aid that the student may receive. Richmond will only process a private loan for students enrolled at least half-time (six credits).

These are credit-based loans and a poor credit history will prevent borrowing under these programs. Interest on these loans begins to accrue on the date of disbursement, and interest and principal payments begin after graduation, withdrawal from school, or enrollment at less than a half-time course load (6 credits/term). It is recommended that students take advantage of federal loans before they opt for private loans as the terms of federal loans are generally better.

There are many different private loan products on the market. You may use any lender of your choice for private loans.

### **Virginia Tuition Assistance Grant**

The Virginia Tuition Assistance Grant (VTAG) is available to full-time undergraduate students who are residents of Virginia and who are enrolled in a degree program. (The amount of the grant for the 2020-21 academic year is estimated at \$3,520.) The VTAG application may be obtained online from the [Financial Aid website](#). Deadline for applications is July 31 for the following academic year.

### **Satisfactory Academic Progress**

The Office of Financial Aid provides guidance on Satisfactory Academic Progress for the undergraduate and graduate students on the [SPCS section of its website](#).

### **Return of Financial Aid When a Student Withdraws**

Students who plan to withdraw from the University of Richmond must submit an official withdrawal letter to the Dean. The Dean's Office will notify the appropriate offices of the student's withdrawal from the University of Richmond including the actual withdrawal date.

A student who withdraws or is suspended during a semester may be entitled to a refund of certain charges as outlined in the Refund Policy. Withdrawal may also affect a student's financial aid eligibility for the semester as outlined in the federal Return of Title IV Program Funds Policy and the Return of Non-Title IV Program Funds Policy.

Students who are receiving financial aid and who are planning to withdraw from the University during a semester are strongly encouraged to meet with a Financial Aid Advisor to review the impact that their withdrawal will have on their institutional charges and on other financial aid in future terms.

### **Return of Title IV Program Funds Policy**

The 1998 amendments to the Higher Education Act (HEA) of 1965 and subsequent regulations issued by the Department of Education (43CFR 668.22) establish a policy for the return of Title IV grant and loan funds for a student who withdraws. Title IV grant and loan funds include the following programs: Federal Direct Loans, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal TEACH Grant, Federal Perkins Loan, Federal Direct PLUS Loans, Federal Direct Grad PLUS Loans, and the Iraq and Afghanistan Service Grant.

The amount of Title IV funds the student earns, up to the withdrawal date, is based on a daily proration determined by dividing the total number of calendar days completed by the total number of calendar days in the semester (excluding breaks of five or more consecutive days). This calculation must only be done up to the 60 percent point in time for the semester. After the 60 percent point in time, the student is considered to have earned all of the Title IV funds awarded for the semester.

Unearned Title IV funds must be returned to the Title IV programs. If the amount earned is greater than the amount that has been disbursed, the difference is treated as a late disbursement to the student. Unearned funds, up to the amount of total institutional charges (tuition, room and board) multiplied by the unearned percentage of funds, are returned to the Title IV programs by the University of Richmond. The student must return any portion of unearned funds not returned by the school. Only 50 percent of unearned grant funds must be returned. Title IV loan funds that must be returned by the student are repaid per the loan terms.

Unearned Title IV funds are returned to the Title IV programs in the following order: Unsubsidized Federal Direct Loans, Subsidized Federal Direct Loans, Perkins Loans, Federal Direct Grad PLUS Loans, Federal Direct PLUS Loans, Federal Pell Grants for which a return of funds is required, Federal Supplemental Educational Opportunity Grants for which a return of funds is required, Federal TEACH Grants for which a return of funds is required, and the Iraq and Afghanistan Service Grant for which a return of funds is required.

### **Return of Non-Title IV Program Funds Policy**

Non-Title IV financial aid will be adjusted for a withdrawing student based upon the University's Refund Policy. Adjustments will be made through the sixth week of classes. The amount to be returned to the non-Title IV financial aid program is the same percentage that will be refunded to the student for tuition and room charges. After the sixth week, the student is considered to have earned all of the non-Title IV aid.

Non-Title IV financial aid funds are returned in the following order: institutional grants/scholarships, non-federal loans, agency scholarships, company tuition payments.

### **Scholarships**

Scholarship funds are available for undergraduate and graduate students in the School of Professional and Continuing Studies (SPCS) who have been accepted into a planned program of study at SPCS. The deadline for fall scholarship applications is June 1; for spring scholarship applications, the deadline is October 1.

Applications for scholarships are available on the [SPCS website](#).

#### **Diana D. and W. Joseph Winston Scholarship for Teacher Licensure Program**

Established in 2007 by Diana and Joe Winston, C'71, designated for students in the Teacher Licensure Program.

#### **Edward and Aiden Agnew-Cooney Scholarship**

Established in 2007 by Valerie J. Agnew, C'96, G'05, designated to be awarded to qualified students in the School of Professional and Continuing Studies.

#### **Eugene B. Sydnor Scholarship**

Established in 1915 by Eugene B. Sydnor, former president of Richmond Dry Goods Company, Inc. and vice president of Virginia Mechanics Institute in Richmond, as a scholarship for the Evening School.

### **Harvey and McNeil Families Scholarship**

Established in 2013 by Connie E. Harvey, C'95, GC'04, this scholarship will support qualified degree or certificate seeking students in the Education program at the School of Professional and Continuing Studies during their student teaching experience.

### **J. May Reid Scholarship in Retail**

Established in 1999 by Children's Wear Digest, Inc. in appreciation of Mrs. Reid's 20 years of dedicated service to the company, to be awarded to a student in the School of Professional and Continuing Studies.

### **James L. Narduzzi Scholarship**

Established in 2005 by students, alumni, faculty and friends in recognition of Dr. Narduzzi's 10th anniversary as dean of the School of Professional and Continuing Studies, as a scholarship for the Evening School.

### **Jean H. Proffitt Scholarship**

Established in 1996 by alumni, students, and friends in honor of Jean H. Proffitt, UC '83, who was an inspiration to and advocate for many thousands of Evening School students, upon her retirement after 38 years of service. This scholarship has no minimum hour requirement and is available to all degree-seeking students.

### **Larus and Brother Company Scholarship**

Established in 1945 by Larus and Brother Company, a Richmond-based cigarette manufacturer that ceased operations in 1974, as a scholarship for the Evening School of Business.

### **Lawyers Title Insurance Corporation Scholarship**

Established in 1945 by Lawyers Title Insurance Corporation, a leading title insurance company in Richmond, as a scholarship for the Evening School of Business.

### **Lucy S. Gibb Scholarship**

Established in 2007 by Andrew Gibb, C'83, to support qualified students in the School of Professional and Continuing Studies.

### **Martha Edmonds Scholarship**

Established in 2014 by Mary Ramsey Evans, C'02, G'06, and Charles Evans, this scholarship will be awarded to qualified students in the School of Professional and Continuing Studies.

### **Martin L. Shotzberger Scholarship**

Established in 1968 by alumni and friends in recognition of Dr. Shotzberger's years as the first dean of University College, now the School of Professional and Continuing Studies, as he left to become president of Catawba College in Salisbury, N.C. Dr. Shotzberger, who held B.S. and M.S. degrees in Business Administration from the University of Richmond, as well as an honorary Doctor of Laws degree, passed away in 2004.

### **Michael Dobbs Scholarship**

Established in 2013 by Dr. Mary Dobbs, SPCS Adjunct Faculty Emerita, supporting students with the School of Professional and Continuing Studies.

### **Osher Reentry Scholarship Program**

Endowed by the Bernard Osher Foundation 2008, designated to students enrolled in the Evening School who meet specified criteria.

**Patricia J. Brown Scholarship**

Established in 2018 by Marshall Ervine, Osher Lifelong Learning Institute member, designated for qualified students in the School of Professional & Continuing Studies.

**Reynolds Metals Company Scholarship**

Established in 1945 by Reynolds Metals Company, a Richmond-based manufacturer of aluminum products, as a scholarship for the Evening School.

**Richmond Dry Goods/Children's Wear Digest Scholarship**

Established in 1919, 1944 and 1945 by the Richmond Dry Goods Company as three separate scholarships and combined in 1995 into one, as a scholarship for students in the School of Professional and Continuing Studies.

**Sally Fairbanks Scholarship in Paralegal Studies**

Established in 2006 by members and friends of the Fairbanks family, designated to students enrolled in the Evening School paralegal studies program.

**Sarah O. Gunn Scholarship**

Established in 2004 to support undergraduate students in the School of Professional and Continuing Studies who display good citizenship and act in a manner that enhances the University's program.

**School of Continuing Studies 40th Anniversary Scholarship**

Established in 2002 in recognition of the School of Continuing Studies' 40th anniversary.

**Short Pump Ruritan/Civic Foundation Scholarship**

Established in 2014, jointly by the Short Pump Ruritan Club and the Short Pump Civic Association, to benefit students enrolled in the School of Professional and Continuing Studies who are residents of the Short Pump/Glen Allen, Virginia, area.

**SPCS Alumni Association-SPCS Student Government Association Scholarship**

Established in 2007 to undergraduate or graduate students in the School of Professional and Continuing Studies Evening School who display good citizenship and act in a manner that enhances the University's program. The scholarship may be renewed as long as the student remains enrolled in the SPCS Evening School during his or her undergraduate or graduate years and maintains satisfactory academic progress.

**SPCS-TLP Scholarship**

Designated for students in the Teacher Licensure Preparation (TLP) program.

**Standard Oil Company of New Jersey Scholarship**

Established in 1945 by the Standard Oil Company of New Jersey, now Exxon Corporation, as a scholarship for the Evening School.

**Strickler Scholarship**

Established in 2013 by Scott Strickler, C'87, to support qualified students in the School of Professional and Continuing Studies.

**Thomas and Doris Pearson Endowed Scholarship**

Established in 2002 by Thomas W. Pearson, UC '63, to support undergraduate students in the School of Professional and Continuing Studies who display good citizenship and act in a manner that enhances the University's program.

**Virginia, Patricia and Deborah Pearson Endowed Scholarship**

Established in 2004 by Thomas W. Pearson to support undergraduate students in the School of Professional and Continuing Studies who display good citizenship and act in a manner that enhances the University's program.

## **Other Financial Assistance**

### **Employer Tuition Assistance**

Recognizing the value of college training in the evening, many organizations in Richmond and the surrounding area pay tuition, in whole or in part, for their employees. Students should inquire about possible educational benefits offered by their employers.

### **Veterans Affairs**

Students eligible to receive tuition benefits administered by the U.S. Department of Veterans Affairs (VA) must apply for benefits through the VA. Once the VA application process is complete with the VA, the following paperwork will need to be submitted to the University of Richmond's VA Certifying Official via mail, fax, e-mail attachment, or in person:

- Certificate of Eligibility - After you have applied for and been approved for benefits, you will be issued a Certificate of Eligibility from the VA.
- [Veterans Educational Benefit Agreement Form](#) – Available online or in person at the Registrar's Office.

In addition to the tuition benefits offered under the Post 9/11 GI Bill program, the University participates in the Yellow Ribbon program. For details regarding eligibility for the Yellow Ribbon program at Richmond, go to [financialaid.richmond.edu/yellowribbon.html](http://financialaid.richmond.edu/yellowribbon.html). For further information regarding VA Benefits at the University of Richmond, please visit our [VA Programs - Education Benefits Page](#).

The Department of Veteran Affairs requires both the University and the student to notify the Department of Veteran Affairs promptly if there is a change in course load.

Students are expected to progress satisfactorily toward their approved educational objective. Instances of poor academic performance, courses taken which do not count toward an approved program, repeated courses and/or excessive absences or withdrawals must be reported. Such instances may result in a reduction or loss of benefits. For further information, contact the VA certifying official in the Office of the University Registrar, (804) 289-8408. For additional information regarding the application process and eligibility, contact the Department of Veterans Affairs or (888) 442-4551 or [online](#).

The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. The SAA investigates complaints of GI Bill beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email [saa@dvs.virginia.gov](mailto:saa@dvs.virginia.gov).

### **Alumni Discount Policy**

University of Richmond alumni who have earned a certificate, associate degree, baccalaureate degree, post-baccalaureate certificate, graduate certificate, master's degree or juris doctorate are eligible for the following alumni discounts:

### **Credit Programs**

50% discount on tuition for undergraduate credit courses. Eligible alumni may apply this discount on one course (not to exceed 3 semester hours credit) per academic year (fall, spring and summer inclusive), except for courses that are already discounted. This discount applies to all credit programs except Teacher Licensure and graduate SPCS programs.

Alumni wishing to utilize this discount must be registered by SPCS staff and should contact the School of Professional and Continuing Studies (804) 287-6572 for further instructions.

### **Noncredit Programs**

25% discount on one course per semester as listed in the *Think Again* noncredit catalog, with the exception of certificate programs, travel programs, conferences, membership fees, and certain classes involving partnerships and application fees. Eligible programs include the Osher Lifelong Learning Institute, Institute on Philanthropy, and Environmental Stewardship & Sustainable Design.

Alumni wishing to utilize this discount must be registered by SPCS staff and should contact the School of Professional and Continuing Studies (804) 287-6676 for further instructions.



## **Student Services & Academic Support**

The University of Richmond and the School of Professional and Continuing Studies offer the following services and support for students pursuing degrees in the School.

### **Introduction**

At Richmond, you will be challenged to excel and reach your full potential. To help you succeed, the University offers a wealth of academic resources to assist you in making the most of your experience.

### **Academic Skills Center**

The Academic Skills Center provides subject tutoring and academic coaching support to all students (i.e., undergraduate, graduate, etc.). Operating from a holistic vantage point, the Center incorporates life skills coaching and academic skills development via techniques that address academic performance, executive functioning, and personal growth (i.e., test preparation, critical reading, note-taking, critical thinking, information processing, concentration, time management, self-management, mindfulness and meditation, etc.). Visit the [Academic Skills Center website](#) for more details and to make an appointment.

### **Advising and Program Planning**

An academic advisor will help you plan a program suited to your needs. You are urged to use this service since information about programs and University regulations is important to your academic success. To make an appointment with an advisor, call the School (804) 289-8133. Visit the [Academic Advising page](#) for advising assignments and additional information.

### **Alumni Association**

The mission of SPCS Alumni Association (SPCS AA) is to support the School, students, and alumni through the adoption of projects that provide scholarship assistance for our students and will provide service and social opportunities for alumni. We strongly feel that a cooperative partnership between students, faculty, alumni, and staff advances our mission and creates a culture of fellowship and giving that benefits the entire SPCS community. If your contact information has changed, please update your UR Online online alumni profile to ensure you receive information from the association. Visit the [SPCS Alumni Association online](#).

### **Bookstore**

The University Bookstore carries textbooks for all courses scheduled for a given term at the University. A comprehensive selection of reference books and general reading materials is also available. The store offers academically priced software, computer and office supplies, greeting cards, gifts, clothing and health and beauty aids. Services include UPS shipping and faxing. Visit the [UR Bookstore online](#).

### **Career Services**

Alumni and Career Services provides all degree-seeking SPCS students with access to free career consultations, events, and resources, including SpiderConnect, UR's exclusive online database, which gives you access to job and internship opportunity listings. Students may also utilize the Career Services website, which contains comprehensive career resources including

resume samples, guidance on various career paths, and interviewing skills. The career resources library is also available on the third floor of Tyler Haynes Commons. Degree-seeking SPCS students and alumni can schedule an appointment with their dedicated career consultant by calling (804) 289-8547. Visit [SPCS Career Services](#) online for more information.

## **Dining Services**

University of Richmond Dining Services consists of a wide variety of dining venues, retail stores and catering.

The main dining facility is the award-winning Heilman Dining Center and is located across the lake from the library. The ‘d-hall’ as students like to call it, provides a wide variety of unlimited food options including many cook-to-order selections with continuous service from breakfast to dinner during the week, and brunch through dinner on the weekend. For weekend early risers the Heilman Dining Center offers an early morning continental breakfast. Off the main lobby in the Dining Center is the fully stocked campus convenience store, ETC. Central to campus in the Tyler Haynes Commons are Tyler's, a quick serve style restaurant; and The Cellar, a late-night pub-style eatery. On the Richmond side of campus in Boatwright Library is Eight-Fifteen at Boatwright, a coffee shop serving specialty coffee beverages, assorted desserts, and pastries. For something with an international flair, try The Passport Café in the Carole Weinstein International Center, or grab a quick sandwich wrap, soup or gourmet cupcake and a hot or cold beverage at Lou's in Queally Hall. Late night grab-and-go snacks and beverages are available in the Dean's Den, which is on the lower level of the Whitehurst building. A new healthy selections café location will be opening soon in the new Well-Being Center.

## **Hours of Operation and Other Services**

When classes are in session, food is available somewhere on campus as early as 7:00 a.m. during the week, 8:00 am on weekends, and every night until 12:00 a.m. A wide variety of additional services including nutrition counseling, meals to go, and catering services are also available. For a complete list of hours, menus, and services visit the [Dining Services website](#).

SPCS students are eligible to purchase the convenient and flexible Spider Red meal plan which saves over 12% for each purchase at any University Dining Services location. Please look for more information on the website under Meal Plans.

The University of Richmond's Dining Services team is committed to providing each and every individual with exemplary service, outstanding quality food prepared with passion, and commitment to excellence. We hope your dining experience with us will be both relaxing and enjoyable.

## **Disability Services**

The University seeks to comply with all applicable federal, state and local laws regarding the rights of individuals with disabilities. To facilitate such compliance, the vice president for student development serves as the University's disability coordinator. The University does not discriminate on the basis of disability in admission. Therefore, applicants are not required to provide information about their physical condition or disability status prior to admission. Individuals with disabilities are invited to contact the disability coordinator regarding any accommodations they may require in visiting the campus or upon matriculation. The University provides reasonable adjustments or accommodations in its academic programs as necessary for

equal opportunity and participation for qualified students with disabilities. Visit the [Disability Services website](#) for additional information.

## **Honor Statute**

The University Honor Statute governs such behavior as cheating, plagiarism, lying and academic theft, and the SPCS Honor Code also incorporates the Policy Statement on Standards of Conduct, Penalties and Disciplinary Procedures regarding issues of conduct of students and their guests, as well as other individuals.

The determination of whether a policy has been violated and imposition of penalties, when necessary, will be effected according to established procedures, with procedural fairness observed and with appropriate appeal procedures available. Penalties for violations range from reprimand to expulsion from the University and, if appropriate, legal action may be invoked. Review the [Honor Code page](#) for details.

## **Identification Card/One Card Services**

Each degree-seeking student will be issued a picture identification card (One Card) upon request. This card verifies that the holder is eligible to receive University library and certain other campus privileges. A campus ID is required for check cashing and access to athletic facilities and serves as your meal card if applicable. Neither the card nor its privileges is transferable. Students must present a form of identification (i.e. driver's license, military ID, passport) when applying for their University of Richmond One Card. New students may upload a [photo for their One Card](#) after activating their networking ID (netID).

University students who are eligible for the One Card may sign up for the University's Spidercard Account, a declining-balance program which allows students to access previously deposited funds via their University One Card. The Spidercard Account provides students with the ability to make purchases without carrying cash and can be used at the bookstore, with most vending machines, and at all campus dining locations. Complete information on the One Card is available on the [One Card website](#).

## **Policies**

The University of Richmond is governed by policy statements that guide individual members in their actions toward each other and toward the larger community. These policy statements support the University's educational mission while seeking to assure that both individual and majority rights are appropriately observed and maintained.

Students who wish to file a complaint or grievance pertaining to University policies, procedures, or conditions may address their complaint in written form. Review the University's [Grievance and Complaint policy](#) for details and contact information.

## **Society of Human Resource Management**

The School of Professional and Continuing Studies has a Student Chapter of the Society of Human Resource Management.

## **Health and Well-being**

The Health and Well-being unit is made up of University Recreation, Health Promotion, the Student Health Center, and Counseling & Psychological Services, and provides a holistic,

collaborative, and comprehensive approach to supporting the well-being of the campus community.

The mission of the Department of University Recreation is to enhance the lives of its members by providing quality recreational and educational programs in an environment that promotes healthy lifestyles, academic productivity and personal growth.

The Weinstein Center for Recreation provides a comprehensive facility that includes a two-level fitness and wellness center, three-court gymnasium with an elevated walking and jogging track, two multipurpose rooms, pool, racquetball and squash courts, as well as locker room and sauna facilities. Participants experience a full range of cardio and strength equipment, in addition to a wellness resource center and computer lab. Also available for recreational use when not scheduled for programs are outdoor playing fields, eight tennis courts, a 400-meter track and cross-country trails. The Fitness program offers a variety of fitness classes that fits every fitness level and offers personal training sessions. In addition, Health Promotion offers special screenings, assessments and services that are offered to address health and wellness needs. Services often include massage therapy, cholesterol screenings, blood pressure checks, nutrition consultation and fitness assessments. The Intramural Sports program offers a wide range of team and individual sports at a variety of skill levels. More than 30 sport clubs provide student leadership opportunities as well as competitive options for students who are not part of the varsity athletic program. The Outdoor Adventure and Recreation (OAR) program offers equipment rental year-round, bike share programs and trips through the academic year, such as kayaking, biking trips, stand up paddle boarding, skiing, and hiking. Participants may also experience the Odyssey Challenge Course, our multi-level ropes course designed to promote confidence, self-esteem, communication and team building. We have a partnership for students with Virginia Commonwealth University for teambuilding programs. The 18-hole HB Clark signature designed Disc Golf Course at the University of Richmond is open for all to play. Many of our facilities are available to reserve for your events. Fees may apply. Visit [University Recreation](#) for more information about our facilities, programs and services, or call Member Services at (804) 289-8361.

Coming Soon! The new Well-Being Center will be a comprehensive and integrated facility that will include all campus health care in one location, providing easy access for students and designed to be a collaborative high-impact environment to support student learning, student well-being, and student success. The Well-Being Center will play a critical role in the health and well-being of our campus community. For more information, visit [urwell.richmond.edu](http://urwell.richmond.edu) for more information.

## Speech Center

The Speech Center serves the University community in the pursuit of excellence in public expression. Designed to support undergraduates and graduates in courses emphasizing speech and oral presentations across the curriculum, the Speech Center welcomes students seeking assistance with extracurricular presentations as well. Individuals and groups are welcome to reserve appointments. Remote practice sessions are available as needed.

For information, call (804) 289-8814, see the [Speech Center website](#), or visit the Speech Center on the fourth floor of Weinstein Hall.

## **Student Government Association**

The mission of the SPCS SGA is to promote student involvement and make the educational experience as memorable as possible. SGA events include the following:

- Welcoming students at New Student Orientation
- The Peer Program for New Students
- Walking Tour for New Students to our campus
- Monthly Breakfast Forums for academic & career management and networking opportunities
- Sponsoring Trick or Treat Street for SPCS Families
- Participating in service projects like collecting coats for families in need and collecting items for troops serving in Afghanistan

The SGA encourages students to take advantage of the opportunities to meet their peers and members of the SPCS faculty and staff as well as other members of the greater UR community and support each other in accomplishing academic and personal goals and objectives. Visit the [SGA page](#) for more information.

## **Student Identification Number (UR ID)**

Each student is assigned a randomly-generated University of Richmond ID number as the primary identification for University records when he/she enters the University. This eight-digit number is sent by mail to new SPCS students and is printed on each student's One Card (unless the student requests it not be printed).

A Social Security Number is required to be on file with the University to fulfill IRS and federal reporting requirements.

## **Writing Center**

The Writing Center provides individual tutoring in writing for undergraduate and graduate students in any course or academic discipline. For information visit the [Writing Center website](#). SPCS students may also receive help online from the Center's Professional and Continuing Studies specialist.

The Online Writing Lab (OWL) is a free University of Richmond service offered exclusively to currently enrolled undergraduate and graduate SPCS students, and also to the University's faculty and staff. Papers of all types and disciplines can be sent via e-mail to a professional writing tutor for assistance at any hour of the day or night. Papers are returned by e-mail to your UR account in approximately 48 hours or less with feedback that's designed to help improve your writing. Learn more on the [OWL page](#).

## **Academic Procedures**

The following procedures apply to academic programs and courses in the School of Professional and Continuing Studies.

### **Introduction**

The University of Richmond School of Professional and Continuing Studies has, for each academic program, procedures and degree requirements that must be satisfied before the degree can be granted. The student is responsible for knowing the specific requirements and planning appropriately to allow for the completion of these requirements. SPCS provides, depending on the program, either or both academic advisors and administrative personnel to assist students with their plans. In any case, the final responsibility for following procedures and meeting degree requirements rests solely with the student.

The following sections describe academic policies, regulations, and procedures.

### **Flexible Ways to Earn Credit**

The School of Professional and Continuing Studies has a liberal transfer policy and matriculated students can earn credits toward their degree through examination College Level Examination Program (CLEP), American Council on Education (ACE), Advanced Placement Program (AP), independent study or through portfolio assessment of prior learning. Consult your academic advisor for details. Additional information is available on the [Pre-Admission Advising pages](#).

### **College Level Examination Program (CLEP)**

The School of Professional and Continuing Studies awards credit based on acceptable performance on specified tests of the College Level Examination Program. Generally, a student may not attempt credit by examination for a course in which a failing grade was received or for a basic course in those areas in which acceptable college credit has been earned at a more advanced level. For information about general and subject examinations, contact the School of Professional and Continuing Studies.

### **American Council on Education (ACE)**

ACE's College Credit Recommendation Service reviews and offers college-level credit recommendations for many training courses, apprenticeship programs and examinations. An official ACE Credit Recommendations Transcript must be submitted directly to the School of Professional and Continuing Studies for review of the equivalence and transfer. For more information on ACE or to order a transcript visit their website.

### **Advanced Placement Program (AP)**

The School of Professional and Continuing Studies participates in the Advanced Placement program of the College Board. Students who successfully completed AP examinations prior to their entry in a college-level program may have official scores submitted to the University for review. Scores submitted within 10 years of completion of the examination will be considered for the equivalence and transfer of credit. To order test scores contact College Board.

### **International Baccalaureate (IB)**

The School of Professional and Continuing Studies may award credit based on acceptable performance on higher level exams of the International Baccalaureate program. For more information on the IB program or to have your scores sent to the University, visit [ibo.org](http://ibo.org).

### **Independent Study**

An independent study is a course taken with faculty supervision for knowledge enhancement beyond the courses offered in a particular area of interest. In rare cases, when scheduling or other conflicts exist, a regular course may be taken as an independent study. Independent study courses may be used in the Areas of Study and General Distribution and may be used to enhance courses in the major. Consult with your academic advisor before applying to earn credit by independent study.

### **Transfer Credit**

Courses offered in transfer will be evaluated for acceptance provided the work was taken at an institution accredited as degree-granting by a recognized regional accrediting body for higher education at the time the coursework is completed. A grade of or equivalent to C (2.0) or better must have been earned in the particular course. Course work accepted in transfer shall be applied to specific degree requirements subject to the discretion of the School of Professional and Continuing Studies. CLEP exams are considered transfer credits. Note: Credits accepted for transfer do not transfer the grade and grades are not applicable to Grade Point Averages at the University of Richmond.

The School of Professional and Continuing Studies generally does not accept credits earned with a Pass/No Pass designation.

No transfer credit shall be formally accepted or recorded until the University has received an official transcript directly from the records office of the institution that offered the course work. If course work is being transferred from more than one institution, a transcript must be received from each institution. It is the responsibility of the student to be aware of the unit of credit awarded when enrolling at another institution for the purpose of transferring credits. Transferable work completed on the quarter hour system will be accepted at two-thirds of a semester hour.

Transfer credits will be accepted during the semester prior to graduation only with prior approval.

Note: Courses offered in transfer will be evaluated for acceptance provided the work was taken at an institution accredited as degree-granting by one of the following regional accrediting associations at the time the coursework is completed:

- Higher Learning Commission (HLC) (formerly North Central Association/Commission on Accreditation and School Improvement)
- Middle States Association of Colleges and Schools/Commission on Higher Education
- New England Association of Schools and Colleges/Commission on Technical and Career Institutions
- Northwest Association of Colleges and Schools/Commission on Colleges
- Southern Association of Colleges and Schools Commission on Colleges
- Western Association of Schools and Colleges/Accrediting Commission for Senior Colleges and Universities

- Western Association of Schools and Colleges/Accrediting Commission of Community and Junior Colleges

### **Transfer Credit from Non-U.S. Institutions**

Students who have attended institutions outside of the United States are required to provide official transcripts (mark sheets) to the School of Professional and Continuing Studies and to have these official transcripts evaluated by one of the educational credit evaluation services listed on the National Association of Credential Evaluation Services (NACES) website. An official copy of the evaluation must be sent directly to SPCS from the evaluation service. Visit our [International Admissions page](#) for additional information.

A listing of acceptable evaluators is available through the National Association of Credential Evaluation Services (NACES) on their website [www.naces.org](http://www.naces.org). In addition, the University of Richmond will accept evaluations from the American Association of Collegiate Registrars and Admission Officers (AACRAO). Information is available from their website [www.aacrao.org](http://www.aacrao.org).

The service must supply an official transcript evaluation according to the following guidelines:

- High school transcripts need a document to document evaluation.
- Applicants to graduate programs need a document to document evaluation, including cumulative GPA.
- Applicants for undergraduate programs with possible transfer work will need a course by course evaluation, including cumulative GPA.
- Applicants must provide the original mark sheets form. (If the student does not want to part with the originals, they can present the originals in person to the SPCS office to be photocopied.)

SPCS will check with the service to be sure that the evaluation was completed using the same mark sheets provided by the student.

### **Undergraduate Portfolio Assessment of Prior Learning**

Students may also earn academic credit by portfolio assessment of prior learning in selected courses for most disciplines in the SPCS. This involves developing a learning portfolio that demonstrates college-level learning that has occurred on the job or during training, through volunteer work, or by other means of educational experience. By preparing and submitting a learning portfolio, SPCS students can earn up to 15 semester hours toward a bachelor's degree. Three hours of portfolio credit may be applied toward the major. Students are eligible to submit portfolios upon official admission to a degree program in the School of Professional and Continuing Studies and with the prior written approval of the Program Chair in the discipline to be assessed. A selected list of courses that qualify for portfolio credit is available from the Office of Enrollment Management and Student Services or the Program Chair of each discipline.

A portfolio is a formal written communication made up of an introductory essay, a detailed narrative on a specific course and documentation. Portfolios have been successfully submitted in leadership, journalism, English, speech and many other disciplines. Sample portfolios are available for examination in the SPCS office.

Portfolio assessments require that students enroll in ADED 200U Experiential Learning and Portfolio Preparation. This course serves as an elective and provides students with the necessary information to evaluate their experiential learning, match the learning to a course and to prepare a portfolio for evaluation. Following completion of the course, the student will be able to make a



decision about whether to proceed in earning credit in this manner. Students who have completed the course are eligible to submit portfolios for more than one course throughout their academic careers at the University.

Students who have completed ADED 200U and wish to earn credit by portfolio assessment register for ADED 201U - Portfolio Submission and Assessment - during the regular registration period and pay the non-refundable assessment fee of \$200. Portfolios can be submitted at any time during the semester in which the student is registered for ADED 201U; however, the following submission dates determine when credit is awarded:

- For credit earned in the fall semester, portfolios must be submitted by October 15.
- For credit earned in the spring semester, portfolios must be submitted by February 15.
- For credit earned in the summer semester, portfolios must be submitted by June 15.

Qualified faculty members, with expertise in the particular discipline and selected in consultation with the appropriate Program Chairs, review the portfolios. The assessors will recommend credit based on the extent and depth of the student's learning as demonstrated in the portfolio. The review process may include an interview with the student. After reviewing the assessors' recommendations, the Senior Associate Dean for Academic Programs will make the final decision regarding credit.

Once the credits have been awarded, students will be billed \$200 per semester hour. Portfolio credits will show a grade of "P" as a passing grade and the specific course in which credit was assigned. Portfolio credits do not carry a letter grade and therefore do not affect the grade point average.

## **Registration Policies**

Registrations are accepted on the Web via [BannerWeb](#). Complete registration instructions are available online. Schedules of classes are available prior to each semester: July for the fall semester and November for the spring semester. View [fall](#), [spring](#) and [summer](#) class schedules online.

## **Normal Class Load**

The University of Richmond School of Professional and Continuing Studies operates on the semester system. A normal course load for students who are employed full time is six semester hours. Some students find it possible to pursue nine semester hours. Your academic advisor will help you determine the appropriate schedule.

During the Fall and Spring semesters, students may not take over 18 credit hours without the dean's approval.

Students may enroll in no more than a total of 18 credit hours during the entire Summer Term without the dean's approval.

## **Changes (Add/Drop, Withdrawal)**

Changes in registration (Add/Drop, withdrawal) must be initiated by the student within the deadlines specified in the academic calendar. Ordinarily, a student may not withdraw from a course after the end of the seventh week of classes except for medical reasons.

Course Drop (using BannerWeb) before the end of the second week of classes is not shown on the academic record. Withdrawal after the end of the second week through the seventh week of

classes carries the grade of “W” (withdraw passing/no evaluation) or “M” (withdraw failing) on the academic record.

All withdrawals after the second week of class must be requested in writing to the School of Professional and Continuing Studies. The withdrawal date will be the date the written request is received.

Students who stop attending class without notifying the School of Professional and Continuing Studies office will receive the grade of “V” (failure due to excessive absences) regardless of the last date of attendance and are responsible for payment of any fees due.

### **Audit**

Normally, courses are taken for grade and academic credit; however, a student may take a course as audit. The audit reserves a place in the class for the student, but there are no attendance requirements nor credit given at the end of the term. The audited course is shown as such on the permanent academic record with a grade of “Z” for Audit.

Students who wish to audit a course or courses register and pay in the usual manner. After registering, the Audit Form must be completed to change a course from credit to audit status. Audit forms are available from the Registrar or the School of Professional and Continuing Studies office. The completed form must be filed in the School of Professional and Continuing Studies office by the end of the 10th day of classes. Once filed, the audit status is not reversible. Students who took a course as audit (grade of 'Z') may not later take the same course for a standard grade.

### **Graduate Study**

Upper level undergraduate students may be approved to enroll in a limited number of graduate courses for either undergraduate or graduate credit purposes, according to the following criteria:

#### **For Undergraduate Credit**

SPCS undergraduate students may enroll in SPCS graduate-level coursework for undergraduate credit, provided they meet the following criteria:

- an overall GPA of 3.0 or above;
- the written approval of their program director; and,
- demonstrated ability to succeed in course work at the graduate level, based upon a combination of prior experience and/or formal college education

Note: Specific programs of the School may require additional criteria.

#### **For Graduate Credit**

SPCS undergraduate students may enroll in SPCS graduate level coursework for graduate credit, provided they meet the following criteria:

- satisfactory completion (including transfer) of at least 100 semester hours of coursework toward the baccalaureate degree;
- an overall GPA of 3.3 or above; and,
- acceptance into a graduate certificate program as a regular student by its standard procedures.

Until students have completed a bachelor’s degree, no more than three courses may be taken for graduate credit and not more than two courses may be taken in any given semester.

Although a student who is accepted in this option may be enrolled in undergraduate and graduate courses simultaneously, the undergraduate and graduate transcripts will be kept separately. Courses taken for graduate credit under this option will not apply to the bachelor's degree.

Note: Specific programs of the School may require additional criteria.

### **Repeated Courses**

Coursework may not be repeated for credit toward graduation except as sanctioned by the University; however, particular coursework may meet more than one requirement for graduation. An example of a sanctioned repeat-for-credit is the subsequent registration for a course in which the content changes from term to term such as Selected Topics (ST) or Independent Studies (IS). Also, certain courses in a major or program may have to be repeated if the grade earned the first time does not meet requirements in such a case, the credit hours will be counted only once but both grades will be calculated in the cumulative grade point average.

Courses taken on an audit basis cannot be repeated for credit unless approved by the appropriate dean.

Except in clear situations, the Office of the University Registrar should be consulted before registration to learn if a proposed repeat is sanctioned for credit or if sanction is possible.

All courses taken at the University of Richmond become a part of the permanent academic record. The grade for a course repeated at the University of Richmond becomes a part of the grade point average if the grade otherwise would be included in the computation.

Tuition will be charged on each attempt at the current rate at the time of registration.

### **English Course Repeat Policy**

A student who fails or withdraws from the same required ENGL class twice can take only that ENGL class in the following semester. If the student is still unable to pass the class, s/he will be permitted to take only that class in subsequent semesters until s/he passes it.

### **Registration Holds**

The following holds will prevent students from registering (students can access BannerWeb to check holds): Admissions Office, Cashier, Dean's Office, Library, Parking Services (Student Account Hold), Student Credit Service, Perkins Loan in Repayment, Registrar's Office, and Student Accounts. For further information of these types of holds, contact the office from which the hold originated.

## Course Administration

### Class Attendance

Each student is expected to attend all meetings of all classes, including lectures, seminars, laboratories and drills, in which he or she is enrolled. The specific attendance policy in each course, however, is determined by the instructor of the course, subject to the section on University Holidays. The specific attendance policy for each course will be announced to the students and distributed on the course syllabus at the beginning of the course.

Faculty members will honor an official notification from the appropriate dean that a student is to be excused for participation in a University-sponsored event, such as choral performances off campus, intercollegiate athletic events, or judicial hearings at which the student must be present.

Academic events sponsored by the University under supervision of faculty advisors include, but are not limited to: theatre/dance and musical performances, debate, mock trial, model UN, conference attendance, ROTC field leadership exercise, and Oldham scholar travel. Because such events and varsity athletic competitions are recognized as integral to the educational experience, the appropriate coordinate college dean (for undergraduate students in the Schools of Arts & Sciences, Business, and Leadership Studies) or student advisor or dean (for SPCS undergraduate and graduate students) will provide official notification of student participation in these activities. It is also the student's responsibility to request such notification and to deliver it to the faculty member as early as possible in the semester. Faculty members will honor notification from the college deans that a student is to be excused for participation in a University-sponsored event. All other absences will not be officially announced by a dean, but may be excused at the discretion of faculty. Examples include, but are not limited to, class field trips, illness, funerals, and family functions. The University encourages students to weigh the consequences of missing class and other sponsored academic or varsity athletic events, and to make their choices accordingly.

A student generally will be held responsible for all work of a class or laboratory missed during an absence. Acceptance of any excuse for an absence, other than those excused by the appropriate dean in the previous paragraph, and any provision for make-up, will be at the discretion of the instructor provided it is consistent with the announced policy for the course and with the University Holiday Schedule. Missed classes, work, tests and/or excessive absences with or without good cause may result in a poorer grade, or failure, in the course. Students enrolled in School of Professional and Continuing Studies courses must attend at least 75% of the class meetings regardless of the reasons for absence to be eligible to receive credit for the course.

Generally, absences that may be excused by faculty members include accident or illness, death or serious illness of a family member, bona fide religious holiday observance, or participation in other University activities such as field trips. Students should make arrangements with their instructors as far in advance as possible to make up any missed work. Students experiencing difficulty in making reasonable arrangements for make-up work may see their dean.

### Class Meetings

Class meeting times and schedule revisions are noted in the [Schedule of Classes](#), and class locations and any corrections are noted on BannerWeb.

Seldom are classes canceled. If cancellation due to severe weather is necessary, a notice will appear on the television or be on WRVA radio encouraging students to call the University hotline at (804) 289-8760.

## Grading Policies

The level of students' performance in class work and examinations is indicated by letters. **A** (excellent), **B** (good), **C** (average), and **D** (poor) indicate that the work has been passed. The foregoing grades may be accompanied by a plus (+) or minus (-) to indicate a relative position within the grade category. **Z** shows that a course was audited. **S** and **U** indicate satisfactory or unsatisfactory performance in non-academic courses or in a noncredit course. **W** indicates that the student withdrew from a course with a passing average. Marks indicating failure and included as such in the grade point average are **F**, **M** (withdrew from a course with a failing average), and **V** (failure because of excessive absences). The **X** indicates that the grade is not available from the instructor. The assignment of grades is the sole right and responsibility of the instructor. Grades of **D** are not assigned in graduate course work

**I** and **Y** mean that coursework has not been completed by the end of the term. The **I**, which provisionally counts as a failing grade, is given when the reasons for incomplete work are deemed unjustifiable by the instructor. The work is to be made up by the date the instructor specifies, but no later than 45 calendar days (grace period) from the last day of the term in which the **I** was given. If the work is not made up during the grace period, the **I** will be converted to **F**, and cannot be changed. The **Y**, which does not affect the grade point average, is given when the reasons for incomplete work are deemed justifiable (passing, but for medical or personal reasons the student is not able to complete the work) by the instructor, or at the end of the first term of a course that continues into a succeeding term. **Y** grades must be rectified by making up the incomplete work by the end of the succeeding term, unless special arrangements have been made with the instructor, or the instructor will assign an **F**. In the case of either an **I** or **Y**, once the make-up grade is received, it appears to the right of the make-up grade on the permanent record. In all cases, it is the student's responsibility to make arrangements for and progress toward the completion of an incomplete course.

Grades are deemed correct on the permanent record unless notification to the contrary is received by the University Registrar within three (3) months after the close of the term specified.

The assignment of grades is the sole right and responsibility of the instructor. It is recognized that each course and each student in a course has unique characteristics that the instructor alone is in the best position to evaluate; consequently, except in unusual circumstances, formal appeals to others concerning the evaluation on which a grade is based are not appropriate. Instructors establish grading criteria for their courses and prepare and submit the final course reports (using the grades defined under Grading Policies) to the University Registrar for recording.

If the student believes that an error has been made in the grade assigned, the following process will apply:

1. The student must first contact the instructor to discuss the matter.
2. If the issue is not resolved with the instructor, the student may contact the Program Chair to discuss the issue.
3. If the grade is not resolved at the Program Chair level, the student then contacts the Associate Dean for Administration, who will determine if and what further action needs to be taken to decide the matter.

## Transcripts

Most colleges and universities require an official transcript to consider transfer credit. Before requesting a transcript, please review the official transcript request policy on the Office of the

University Registrar's website. Student records, including the academic transcript, are protected by the FERPA privacy act. Only the student may request a copy of his or her academic record. Family or friends are not permitted access to student records without the written consent of the student.

Transcripts and documents from other institutions are the property of the University of Richmond and, as such, are under the control of the Office of the Registrar. Under federal policy, a student has the right to view the documents in his or her file; the University is not required to provide (or allow the making of) copies of these documents. Transcripts submitted to the University of Richmond for admission or credit transfer become the property of the University of Richmond and cannot be returned to the student or forwarded to other institutions. Requests for a paper copy or an electronic copy of an official transcript must be made in writing and may be requested in person, by mail or fax, or by scanned completed/signed copy of the request form. All requests require the student's signature before they can be processed.

### **Residency Requirement**

Undergraduate students must complete at least 60 semester hours in residence at the University of Richmond, including the Common Seminar and any Communication Core coursework required as a result of admission pathway, to be eligible for any bachelor's degree offered by the School of Professional and Continuing Studies. The last 12 hours of coursework must be taken at the University of Richmond.

Certificates of Applied Studies in Information Security and Information Systems require 21 semester hours. The Certificate of Applied Studies in Paralegal Studies requires 18 semester hours. Transfer work into these certificates will be evaluated on a case-by-case basis.

The graduate certificate in Teacher Licensure Preparation requires 32-38 hours depending on credentialing requirements.

**Note:** Transfer work will be accepted during the final semester of any program only with prior approval.

### **Time Limitations on Degree Completion**

#### **Undergraduate Study**

Requirements for degree completion are based on those stated in the SPCS Catalog for the year in which a student matriculates in a specific program. A student will have a maximum of seven (7) years, or fewer if indicated by specific program requirements, to complete a degree based on those catalog requirements at the time of matriculation. Following the initial time period stated in program requirements, a student may be re-admitted to the current program, subject to re-application and approval by the program chair; however, current catalog requirements will be in effect at the time of re-admission to the program. Program chairs will have the final determination, at all times, of current courses that may be substituted for catalog requirements at the time of matriculation.

#### **Graduate Study**

All requirements for graduate degree completion must be fulfilled within five (5) years or fewer if indicated by specific program requirements of matriculation in the program. Students may submit a written request for an extension of this statute of limitations to the program chair, subject to approval by the SPCS dean or appointed representative.

### Credit and Grade Point Average

The University of Richmond School of Professional and Continuing Studies, School of Law, and Graduate School of Business use the semester hour value. A semester hour is determined by a combination of factors that include contact time with a faculty member in a formal setting and expectations of independent student work through a nominal 15-week semester.

The grade point average is based on two factors:

**GPA Hours:** The accumulation of academic semester hours that have grades to which grade point values are assigned; and

**Grade Points:** Given for each semester hour's grade according to the following scale:

A+ = 4.0	A = 4.0	A- = 3.7
B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7
D+ = 1.3	D = 1.0	D- = 0.7
F = 0.0	I = 0.0	M = 0.0
V = 0.0		

### Calculation

The grade point average is calculated by dividing the total number of grade points earned by the total number of GPA hours. The grade point average is represented to two significant decimal figures and truncated, not rounded.

The accumulations and average are shown each term on the permanent academic record. Also shown is the accumulation of Earned Semester Hours. Earned hours are the academic semester hours in which the student has earned passing grades, plus semester hours of credit, if any, for accepted transfer work.

### Grade Availability

Grades are due to the registrar's office from instructors as specified in the academic calendar, which is published annually by the Office of the University Registrar. They will be available to students as soon as possible after they have been received by the registrar's office. Students may access grades via the Internet by using BannerWeb. Students will need their network ID and password. Grades are deemed correct unless notification to the contrary is received by the University Registrar within three (3) months after the close of the term specified.

If students need an official copy of their academic record, they can request a transcript through the Office of the University Registrar. All courses taken at the University of Richmond become a part of the permanent academic record.

## **Academic Standing**

### **Undergraduate Programs**

Students are expected to achieve in the classroom and make steady academic progress. Good standing is defined as earning at least 2.0 grade points for each academic hour attempted. A student is automatically placed on Academic Warning (AW) when the student's cumulative grade point (GPA) falls below a 2.0 at the conclusion of any term of attendance: fall, spring, or summer. A student on academic warning should take active steps to improve academic performance. A student remains on AW for one term of attendance, at the end of which time the student must obtain a cumulative GPA of at least 2.0. Failure to achieve this GPA results in the student being placed on Academic Probation.

A student is placed on Academic Probation (AP) when the student's cumulative GPA falls below 2.0 for two consecutive terms of attendance. Students on AP are expected to improve their cumulative GPA within two consecutive terms of attendance. A student who achieves a cumulative GPA of at least 2.0 is removed from Academic Probation. If a student fails to meet the minimum of a 2.0 GPA, he/she will be suspended from the School of Professional and Continuing Studies. Once placed on Suspension (SP), a student may reapply for admission after one full academic year from the term of suspension.

Students with a cumulative GPA of less than 1.0 after two consecutive semesters are automatically suspended from the School of Professional and Continuing Studies. Once suspended, a student may reapply for admission after a minimum of one full academic year.

### **Graduate Programs**

#### **Maintenance of Overall Grade Point Average (GPA)**

To qualify for the Master's degree in the School of Professional and Continuing Studies, a candidate must complete the curriculum satisfactorily, with a cumulative Grade Point Average (GPA) of 'B' (3.0) at the time of graduation, and the completion of the curriculum requirements within five years of starting the program. Grades assigned in the program and grading standards will be the prerogative of individual departments.

#### **Maintenance and Intervention for Satisfactory Progress**

Students falling below prescribed academic standards for the program in any semester will be placed on Academic Warning, with special advising intervention from the Office of Enrollment Management & Student Services. Notification of this status will be provided to Program Chairs. Students falling below the minimum standards for the program in two or more semesters will not be permitted to continue in the program, and will be suspended. Students may appeal the suspension for failure to maintain prescribed academic standards directly to the Dean who will appoint a committee comprised of the Senior Associate Dean and two Program Chairs to review the appeal and recommend a final decision by the Dean. This appeal must be made in writing to the Dean and received within two weeks of the last day of the term of suspension. If permission is granted to continue, no more than two courses (six semester credits) may be repeated.



### **Application for Re-admission**

Students who have been suspended from the program for failure to maintain satisfactory progress may apply for readmission after the lapse of three academic years. Applicants for readmission must meet current admission requirements and readmission is not guaranteed.

Students who wish to pursue non-degree graduate study in the School may enroll in a maximum of nine (9) semester credit hours of study at the graduate level provided the following conditions are met:

- The student must submit a completed Application for Non-degree Graduate Study.
- The student must provide an official transcript from the regionally accredited college/university that conferred his/her baccalaureate degree prior to registering for any graduate course. This does not apply to students applying for graduate credit who are in-service educators or the general public who wish to take education courses through the professional development course offerings.
- The student must meet all prerequisite requirements of the course/courses in which they wish to enroll.
- The student must obtain written approval from the program chair of the respective discipline in which enrollment is desired (approval of application for non-degree graduate study).
- The student understands that credits obtained as a non-degree seeking graduate student may or may not apply at a later time to a graduate degree program in the School of Professional & Continuing Studies.

### **Graduate Course Credit**

Graduate credit is allowed only for courses approved for graduate credit in which grades of 'B-' (2.7) or better are received. No credit toward graduation will be given for a SPCS graduate course in which the student earns a grade lower than 'B-' (2.7). Students enrolled in graduate programs in the School are expected to maintain at least a 'B' (3.0) average to remain in the program. A student who earns less than 'B-' (2.7) in two graduate courses will not be permitted to continue in the degree program.

### **Courses in Directed Research**

Courses in Directed Research are intended for students who wish to further develop their skills in research. Each student accepted to participate in a Directed Research course will work directly with a full time faculty member on a research project chosen by the faculty member. It is expected that such collaborations between the student and faculty member will lead to notable conference papers, and/or jointly authored research articles. Students will be made aware when Directed Research courses are available via an e-mail announcement from their respective departments. In most cases, one student will be chosen at the undergraduate and graduate level to participate in the course each semester according to faculty availability. Students will be selected based on their writing and research skills and their potential to contribute to the research project. Once chosen to participate in this research opportunity, his/her academic advisor will assist the student in registering for the course.

### **To Change Degree or Major**

Students wishing to change the degree and/or major into which they were originally accepted must submit the request in writing. If approved, the degree requirements will be those of the most recent catalog and an updated audit sheet will be mailed to the student with acknowledgment of the change. A meeting with the student advisor may or may not be required.

### **To Apply for a Minor**

A student must complete the Declaration of Minor form available in the SPCS office or online. The minor will appear on the official transcript and all classes in the minor must be completed at the University of Richmond.

### **Evaluation**

Instructors establish grading criteria for their courses and prepare and submit the final grades (using the grades defined under Grading Policies) to the University Registrar for recording. In the event of a question about the accuracy of the recorded grade, a student should direct inquiries to the instructor and/or the Office of the University Registrar within three months of the specified semester.

Review “Grading Policies” (above) for additional information about evaluation, including procedures for addressing errors in assigned grades at end of term.

### **Graduation**

To graduate, a student must file a degree application with the Office of the University Registrar. The University graduation ceremonies are held in May. Students planning to complete BSPS, BALA, Certificate, Graduate Certificate or Master's degree requirements in the coming May or August must file a degree application by the last Friday in October. Students planning to complete degree requirements in December should file a degree application by the first Friday in February.

Students will be notified through SpiderBytes, the University's e-communication tool, to apply for the upcoming December, May and August graduations by the deadline date. Students who plan to complete requirements in the Summer School (for undergraduate students no more than 6 hours) participate in the May ceremony as prospective August graduates.

Degree applications are available online via BannerWeb at specified times or on the Registrar's website.

Note: Transfer work will be accepted during the semester prior to graduation only with prior approval. CLEP examinations are considered transfer credits.

### **Graduation Attendance Policy**

Students are required to attend the commencement ceremony for the award of the degree in person except by decision of the University not to do so. A student who expects to have a degree awarded at the spring commencement may request absentia status from the graduation ceremony by explaining in writing the circumstance that prevents participation. Students who have a degree application on file and anticipate summer completion of degree requirements are also expected to participate in the spring graduation ceremony. December School of Professional and Continuing Studies degree candidates are expected to participate in the graduation ceremony the May following degree completion. If a winter or summer degree candidate does not intend to participate in the ceremony a written statement requesting absentia must be submitted. The

request should be addressed to the University Registrar and should be received no later than eight working days before the ceremony. The University Registrar will notify the degree candidate of the status granted by the University. Unless approved as absentia, a candidate for graduation who does not participate in the commencement ceremony does not graduate. Such candidate may graduate by again filing a degree application and by following the appropriate graduation attendance policy.

August degrees are conferred as of the date specified in the academic calendar, and diplomas are mailed to those qualified. December degrees are conferred as of the date specified in the academic calendar. Diplomas for December graduates are mailed to students who have previously participated in the commencement ceremony. Those who will be participating in a future ceremony will receive their diploma at that time.

Note: No degree is conferred if the student's responsibilities to the University have not been met. These responsibilities include, but are not limited to, such matters as the payment of fees, parking fines and library fines, and the return of library books.

### **Degree with Honors (Latin Honors)**

General academic honors of three ranks are awarded only to graduates receiving baccalaureate degrees on the basis of their cumulative grade point average of work completed at the University of Richmond.

- Cum Laude: 3.20-3.49
- Magna Cum Laude: 3.50-3.79
- Summa Cum Laude: 3.80-4.00

### **Withdrawal from the University**

Students who plan to withdraw from the University of Richmond must submit an official withdrawal letter to their Dean. The Dean's Office will notify the appropriate offices of the student's withdrawal from the University of Richmond including the actual withdrawal date.

### **The Higher Education Opportunity Act**

The Higher Education Opportunity Act (HEOA) requires that institutions offering distance education or correspondence courses or programs have processes in place to ensure that the student registering for a course is the same student who participates in the course or receives course credit. The Act requires that institutions use one of the following three methods:

- A secure login and pass code
- Proctored examinations
- New or other technologies and practices that are effective in verifying student identification

### **Secure Login and Pass Code**

The University of Richmond (UR) meets these requirements by assigning a secure login and password to each student. All students registering for a course through our administrative system are assigned unique identification numbers, which correspond with a specific username for each student. Each student establishes his or her own password using the Password Policy, available at [is.richmond.edu](https://is.richmond.edu). As part of this policy, all students are required to change their password once each year.

In addition, the UR email policy requires all faculty communication with students regarding UR business be conducted via the official UR email account, which also requires a secure login. Review the Official University Communications policy at [is.richmond.edu](https://is.richmond.edu).

## FERPA

### Directory Information

University of Richmond procedures and the Family Educational Rights and Privacy Act (FERPA) prohibit the unauthorized release of confidential information about individual students. However, directory information is not considered to be confidential and may be published or otherwise released. Directory information includes: name; addresses, including permanent, campus, local (off-campus), email, and campus computer network (IP) address; associated telephone numbers; date and place of birth; school or college; major and/or minor fields of study; degree sought; expected date of completion of degree requirements and graduation; degrees conferred; awards and honors (e.g., dean's list); full- or part-time enrollment status; dates of attendance; previous institutions attended; participation in officially recognized activities and sports; weight and height of members of an athletic team; and photograph. A full list of information considered directory information is available on the Office of the University Registrar's website at [registrar.richmond.edu/ferpa/statement](http://registrar.richmond.edu/ferpa/statement) or by contacting the Office of the University Registrar. Students may opt to have their directory information withheld. To exercise this option, the appropriate form must be obtained from the Office of the University Registrar, completed, and returned to that office. Once filed, this form remains in effect until withdrawn by the student in writing to the Office of the University Registrar. For further information, contact the Office of the University Registrar.

### Rights with Respect to Education Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- 1. Access to Education Records:** students have the right to inspect and review their education records within 45 days of the day the University receives a written request for access. Students should submit their request to the Office of the University Registrar and specify the record(s) they wish to inspect. Arrangements will be made for access and the student notified of the time and place where the records may be inspected.
- 2. Request for Amendment of Education Records:** students have the right to request amendment of their education records if they believe the records are inaccurate. They should write the University Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student when notified of the right to a hearing.
- 3. Disclosure of Education Records:** students have the right to consent to disclosures of personally identifiable information contained in education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interest. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance

committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University discloses records without consent to officials of another school in which a student seeks or intends to enroll.

**4. Right to File a Complaint:** Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of Richmond to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, [DC 20202-4605](#).

The University's complete policy statement can be found on the University Registrar's website at [registrar.richmond.edu/ferpa/statement](http://registrar.richmond.edu/ferpa/statement)

**Note:** Because of the access afforded by a University ID, this number is not considered directory information and will not be released without a student's consent except in situations as listed above. Students should treat the University ID as confidential-it should be protected and not carelessly shared with others. It will be used for a student's entire time at the University of Richmond, so it should always be treated in a confidential manner.

## Right to Know

In accordance with the Student Right to Know and [Campus Security Act](#), the University of Richmond makes graduation rates available to all current and incoming students. These figures can be found at [richmond.edu/facts/consumer-info/graduation.html](http://richmond.edu/facts/consumer-info/graduation.html).

## **Undergraduate Programs of Study**

### **Bachelor of Arts in Liberal Arts**

#### **General Education**

30 semester hours. Includes Common Seminar, Areas of Study and Language and Cultural Studies.

#### **Common Seminar**

6 semester hours

- ADED 300U Knowledge Management: Seminar Across the Disciplines (Weekend College only, included in Interdisciplinary Studies major) or
- ADED 301U Knowledge Management: Seminar Across the Disciplines I and
- ADED 302U Knowledge Management: Seminar Across the Disciplines II

#### **Areas of Study**

18 semester hours. At least one 3-hour course from each of the following areas:

- History
- Literature
- Natural Sciences
- Social Sciences and Cultural Studies
- MATH 103U Finite Mathematics (or higher)
- The Arts

#### **Language and Cultural Studies**

6 semester hours

- IDST 306U Understanding Culture and Language (Weekend College only, included in Interdisciplinary Studies major)
- or**
- IDST 304U Understanding Culture and Language I and
  - IDST 305U Understanding Culture and Language II

#### **Language and Cultural Studies Exemptions**

Students majoring in Liberal Arts who have completed six (6) semester hours (or equivalent) in language coursework with a grade of “C” or better may earn waivers for IDST 304U and IDST 305U. Credits from a study abroad experience may also count toward the six-hour requirement (IDST 304U and IDST 305U).

Students majoring in Interdisciplinary Studies (Weekend College) must take IDST 306U as part of the course of study.

Students who wish to switch from the major in Interdisciplinary Studies to the major in Liberal Arts and who have passed IDST 306U with a grade of 'C' or better may earn waivers for IDST 304U and IDST 305U.

Students who pass IDST 304U, IDST 305U or IDST 306U may not take the courses again for repeated credit in the BALA program (to include both Liberal Arts and Interdisciplinary Studies majors).

### **General Distribution**

60 semester hours. Coursework selected from across the curriculum. Undergraduate minors (combined with the major in Liberal Arts only) may be drawn from this area. Foundation Coursework, if required, counts toward General Distribution.

### **Weekend College Exceptions**

Weekend College students combine General Education and General Distribution requirements. 60 semester hours total required, 45 hours prior to transfer to University of Richmond. Foundation Coursework requirements except MATH 103U are built in the 60-hour Interdisciplinary Studies major for Weekend College students.

### **Foundation Coursework**

The student's placement test score, along with advising recommendations, will determine the pathway of foundation courses before other required coursework.

- ENGL 101U Strategic Reading and Writing
- ENGL 201U Critical Writing and Research I
- ENGL 202U Critical Writing and Research II
- MATH 103U Finite Mathematics

### **Major**

30 semester hours (Liberal Arts) or 60 semester hours (Interdisciplinary Studies).  
Select from Liberal Arts or Weekend College Interdisciplinary Studies

### **Undergraduate Major in Liberal Arts**

The undergraduate major in liberal arts is available for the Bachelor of Arts in Liberal Arts (BALA).

#### **Required Core**

12 semester hours. Select four 300-level courses that meet the following requirements:

- One 3-hour course from each of the following groupings (12 semester hours)
- Selected topics (numbered 398U) are eligible
- Independent studies (numbered 399U) may be eligible (requires chair approval)

#### **Social Sciences**

- Anthropology (ANTH)
- Economics (ECON)
- Education (EDUC)
- Geography (GEOG)
- History (HIST)
- International Studies (ISTY)
- Journalism (JOUR)
- Philosophy (PHIL)
- Political Science (PLSC)
- Psychology (PSYC)



- Sociology (SOC)

### **Sciences**

- Biology (BIOL)
- Geology (GEOL)
- General Science (GSCI)
- Mathematics (MATH)

### **Humanities**

- Art (ART)
- Studio Art (ARTS)
- English (ENGL)
- Foreign Languages
- Humanities (HUM)
- Music (MUS)
- Religious Studies (RELG)
- Theatre (THTR)

### **Professional Studies**

- Human Resource Management (HRM)
- Communications (SPCH)
- Nonprofit Studies (NPS)
- Paralegal Studies (LA/LAW)
- Information Systems (ISYS)
- Education (EDUC)

### **Liberal Arts Electives**

18 semester hours from across the humanities, sciences and social sciences. 12 semester hours must be taken at or above the 300U level. 100U- and 200U-level courses may be taken prior to or concurrent with the Knowledge Management sequence (ADED 301U and ADED 302U).

Alternately, the Undergraduate Concentration in Education may be used by those seeking elementary teacher licensure to fulfill this requirement

### ***Undergraduate Concentration in Education***

Undergraduate students may opt for an additional concentration in education toward elementary teacher licensure preparation while working toward a Bachelor of Arts in Liberal Arts (BALA) degree.

### **Professional Studies**

27 semester hours. All candidates must complete the following courses.

- EDUC 307U Instruction and Assessment in Elementary Science
- EDUC 308U Instruction and Assessment in Elementary Social Studies
- EDUC 310U Content and Pedagogy for Elementary Math
- EDUC 311U Assessment and Differentiation in Elementary Math
- EDUC 317U Foundations of Education

- EDUC 318U Diverse Learners and Human Growth and Development
- EDUC 324U Reading Foundations for Early Literacy Instruction
- EDUC 326U Assessment, Intervention and Literacy Strategies for Elementary Readers
- EDUC 358U Classroom and Behavior Management
- EDUC 384U Pre-Internship Workforce Series

### **Field Experience**

14 semester hours (includes EDUC 485U Capstone Seminar)

- EDUC 475U Teaching Internship
- EDUC 485U Capstone Seminar

### **Undergraduate Major in Interdisciplinary Studies (Weekend College)**

The undergraduate major in interdisciplinary studies is available only for the Weekend College Bachelor of Arts in Liberal Arts (BALA).

#### **Major in Interdisciplinary Studies**

60 semester hours

- ADED 300U Knowledge Management - Methods of Learning and Thinking
- IDST 306U Understanding Culture and Language
- HIST 345U The History of Ideas
- HUM 346U The History of Human Expression
- PLSC 301U The Rights and Responsibilities of Citizenship
- GSCI 301U The Role of Science and Technology in Shaping the Modern Era
- MGMT 345U Business Literacy
- LDSP 310U Leadership and Ethical Decision Making
- IDST 310U The Examined Life
- IDST 495U Capstone Course: Senior Seminar

### **Bachelor of Science in Professional Studies**

#### **General Education**

30 semester hours. Includes Common Seminar and Areas of Study.

#### **Common Seminar**

6 semester hours

- ADED 301U Knowledge Management: Seminar Across the Disciplines I
- ADED 302U Knowledge Management: Seminar Across the Disciplines II

#### **Areas of Study**

24 semester hours. At least one 3-hour course from each of the following areas:

- History
- Literature
- Natural Sciences
- Social Sciences and Cultural Studies
- MATH 103U Finite Mathematics (or higher)

- The Arts

### **General Distribution**

60 semester hours. Coursework selected from across the curriculum. Minors may be drawn from this area. Foundation Coursework applies toward General Distribution.

### **Foundation Coursework**

The student's placement test score, along with advising recommendations, will determine the pathway of foundation courses before other required coursework.

- ENGL 101U Strategic Reading and Writing
- ENGL 201U Critical Writing and Research I
- ENGL 202U Critical Writing and Research II
- MATH 103U Finite Mathematics

### **Major**

30 semester hours. Select from Human Resource Management, Information Security, IT Management or Paralegal Studies.

### **Undergraduate Major in Human Resource Management**

The major in Human Resource Management is available for the Bachelor of Science in Professional Studies (BSPS).

#### **Professional Core**

9 semester hours

- LDSP 368U Leadership in the Global Environment
- HUM 300U Applied Ethics
- MATH 265U Applied Statistics

#### **Required Core**

6 semester hours

- HRM 343U Human Resource Management
- HRM 499U Senior Seminar in HRM

#### **Focus Courses**

15 semester hours selected from the following courses

- HRM 345U Human Resource Development
- HRM 388U Internship
- HRM 398U Selected Topics
- PSYC 327U Organizational Psychology
- HRM 452U Quality Management
- HRM 454U Compensation and Benefits
- HRM 460U HR and Technology
- HRM 467U International Human Resource Management
- HRM 496U Directed Research
- HRM 498U Selected Topics

- LAW 322U Employment Law and Policy
- CLAC 250U Spanish: Cultures and Languages Across the Curriculum

### **Undergraduate Major in Information Security**

The undergraduate major in Information Security is available for the Bachelor of Science in Professional Studies (BSPS).

#### **Professional Core**

9 semester hours

- LDSP 368U Leadership in the Global Environment
- HUM 300U Applied Ethics
- MATH 265U Applied Statistics

#### **Required**

10 semester hours

- ISYS 302U Local Area Networks (LAN)
- ISYS 303U IT Security
- ISYS 491U IT Security Planning & Risk Management

#### **Focus**

11 semester hours from the following:

- ISYS 306U Systems Analysis
- ISYS 308U Digital Forensics
- ISYS 311U Database Design
- ISYS 312U Predictive Analytics
- ISYS 314U Data Visualization
- ISYS 315U Big Data Analytics
- ISYS 350U History of IT
- ISYS 355U Computer Programming in Java
- ISYS 360U Electronic Commerce
- ISYS 365U Cloud Computing: Infrastructure & Services
- ISYS 370U Introduction to Ethical Hacking & Pen Testing
- ISYS 375U IT Control and Audit
- ISYS 398U Selected Topics
- ISYS 399U Independent Study
- ISYS 450U Project Management
- ISYS 490U Managing IT
- ISYS 492U Consulting and Design of Online Systems
- LAW 325U Cyber Law
- MGMT 342U Managing Business Processes

### **Undergraduate Major in IT Management**

The undergraduate major in IT Management is available for the Bachelor of Science in Professional Studies (BSPS).

#### Professional Core

9 semester hours

- LDSP 368U Leadership in the Global Environment
- HUM 300U Applied Ethics
- MATH 265U Applied Statistics

#### Required Core

10 semester hours. Select one of the following: ISYS 450U, ISYS 490U or ISYS 492U.

- ISYS 306U Systems Analysis and Design
- ISYS 311U Database Design/Business Intelligence
- ISYS 450U Project Management
- ISYS 490U Managing IT
- ISYS 492U Consulting and Design of Online Systems

#### Focus Courses

11-12 semester hours selected from the following courses

- ISYS 302U Local Area Networks
- ISYS 303U IT Security
- ISYS 308U Digital Forensics
- ISYS 312U Predictive Analytics
- ISYS 314U Data Visualization
- ISYS 315U Big Data Analytics
- ISYS 355U Computer Programming in Java
- ISYS 360U Electronic Commerce
- ISYS 398U Selected Topics
- ISYS 399U Independent Study
- ISYS 450U Project Management
- ISYS 490U Managing IT
- ISYS 491U IT Security Planning/Risk Management
- ISYS 492U Consulting and Design of Online Systems
- LAW 325U CyberLaw
- MGMT 342U Managing Business Processes

### **Undergraduate Major in Paralegal Studies**

#### Professional Core

9 semester hours.

- LDSP 368U Leadership in the Global Environment
- HUM 300U Applied Ethics
- MATH 265U Applied Statistics

#### Required Core

12 semester hours.

- LA 301U Introduction to Paralegal Studies

- LA 302U The Judicial System
- LA 303U Legal Research
- LA 304U Legal Writing

#### Focus Courses

9 semester hours selected from the following courses.

- LA 306U Litigation
- LA 310U Real Estate
- LA 312U Family Law
- LA 315U Torts
- LA 316U Contract Law
- LA 320U Environmental Law
- LA 321U Criminal Law
- LA 323U Elder Law
- LA 398U Selected Topics
- LAW 300U Business Law
- LAW 303U Constitutional Law
- LAW 304U First Amendment Law
- LAW 315U Social Media Law and Ethics
- LAW 322U Employment Law and Policy
- LAW 325U CyberLaw
- LAW 398U Selected Topics

### **Certificate of Applied Studies in Information Security**

An earned associate degree is prerequisite to enrollment in this certificate program.

#### **Required**

10 semester hours.

- ISYS 302U Local Area Networks (LAN)
- ISYS 303U IT Security
- ISYS 491U IT Security Planning & Risk Management

#### **Focus**

11 semester hours from the courses listed. Only sections of ISYS 398U with a security focus will count toward the certificate.

- ISYS 301U Global Telecommunications Tech and Policy
- ISYS 306U Systems Analysis and Design
- ISYS 308U Digital Forensics
- ISYS 311U Database Design/Business Intelligence
- ISYS 312U Predictive Analytics
- ISYS 314U Data Visualization
- ISYS 315U Big Data Analytics
- ISYS 350U History of IT
- ISYS 355U Computer Programming in Java

- ISYS 360U Electronic Commerce
- ISYS 365U Cloud Computing: Infrastructure and Services
- ISYS 370U Introduction to Ethical Hacking and Pen Testing
- ISYS 375U IT Control and Audit
- ISYS 398U Selected Topics
- ISYS 399U Independent Study
- ISYS 450U Project Management
- ISYS 490U Managing IT
- ISYS 492U Consulting and Design of Online Systems
- LAW 325U CyberLaw
- MGMT 342U Managing Business Processes

### **Certificate of Applied Studies in Information Systems**

An earned associate degree is prerequisite to enrollment in this certificate program.

#### **Certificate**

21 semester hours from the courses listed. Students considering future graduate study should check entrance requirements for several programs before making selections. Graduate programs generally require ISYS 302U, ISYS 306U, ISYS 311U, and/or ISYS 355U as undergraduate prerequisites.

- ISYS 302U Local Area Networks
- ISYS 303U IT Security
- ISYS 306U Systems Analysis and Design
- ISYS 308U Digital Forensics
- ISYS 311U Database Design/Business Intelligence
- ISYS 312U Predictive Analytics
- ISYS 314U Data Visualization
- ISYS 315U Big Data Analytics
- ISYS 355U Computer Programming in Java
- ISYS 360U Electronic Commerce
- ISYS 398U Selected Topics
- ISYS 399U Independent Study
- ISYS 450U Project Management
- ISYS 490U Managing IT
- ISYS 491U IT Security Planning/Risk Management
- ISYS 492U Consulting and Design of Online Systems
- LAW 325U CyberLaw
- MGMT 342U Managing Business Processes

Review [information](#) about this and other certificate program graduation rates, the median debt of students who completed the program, and other important information.

### **Certificate of Applied Studies in Paralegal Studies**

An earned bachelor's degree is prerequisite to enrollment in this certificate program.

## Core Courses

15 semester hours.

- LA 301U Introduction to Paralegal Studies
- LA 302U The Judicial System
- LA 303U Legal Research
- LA 304U Legal Writing
- LA 306U Litigation

## Elective

3 semester hours from LA and LAW courses.

- LA 310U Real Estate
- LA 312U Family Law
- LA 315U Torts
- LA 316U Contract Law
- LA 320U Environmental Law
- LA 321U Criminal Law
- LA 323U Elder Law
- LA 398U Selected Topics
- LAW 300U Business Law
- LAW 303U Constitutional Law
- LAW 304U First Amendment Law
- LAW 315U Social Media Law and Ethics
- LAW 321U Land Use Law
- LAW 322U Employment Law and Policy
- LAW 325U CyberLaw
- LAW 398U Selected Topics

Review [information](#) about this and other certificate program graduation rates, the median debt of students who completed the program, and other important information.

## Undergraduate Minor in Human Resource Management

The undergraduate minor in HR Management is available for the BSPS and BALA.

### Minor

18 semester hours

- HRM 343U Human Resource Management
- HRM 345U Human Resource Development
- HRM 454U Compensation and Benefits
- HRM 460U HR and Technology
- HRM 467U International Human Resource Management
- LAW 322U Employment Law and Policy

## Undergraduate Minor in Information Systems

The undergraduate minor in Information Systems is available for the BSPS and BALA.



## Minor

18 semester hours from the courses listed. Students considering future graduate study should check entrance requirements for several programs before making selections.

- ISYS 302U Local Area Networks
- ISYS 303U IT Security
- ISYS 306U Systems Analysis and Design
- ISYS 311U Database Design/Business Intelligence
- ISYS 355U Computer Programming in Java
- ISYS 360U Electronic Commerce
- ISYS 398U Selected Topics
- ISYS 450U Project Management
- ISYS 490U Managing IT
- ISYS 491U IT Security Planning/Risk Management
- ISYS 492U Consulting and Design of Online Systems
- LAW 325U CyberLaw
- MGMT 342U Managing Business Processes

## Undergraduate Minor in Paralegal Studies

The undergraduate minor in Paralegal Studies is available for the BSPS and BALA.

### Core Courses

12 semester hours.

- LA 301U Introduction to Paralegal Studies
- LA 302U The Judicial System
- LA 303U Legal Research
- LA 304U Legal Writing

### Focus Courses

6 semester hours from the courses listed.

- LA 306U Litigation
- LA 310U Real Estate
- LA 312U Family Law
- LA 315U Torts
- LA 316U Contract Law
- LA 320U Environmental Law
- LA 321U Criminal Law
- LA 323U Elder Law
- LA 398U Selected Topics
- LAW 300U Business Law
- LAW 303U Constitutional Law
- LAW 304U First Amendment Law
- LAW 315U Social Media Law and Ethics
- LAW 322U Employment Law and Policy

- LAW 325U CyberLaw
- LAW 398U Selected Topics

## **Graduate Programs of Study**

### **Master of Education in Curriculum & Instruction**

#### **Core Courses**

12 semester hours

- EDUC 650U Advanced Educational Psychology
- EDUC 651U Assessment and Accountability
- EDUC 652U Differentiated Instruction
- EDUC 660U Curriculum Development

#### **Additional Courses**

6 semester hours

- EDUC 653U Issues, Ethics and Policy in Education
- EDUC 661U Instructional Leadership

#### **Elective Courses**

6 semester hours

- Elective options vary by semester based on school division requests and needs within the field of education.

#### **Research Experience**

6 semester hours

- EDUC 680U Content Specialization and Research I
- EDUC 681U Content Specialization and Research II

#### **Capstone Experience**

Comprehensive Written Examination to be completed during the final semester.

### **TLP to Master of Education in Curriculum & Instruction (Degree Completion)**

After earning the Graduate Certificate in Teacher Licensure Preparation, continue coursework to earn the M.Ed. in Curriculum & Instruction. Students who complete the Graduate Certificate in TLP have two years, after completing the program, to apply to the M.Ed. in Curriculum & Instruction degree program.

#### **TLP Program Professional Studies & Research Experience**

32-38 semester hours of completed Graduate Certificate in Teacher Licensure Preparation (Professional Studies and Field Experience courses) required as prerequisite to the following coursework.

#### **Core Courses**

12 semester hours

- EDUC 650U Advanced Educational Psychology
- EDUC 651U Assessment and Accountability

- EDUC 652U Differentiated Instruction
- EDUC 660U Curriculum Development

### **Research Experience**

6 semester hours

- EDUC 680U Content Specialization and Research I
- EDUC 681U Content Specialization and Research II

### **Master of Education in Educational Leadership & Policy Studies**

Core

15 semester hours. All candidates must complete the following courses. Each course includes a 30-hour practicum.

- EDUC 601U Foundations of Educational Leadership Studies
- EDUC 602U Data for Decision-Making
- EDUC 603U Leading and Supervising Instruction
- EDUC 604U Communicating and Leading
- EDUC 605U School Law and Ethics

### **Professional Studies**

15 semester hours. All candidates must complete the following courses. Each course includes a 10-hour practicum.

- EDUC 630U School Technology
- EDUC 631U Fiscal Leadership
- EDUC 632U Leading Change in Educational Settings
- EDUC 633U School Culture and Human Resource Leadership
- EDUC 634U Context of Educational Public Policy and Politics

### **Field Experience**

7 semester hours. All candidates must complete the following courses. Reflective Leadership Seminar residency includes 170 hours in practicum.

- EDUC 610U Reflective Leadership Seminar I
- EDUC 611U Reflective Leadership Seminar II

### **Capstone Experience**

All candidates must complete a Comprehensive Written Examination.

### **Master of Human Resource Management**

#### **Core Courses**

18 semester hours

- HRM 531U Human Resource Management
- HRM 532U Legal Issues in Human Resource Management
- HRM 533U Quantitative Analysis and Research in HRM
- HRM 534U Strategic Human Resource Development

- ECON 507U Labor Economics
- PSYC 530U Organizational Psychology

### **600-Level Courses**

12 semester hours. HRM 697U is required. Students may then choose 3 of the remaining 600-level courses to complete the requirement.

- HRM 697U Strategy and Policy
- HRM 635U Managing Compensation and Benefits
- HRM 638U HRM Leadership Theory and Application
- HRM 639U Recruitment and Retention
- HRM 545U Organization Development and Change
- HRM 647U Human Resource Information Systems
- HRM 650U Labor Relations
- HRM 659U Managing Human Capital Risk
- HRM 696U Directed Research
- HRM 657U HRM in the Global Environment

## **Master of Liberal Arts**

### **Required Core**

15 semester hours. All candidates must complete the following courses.

- MLA 500U Methods and Themes in Liberal Studies
- MLA 506U Humanities Seminar
- MLA 507U Social Sciences Seminar
- MLA 508U Science Seminar
- MLA 599U Seminar in Liberal Arts

### **Required Focus**

15 semester hours. All candidates must select 5 additional graduate courses in consultation with the program coordinator. A Concentration in Public History may be selected as the required focus.

### **MLA Concentration in Public History**

- PHIS 521U Introduction to Public History
- PHIS 522U Managing Public History Organizations
- PHIS 523U Management of Historical Collections
- PHIS 524U Marketing the Past: Methods of Historical Interpretation and Communication
- PHIS 575U Capstone Course

## **Master of Nonprofit Studies**

### **Required**

15 semester hours

- NPS 501U Understanding the Nonprofit Sector

- NPS 520U Financial Management and Budget Development
- NPS 530U Law, Ethics and Governance
- NPS 540U Resource Development and Promotion
- NPS 550U Strategic Human Resource Management

### **Elective**

12 semester hours. Select 6 hours (2 classes) from each group below.

### **Content Specialization**

6 semester hours. Topic for NPS 598U must relate to content specialization as determined by the program chair.

- NPS 566U Public Policy and Advocacy
- NPS 571U Social Entrepreneurship
- NPS 598U Selected Topics

### **Systematic Design and Inquiry**

6 semester hours. Topic for NPS 598U must relate to systematic design and inquiry as determined by the program chair.

- NPS 562U Assessment and Program Evaluation
- NPS 570U Program Design and Proposal Writing
- NPS 598U Selected Topics
- EDUC 680U Content Specialization and Research I

### **Integrative Seminar**

3 semester hours

- NPS 590U Integrative Seminar

### **Master of Teaching**

*44 semester hours total*

### **Professional Studies — All**

9 semester hours. All candidates must complete the following courses.

- EDUC 517U Foundations of Education
- EDUC 518U Diverse Learners and Human Growth and Development
- EDUC 558U Classroom and Behavior Management
- EDUC 584U Pre-Internship Workforce Series

### **Professional Studies — Elementary**

18 semester hours. Elementary education candidates only.

- EDUC 507U Instruction and Assessment in Elementary Science
- EDUC 508U Instruction and Assessment in Elementary Social Studies
- EDUC 510U Content and Pedagogy in Elementary Math
- EDUC 511U Assessment and Differentiation in Elementary Math
- EDUC 524U Reading Foundations

- EDUC 526U Assessment, Intervention and Literacy Strategies

### **Professional Studies — Secondary & Comprehensive**

18 semester hours. Secondary & comprehensive education candidates only.

- EDUC 538U Technology-Enhanced 21st Century Teaching and Learning
- EDUC 542U Teaching and Learning in Secondary Classrooms
- EDUC 543U Assessment and Evaluation in Education
- EDUC 547U Content-Specific Instruction in Secondary Classrooms
- EDUC 550U Content Area Literacy
- EDUC 560U Assessment, Intervention, and Literacy Strategies for Adolescents

### **Elective**

3 semester hours from department-approved list. All candidates must take one elective graduate course, which may include initial coursework to meet add-on endorsement requirements in Gifted Education, Special Education or ESL.

### **Clinical Experience**

14 semester hours

- EDUC 575U Teaching Internship (12 sem. hrs.)
- EDUC 585U Capstone Seminar (2 sem. hrs.)

### **Graduate Certificate in Educational Leadership & Policy Studies**

An earned graduate degree is prerequisite to the following courses.

#### **Core**

15 semester hours. All candidates must complete the following courses.

- EDUC 601U Foundations of Educational Leadership Studies
- EDUC 602U Data for Decision-Making
- EDUC 603U Leading and Supervising Instruction
- EDUC 604U Communicating and Leading
- EDUC 605U School Law and Ethics

#### **Field Experience**

7 semester hours. All candidates must complete at least 320 hours of practicum outside the classroom to qualify for the endorsement. Each Core course requires 30 hours of practicum; the remaining 170 hours is completed through the Reflective Leadership Seminar residency program. All candidates must complete the practicum courses.

- EDUC 610U Reflective Leadership Seminar I
- EDUC 611U Reflective Leadership Seminar II

#### **Capstone Experience**

All candidates must complete a Comprehensive Written Examination.

Review [information](#) about this and other certificate program graduation rates, the median debt of students who completed the program, and other important information.

## Graduate Certificate in Human Resource Management

### Required

15 semester hours

- HRM 531U Human Resource Management
- HRM 532U Legal Issues in Human Resource Management
- HRM 534U Strategic Human Resource Development
- HRM 635U Managing Compensation and Benefits
- HRM 657U HRM in the Global Environment

### Elective

3 semester hours

Select from among 500- and 600-level HRM courses not required for the certificate, including [PSYC 530U](#) and [ECON 507U](#).

Review [information](#) about this and other certificate program graduation rates, the median debt of students who completed the program, and other important information.

## Graduate Certificate in Nonprofit Studies

### Required

18 semester hours

- NPS 501U Understanding the Nonprofit Sector
- NPS 520U Financial Management and Budget Development
- NPS 530U Law, Ethics and Governance
- NPS 540U Resource Development and Promotion
- NPS 550U Strategic Human Resource Management

### Elective

3 semester hours. Select 1 additional graduate-level Nonprofit Studies (NPS) course or another graduate-level course with approval from the chair.

Review [information](#) about this and other certificate program graduation rates, the median debt of students who completed the program, and other important information.

## Graduate Certificate in Public History

### Required

18 semester hours

- MLA 500U Methods and Themes in Liberal Studies
- PHIS 521U Introduction to Public History
- PHIS 522U Managing Public History Organizations
- PHIS 523U Management of Historical Collections
- PHIS 524U Marketing the Past: Methods of Historical Interpretation and Communication
- PHIS 575U Capstone Course

Review [information](#) about this and other certificate program graduation rates, the median debt of students who completed the program, and other important information.



## **Graduate Certificate in Teacher Licensure Preparation (TLP)**

### **Professional Studies - All Candidates**

12 semester hours. All candidates must complete the following courses.

- EDUC 517U Foundations of Education
- EDUC 518U Diverse Learners and Human Growth and Development
- EDUC 538U Technology-Enhanced 21st Century Teaching and Learning
- EDUC 558U Classroom and Behavior Management
- EDUC 584U Pre-Internship Workforce Series

### **Professional Studies—Elementary**

15 semester hours. Elementary candidates only.

- EDUC 507U Instruction and Assessment in Elementary Science
- EDUC 508U Instruction and Assessment in Elementary Social Studies
- EDUC 524U Reading Foundations for Early Literacy Instruction
- EDUC 526U Assessment, Intervention and Literacy Strategies for Elementary Readers
- EDUC 527U Content and Pedagogy for Elementary Mathematics

### **Professional Studies—Secondary & Comprehensive**

9 semester hours. Secondary and comprehensive candidates only.

- EDUC 542U Teaching and Learning in Secondary Classrooms
- EDUC 543U Assessment and Evaluation in Education
- EDUC 550U Content Area Literacy

### **Clinical Experience**

14 semester hours

- EDUC 575U Teaching Internship (12 sem. hrs.)
- EDUC 585U Capstone Seminar (2 sem. hrs.)

Review [information](#) about this and other certificate program graduation rates, the median debt of students who completed the program, and other important information.

### **TLP Endorsements**

#### **Initial Endorsement Areas**

Students in the TLP program must select an initial endorsement area.

#### **Elementary Education (PreK-6)**

Requires UR BALA or any qualifying bachelor's degree major

#### **Secondary Content Areas (6-12)**

Requires qualifying bachelor's degree major

- English
- History & Social Sciences
- Mathematics
- Science: Biology, Chemistry, Physics

**Comprehensive Content Areas (PreK-12)**

Requires qualifying bachelor's degree major

- Foreign Language: French, German, Latin, Spanish
- Theater Arts
- Visual Arts

## **Courses**

### **Accounting (ACCT)**

#### **ACCT 300U Survey of Accounting Principles**

*Semester hours: 3*

Analytical and interpretative approach to the study of financial and managerial accounting. Emphasizes effects of transactions on financial statements; interrelationships among financial statements; use of financial statements, cost accounting, and budgets for decision-making.

#### **ACCT 301U Fundamentals of Financial Accounting**

*Semester hours: 3*

Basic theory, concepts, and procedures necessary to develop and interpret publicly reported financial accounting data.

#### **ACCT 302U Fundamentals of Managerial Accounting**

*Semester hours: 3*

Basic theory, concepts, and procedures necessary to develop and interpret managerial accounting data, including cost and budget information, and capital project evaluations, for managerial decision-making.

Prerequisites: ACCT 300U or ACCT 301U recommended.

#### **ACCT 398U Selected Topics**

*Semester hours: 1-6*

#### **ACCT 399U Independent Study**

*Semester hours: 1-6*

### **Adult Education (ADED)**

#### **ADED 200U Experiential Learning and Portfolio Preparation**

*Semester hours: 3*

Exploration of experiential learning, portfolio assessment and other alternative methods of earning college credit. Students gain confidence in critical thinking, organizing, and writing and a clearer sense of educational goals. In preparation for submitting a portfolio, students learn how to identify and assess learning that has occurred outside of the classroom, develop a narrative, and document their learning. This class is required for students planning to request credit by portfolio assessment.

#### **ADED 201U Portfolio Submission/Assessment**

*Semester hours: 0*

For students who wish to seek credit for prior learning through the Portfolio program.

Prerequisites: ADED 200U

#### **ADED 300U Knowledge Management - Methods of Learning and Thinking**

*Semester hours: 6*

Exploring techniques of learning and developing access skills and opportunities for critical thinking.

#### **ADED 301U Knowledge Management: Seminar Across the Disciplines I**

*Semester hours: 3*

ADED 301U develops advanced reading, writing, and research techniques, using a variety of disciplinary approaches. It will require students to read a range of primary and scholarly texts related to the content of the course, synthesizing them in assignments of varying medium, length, and purpose. It will also require them to locate, evaluate, and incorporate a wide range of research sources. Explicit writing instruction will be central to the course.

Prerequisites: ENGL 202U with a grade of 'C' or better.

### **ADED 302U Knowledge Management: Seminar Across the Disciplines II**

*Semester hours: 3*

ADED 302U builds upon the skills developed in ADED 301U, culminating with a significant research project. It will require students to read a range of primary and scholarly texts related to the content of the course, synthesizing them in assignments of varying medium, length, and purpose - including a research-driven essay and presentation. Explicit research instruction will be central to the course.

Prerequisites: Completion of ADED 301U with a grade of 'C' or better.

### **ADED 398U Selected Topics**

*Semester hours: 1-6*

### **ADED 399U Independent Study**

*Semester hours: 1-6*

### **ADED 598U Selected Topics**

*Semester hours: 1-6*

### **ADED 599U Independent Study**

*Semester hours: 1-6*

## **Anthropology (ANTH)**

### **ANTH 315U Introduction to Physical Anthropology**

*Semester hours: 3*

Combines research and data from biological and social sciences. Primarily concerned with human beings as biological entities and the relationship between human biology and culture. In addition to basic evolutionary theory and principles of biological inheritance, topics include hominid evolution, primate studies, biological and cultural adaptation to new and/or changing environments, and forensic anthropology. Current issues include cloning, DNA manipulation, Out of Africa vs. Multi-evolution theories, race as a cultural, non-biological construction.

### **ANTH 398U Selected Topics**

*Semester hours: 1-6*

### **ANTH 598U Selected Topics**

*Semester hours: 1-6*

### **ANTH 599U Independent Study**

*Semester hours: 1-6*

## **Archaeology (ARCH)**

### **ARCH 398U Selected Topics**

*Semester hours: 1-6*

### **ARCH 399U Independent Study**

*Semester hours: 1-6*

## **Art (ART)**

### **ART 208U Techniques and Aesthetics of Photography**

*Semester hours: 3*

Hands-on explanation of technical process involved with black and white photography from exposure to finished print with detailed instruction of processing and printing, classroom critique of students' and other professional work, and introduction to different types of photography. Students encouraged to express desires, emotions, and intentions visually through photographic medium.

### **ART 209U Photography as Art**

*Semester hours: 3*

Basic black and white darkroom techniques emphasizing development of aesthetic sensibilities. History of photography through exposure to work of past and contemporary photographers.

### **ART 212U Art Appreciation**

*Semester hours: 3*

Introduction to the arts, designed to broaden students' background.

### **ART 300U Color Photography**

*Semester hours: 3*

Introduction to technical considerations and development of artistic expression with color materials. Student work discussed in context of larger aesthetic history of color photography. Focus placed on new media and electronic darkroom.

### **ART 301U Introduction to Photoshop**

*Semester hours: 3*

An introduction to using Photoshop as a digital darkroom and a powerful means of processing images using digital and traditional photography. Topics will include navigation and tools, selections and layer masks, history palette and history brush, file formats, color correction, digital zone system, and image **resolution**.

### **ART 315U Art of the Renaissance**

*Semester hours: 3*

Italian and Northern Renaissance Art.

### **ART 329U Americans on the Move**

*Semester hours: 3*

Course examines the patterns, meanings, causes and effects of migrations to and within America from the 17th century to the present. Among the topics covered are the 17th century European incursions into North America, the first westward movement in and from the Virginia colony, slavery and the Middle Passage, the great movement west following the Lewis and Clark

expedition, the 'Trail of Tears,' the 'Great Migration' of African-Americans after the Civil War and in the 20th century, the displacement of Americans during the Dust Bowl and the Great Depression, the forced migration of Japanese Americans from their west coast homes during World War II, and the more recent movement of Americans to Sunbelt states, and as the result of natural disasters. The inspiration or other emotional impact of the arts -- plastic, literary, and performing -- on immigration and migration is an integral part of the course.

**ART 347U The Age of Jefferson**

*Semester hours: 3*

Comprehensive study of life and times of Thomas Jefferson including historical perspective of him as statesman, politician, and writer as well as study of him as architect and planner. Includes field trips to Monticello, University of Virginia, and Virginia State Capitol.

**ART 398U Selected Topics**

*Semester hours: 1-6*

**ART 399U Independent Study**

*Semester hours: 1-6*

**ART 518U The Gilded Age**

*Semester hours: 3*

The Gilded Age in American history was the modern United States's formative period. It was an exciting, exuberant, innovative, progressive, glittering era in which America was in the process of becoming a world power. But the Gilded Age was also an era of greed, guile, corruption, poverty, and inequality. Learn about the rise of America to global status, about the American artists of the period and their work, about the nation's urbanization and industrialization, about the new American millionaires, and about why Mark Twain called the era "gilded" rather than "golden."

**ART 529U Americans on the Move**

*Semester hours: 3*

Course examines the patterns, meanings, causes and effects of migrations to and within America from the 17th century to the present. Among the topics covered are the 17th century European incursions into North America, the first westward movement in and from the Virginia colony, slavery and the Middle Passage, the great movement west following the Lewis and Clark expedition, the 'Trail of Tears,' the 'Great Migration' of African-Americans after the Civil War and in the 20th century, the displacement of Americans during the Dust Bowl and the Great Depression, the forced migration of Japanese Americans from their west coast homes during World War II, and the more recent movement of Americans to Sunbelt states, and as the result of natural disasters. The inspiration or other emotional impact of the arts -- plastic, literary, and performing -- on immigration and migration is an integral part of the course.

**ART 598U Selected Topics**

*Semester hours: 1-6*

**ART 599U Independent Study**

*Semester hours: 1-6*

**Studio Arts (ARTS)**

**ARTS 105U Art for Non-Majors: Introduction to Drawing**

*Semester hours: 3*

An introduction to drawing materials and techniques; the basics of two-dimensional design, including a brief introduction to color theory. The semester will culminate in the execution of a three-dimensional work of art. No previous experience will be assumed; a hands-on, lab-style course.

**ARTS 115U Art for Non-Majors: Introduction to Painting**

*Semester hours: 3*

Students will explore the traditional use of oil paints and techniques through both still life and abstract painting assignments. Lectures on art history, technical demonstrations. Some previous drawing experience is suggested; it is not required.

**ARTS 126U Drawing Materials and Techniques**

*Semester hours: 3*

Introduction for both beginners and more advanced students to explore a wide variety of drawing materials and techniques. The materials introduced will include graphite, charcoal, pastels, ink, conte, and silverpoint. Techniques covered will be hatching and cross-hatching, stippling, additive and subtractive drawing, working with washes, monoprinting and more. Students will work representationally for the majority of the semester. The objective is for students to explore a wide range of drawing possibilities as a means of expressing themselves visually.

**ARTS 127U Watercolors**

*Semester hours: 3*

Exploration of the use of traditional and experimental watercolor painting techniques. Landscape, still life, and architecture will serve as the subjects of the students' paintings. Students will also work on abstract and non-objective projects. Previous painting and drawing experience is not required. Effort and attendance are essential to the student's success.

**ARTS 198U Selected Topics**

*Semester hours: 1-3*

**ARTS 305U Digital Photography**

*Semester hours: 3*

This course is designed as an introduction to creative digital photography as a fine art. Students will learn the basics of camera controls, exposure, lighting, and composition. The class will participate in discussions on the concept of a digital aesthetic. The software program Adobe Photoshop will be used as a digital darkroom preparing images to print. Topics will include digital adjustments and output along with digital printing. The genres of portraiture, nature, action, and landscape will be explored through hands-on assignments. A digital camera with manual adjustments for exposure is required.

**Biology (BIOL)**

**BIOL 221U Environmental Biology**

*Semester hours: 3*

Humankind's position in and influence on ecosystems of world viewed biologically and physically.

**BIOL 280U Human Anatomy with Lab**

*Semester hours: 3.5*

Survey of basic human anatomy, with an emphasis on the musculoskeletal, cardiovascular, and nervous systems.

**BIOL 301U Environmental Ethics**

*Semester hours: 3*

Examination of complexities of environmental relationships and issues including scientific knowledge, economic, political, social, and moral values within the U.S. and between countries of the world. Will explore alternative solutions to environmental problems from multiple perspectives through various value/moral systems.

**BIOL 302U Global Sustainability**

*Semester hours: 3*

Global Sustainability examines the twenty-five global issues that the United Nations Commission on Sustainable Development has identified as the most critical global social, economic and environmental challenges that are driving global change. Having gained an understanding of these forces and how societies can adapt to become more sustainable, students learn how to develop approaches to address the challenges.

**BIOL 398U Selected Topics**

*Semester hours: 1-6*

**BIOL 502U Global Sustainability**

*Semester hours: 3*

Global Sustainability examines the twenty-five global issues that the United Nations Commission on Sustainable Development has identified as the most critical global social, economic and environmental challenges that are driving global change. Having gained an understanding of these forces and how societies can adapt to become more sustainable, students learn how to develop approaches to address the challenges.

**BIOL 598U Selected Topics**

*Semester hours: 1-6*

**BIOL 599U Independent Study**

*Semester hours: 1-6*

**Cultures and Languages Across the Curriculum (CLAC)**

**CLAC 250U Spanish: Cultures and Languages Across the Curriculum**

*Semester hours: 1*

Students will be guided in their study and discussion of authentic Spanish materials relevant to materials in the primary course.

Prerequisites: Proficiency in Spanish or permission of instructor and registration in the course to which the CLAC section is connected or having taken the primary course in the past. Some exceptions might be made.

**CLAC 550U Spanish: Cultures and Languages Across the Curriculum**

*Semester hours: 1*

Students will be guided in their study and discussion of authentic Spanish materials relevant to materials in the primary course.



Prerequisites: Proficiency in Spanish or permission of instructor and registration in the course to which the CLAC section is connected or having taken the primary course in the past. Some exceptions might be made.

## **Economics (ECON)**

### **ECON 201U Microeconomics**

*Semester hours: 3*

Study of supply and demand, market structure, production, market failure (e.g., pollution), and benefits and costs of government intervention.

### **ECON 202U Macroeconomics**

*Semester hours: 3*

Study of inflation, unemployment, GDP determination, money supply, balance of payments, currency markets, role of fiscal and monetary policies.

### **ECON 285U Teacher Summer Economics Institute**

*Semester hours: 3*

Survey course designed to introduce classroom educators to the field of economics and economic thought. Introduction to both micro and macro principles, and the economic way of thinking. Topics include discussions on scarcity, supply and demand, economic growth, specialization and economic cooperation, interdependence and trade, employment and unemployment, prices, inflation and deflation, competitiveness and productivity, money and banking, and monetary policy. Instruction will also include hands-on sessions to allow participants to learn how to integrate economics into their classroom instruction.

### **ECON 377U Principles of Economics**

*Semester hours: 3*

A survey course which introduces students to the general economic principles that guide the nation's economy and influences HRM. Topics will include such things as inflation, exchange rates, consumer price index, and supply and demand. Focus will be placed on how economic variables influence such things as supply of labor, compensation, recruitment, and retention.

### **ECON 398U Selected Topics**

*Semester hours: 1-6*

### **ECON 507U Labor Economics**

*Semester hours: 3*

A survey course that introduces students to the general economic principles that guide the nation's economy and influences HRM. Topics will include such things as inflation, exchange rates, consumer price index, and supply and demand. Focus will be placed on how economic variables influence such things as supply of labor, compensation, recruitment, and retention.

### **ECON 598U Selected Topics**

*Semester hours: 1-6*

### **ECON 599U Independent Study**

*Semester hours: 1-6*

## **Education (EDUC)**

### **EDUC 303U Foundations of Arts Integration**

*Semester hours: 3*

Explores theory and pedagogy of integrating all arts form (visual, music, drama, dance, literary) across the curriculum and throughout the teaching and learning environment. Includes best practices, skill building, and exploration of resources to provide educators the tools and ability to effectively address and variety of students' learning styles while promoting curiosity, mastery of content and collaborative problem-solving skills.

### **EDUC 307U Instruction and Assessment in Elementary Science**

*Semester hours: 3*

In-depth examination of fundamental science concepts and subject-specific pedagogy, focusing on Earth, life, and physical sciences, the nature of science and scientific inquiry, the social and cultural significance of science, the relationship of science to technology, and the historical development of scientific concepts and scientific reasoning. Course content emphasizes and integrates state and national standards, problem-solving approaches, curriculum integration strategies, content area literacy, and current research.

### **EDUC 308U Instruction and Assessment in Elementary Social Studies**

*Semester hours: 3*

In-depth examination of fundamental social studies concepts and subject-specific pedagogy, focusing on history, geography, economics, and civics. Course content emphasizes instructional design and integrates state and national standards, project-based learning approaches, curriculum integration strategies, content area literacy, and current research.

### **EDUC 310U Content and Pedagogy in Elementary Math**

*Semester hours: 3*

In-depth examination of fundamental mathematical concepts and subject-specific pedagogy, focusing on whole numbers and their operations, algebraic thinking in the early grades, and measurement. Content emphasizes and integrates state and national standards, problem-solving approaches, use of manipulatives and technology, current research and learning theory.

Prerequisites: EDUC 306U

### **EDUC 311U Assessment and Differentiation in Elementary Math**

*Semester hours: 3*

In-depth examination of fundamental mathematical concepts and subject-specific pedagogy, focusing on rational numbers, algebraic thinking, geometry, probability, and statistics. Content emphasizes meeting the needs of struggling students and integrates state and national standards, problem-solving approaches, use of manipulatives and technology, current research, and learning theory. A supervised practical experience using a Response to Intervention (RTI) approach will be incorporated into the course. Emphasis will be placed on using data to make decisions based upon students' needs, monitor progress, and develop individualized mathematical interventions.

Prerequisites EDUC 310U

### **EDUC 317U Foundations of Education**

*Semester hours: 3*

Introduction to the American educational system. Explores the philosophical, sociological, historical, and political roots of schools today. Attention also given to the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education. Explores professionalism, ethics, performance standards, and integrity for teachers.

**EDUC 318U Diverse Learners and Human Growth and Development**

*Semester hours: 3*

Introduces students to the wide range of diversity that exists in schools today. Explores diverse learning styles and students' needs, and connections to cultures, communities, and family values as well as student support through trauma informed care. Provides theoretical underpinnings and contemporary perspective on critical issues, professional practices, and state and federal laws influencing the teaching of students with diverse learning needs, including specific learning disabilities (SLD) such as dyslexia, dysgraphia, dyscalculia, and auditory processing disorders.

**EDUC 324U Reading Foundations for Early Literacy Instruction**

*Semester hours: 3*

In-depth examination of the teaching methods, literacy concepts and development, and materials which are utilized to support and scaffold children's literacy acquisition from birth to the primary grades. Addresses a foundational understanding of the components of reading including phonemic awareness, concepts of print, phonics, fluency, comprehension, vocabulary, and writing. Examines early literacy assessment tools and how to implement interventions for diverse learners. Investigates language development, children's literature, and classroom strategies for early literacy instruction.

**EDUC 326U Assessment, Intervention and Literacy Strategies for Elementary Readers**

*Semester hours: 3*

In-depth examination of reading comprehension, vocabulary development, critical thinking, word study, and writing instruction within elementary classrooms. Exploration across the components of reading of the methods, materials, and assessment tools associated with elementary literacy instruction. Examines assessment tools and learn techniques for meeting the needs of struggling readers. A supervised practical experience will be incorporated into the course. Emphasis is placed on making decisions based upon students' individual needs and critical reflection to improve instructional effectiveness. Analysis of assessment data and use of this information to inform instructional practices including developing reading and writing interventions. Studies effective literacy techniques designed to support diverse learners.

Prerequisites: EDUC 324U.

**EDUC 327U Content and Pedagogy for Elementary Mathematics**

*Semester hours: 3*

In-depth examination of fundamental mathematics concepts and subject-specific pedagogy. Course content emphasizes and integrates state and national standards, problem-solving approaches, use of manipulatives and technology, current research, and learning theory.

**EDUC 338U Technology-Enhanced 21<sup>st</sup> Century Teaching and Learning**

*Semester hours: 3*

Instructional design is the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information, resources and

evaluation (Smith, 1999). This course combines knowledge of learning theory with technology skills to maximize the effectiveness of instructional design. Using hands on learning experiences students will acquire knowledge of instructional methods, digital tools and the principles of design.

Prerequisites: EDUC 342U.

### **EDUC 342U Teaching and Learning in Secondary Classrooms**

*Semester hours: 3*

Comprehensive introduction to pedagogy to include principles of learning; application of skills in discipline and grade-specific methodology; selection and use of materials; state and national curriculum standards; and evaluation of student performance.

### **EDUC 343U Assessment and Evaluation in Education**

*Semester hours: 3*

Introduction to testing, measurement, and evaluation related to instruction, the construction and use of teacher-made tests, a survey of standardized tests, test interpretation, and basic statistical procedures.

### **EDUC 350U Content Area Literacy**

*Semester hours: 3*

Examination of reading, writing and critical thinking in secondary content areas. Specific techniques for teaching and assessing comprehensions, vocabulary knowledge, and study skills will be addressed. The effects of text organization and relationship between reading and writing are investigated. The course integrates theory with practice and is designed to help content area instructors learn how to integrate literacy principles into subject matter instruction. A strong emphasis will be placed on the elements of effective comprehension instruction. Literacy techniques designed to support the needs of diverse learners will be studied. Participants will learn strategies to foster motivation and appreciation of a variety of types of literature utilized for independent and collaborative reading.

### **EDUC 358U Classroom and Behavior Management**

*Semester hours: 3*

Effective classroom and behavior management skills to build individual responsibility and self-discipline, promote self-regulation, and maintain a positive learning environment. Research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions.

### **EDUC 360U Assessment, Intervention and Literacy Strategies for Adolescents**

*Semester hours: 3*

Investigates reading comprehension, vocabulary development, critical thinking, word study, and writing instruction within the classroom. Study of the methods, materials, and assessment tools associated with elementary and secondary literacy instruction will be explored across the components of reading. Participants will examine assessment tools and learn techniques for meeting the needs of struggling readers. A supervised practical experience will be incorporated into the course.

### **EDUC 384U Pre-Internship Workforce Series**

*Semester hours: 0*

Prepares students enrolled in the teacher preparation program for the required 15-week teaching internship. Guides students through the creation of the final portfolio. Helps students navigate the process of applying for an internship placement and completing background check applications necessary to practice in a K-12 classroom. Employs expert guest speakers to provide a review of critical aspects of K-12 general education. Allows students to practice and reflect upon their own delivery of instruction in mock-classroom situations.

**EDUC 398U Selected Topics**

*Semester hours: 3*

**EDUC 475U Teaching Internship**

*Semester hours: 12*

Direct contact with students in a classroom on a full-time basis for 15 weeks under the direction of a cooperating teacher and a University supervisor. Student assumes full teacher responsibility for all instructional periods and school activities. Graded pass/fail; however a comprehensive evaluation is completed for each student teacher.

Prerequisites: Completion of all core courses.

**EDUC 477U Student Teaching, Secondary (6-12)**

*Semester hours: 12*

Direct contact with students in a classroom on a full-time basis for 15 weeks under the direction of a cooperating teacher and a University supervisor. Student assumes full teacher responsibility for all instructional periods and school activities. Graded pass/fail; however a comprehensive evaluation is completed for each student teacher.

Prerequisites: Completion of all core courses.

**EDUC 478U Student Teaching, Comprehensive (PreK-12)**

*Semester hours: 12*

Direct contact with students in a classroom on a full-time basis for 15 weeks under the direction of a cooperating teacher and a University supervisor. Student assumes full teacher responsibility for all instructional periods and school activities. Graded pass/fail; however a comprehensive evaluation is completed for each student teacher.

Prerequisites: Completion of all core courses.

**EDUC 485U Capstone Seminar**

*Semester hours: 2*

This weekly seminar for student teachers provides a forum for discussion and examination of critical issues related to students' teaching responsibilities and competence. Also provides guidance in the preparation of the Teacher Work Sample.

**EDUC 503U Foundations of Arts Integration**

*Semester hours: 3*

Explores theory and pedagogy of integrating all arts form (visual, music, drama, dance, literary) across the curriculum and throughout the teaching and learning environment. Includes best practices, skill building, and exploration of resources to provide educators the tools and ability to effectively address and variety of students' learning styles while promoting curiosity, mastery of content and collaborative problem-solving skills.

**EDUC 504U The Story of Virginia, an American Experience**

*Semester hours: 3*

The course provides an overview of the history of Virginia from earliest habitation to the present and follows the curriculum framework for Virginia Studies. Participants will work with the staff of the Virginia Historical Society and outside pedagogical specialists and engage the topic through lectures, discussions of readings, written exercises, workshops, and interactive gallery activities.

### **EDUC 505U Geography of the Commonwealth**

*Semester hours: 3*

The objective of this course is to provide a general understanding of the Geography of the Commonwealth of Virginia and explore various spatial interests in depth. No textbooks or lab manuals are required for this course, only the ability to use Blackboard and explore the web. You will also learn how to use ArcGIS Online.

### **EDUC 507U Instruction and Assessment in Elementary Science**

*Semester hours: 3*

In-depth examination of fundamental science concepts and subject-specific pedagogy, focusing on Earth, life, and physical sciences, the nature of science and scientific inquiry, the social and cultural significance of science, the relationship of science to technology, and the historical development of scientific concepts and scientific reasoning. Course content emphasizes and integrates state and national standards, problem-solving approaches, curriculum integration strategies, content area literacy, and current research.

### **EDUC 508U Instruction and Assessment in Elementary Social Studies**

*Semester hours: 3*

In-depth examination of fundamental social studies concepts and subject-specific pedagogy, focusing on history, geography, economics, and civics. Course content emphasizes instructional design and integrates state and national standards, project-based learning approaches, curriculum integration strategies, content area literacy, and current research.

### **EDUC 509U Teaching Students from Poverty**

*Semester hours: 3*

An overview of the challenges of teaching students from poverty. Dr. Ruby Payne's groundbreaking book will be the centerpiece for teachers (K-12). Teachers will learn skills and techniques to manage behavior, build relationships and raise achievement.

### **EDUC 510U Content and Pedagogy in Elementary Math**

*Semester hours: 3*

In-depth examination of fundamental mathematical concepts and subject-specific pedagogy, focusing on whole numbers and their operations, algebraic thinking in the early grades, and measurement. Content emphasizes and integrates state and national standards, problem-solving approaches, use of manipulatives and technology, current research and learning theory.

Prerequisites: EDUC 506U

### **EDUC 511U Assessment and Differentiation in Elementary Math**

*Semester hours: 3*

In-depth examination of fundamental mathematical concepts and subject-specific pedagogy, focusing on rational numbers, algebraic thinking, geometry, probability, and statistics. Content

emphasizes meeting the needs of struggling students and integrates state and national standards, problem-solving approaches, use of manipulatives and technology, current research, and learning theory. A supervised practical experience using a Response to Intervention (RTI) approach will be incorporated into the course. Emphasis will be placed on using data to make decisions based upon students' needs, monitor progress, and develop individualized mathematical interventions.

Prerequisites EDUC 510U

### **EDUC 517U Foundations of Education**

*Semester hours: 3*

Introduction to the American educational system. Explores the philosophical, sociological, historical, and political roots of schools today. Attention also given to the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education. Explores professionalism, ethics, performance standards, and integrity for teachers.

### **EDUC 518U Diverse Learners and Human Growth and Development**

*Semester hours: 3*

Introduces students to the wide range of diversity that exists in schools today. Explores diverse learning styles and students' needs, and connections to cultures, communities, and family values as well as student support through trauma informed care. Provides theoretical underpinnings and contemporary perspective on critical issues, professional practices, and state and federal laws influencing the teaching of students with diverse learning needs, including specific learning disabilities (SLD) such as dyslexia, dysgraphia, dyscalculia, and auditory processing disorders.

### **EDUC 519U Working with English Learners**

*Semester hours: 3*

This course expounds on the instructional strategies and assessment options for engaging English Learners (ELs). It also explores the impacts of culture, linguistics, and language learning principles on ELs through in-depth study and reflection.

### **EDUC 524U Reading Foundations for Early Literacy Instruction**

*Semester hours: 3*

In-depth examination of the teaching methods, literacy concepts and development, and materials which are utilized to support and scaffold children's literacy acquisition from birth to the primary grades. Addresses a foundational understanding of the components of reading including phonemic awareness, concepts of print, phonics, fluency, comprehension, vocabulary, and writing. Examines early literacy assessment tools and how to implement interventions for diverse learners. Investigates language development, children's literature, and classroom strategies for early literacy instruction.

### **EDUC 526U Assessment, Intervention and Literacy Strategies for Elementary Readers**

*Semester hours: 3*

In-depth examination of reading comprehension, vocabulary development, critical thinking, word study, and writing instruction within elementary classrooms. Exploration across the components of reading of the methods, materials, and assessment tools associated with elementary literacy instruction. Examines assessment tools and learn techniques for meeting the needs of struggling readers. A supervised practical experience will be incorporated into the course. Emphasis is placed on making decisions based upon students' individual needs and

critical reflection to improve instructional effectiveness. Analysis of assessment data and use of this information to inform instructional practices including developing reading and writing interventions. Studies effective literacy techniques designed to support diverse learners.

Prerequisites: EDUC 524U.

### **EDUC 527U Content and Pedagogy for Elementary Mathematics**

*Semester hours: 3*

In-depth examination of fundamental mathematics concepts and subject-specific pedagogy. Course content emphasizes and integrates state and national standards, problem-solving approaches, use of manipulatives and technology, current research, and learning theory.

### **EDUC 529U Improving Elementary Math**

*Semester hours: 3*

Exploration of teachers' content knowledge and pedagogical skills in teaching elementary math with a focus on differentiated instruction using developmental grouping (math workshop and work stations) to improve elementary math achievement. Class sessions will involve participants in activities that address concrete, representational, and abstract stages of learning.

### **EDUC 530U Teaching Middle School Life Science: Content and Pedagogy**

*Semester hours: 3*

This graduate course will examine the psychology of the middle school learner, the instructional strategies and practices essential to developing successful student learners, including knowledge and understanding of the life science curriculum and the application of its standards.

### **EDUC 531U Teaching Middle School Earth Science: Content and Pedagogy**

*Semester hours: 3*

This graduate course will examine the psychology of the middle school learner, the instructional strategies and practices essential to developing successful student learners, including knowledge and understanding of the earth science curriculum and the application of its standards.

### **EDUC 532U Teaching Middle School Physical Science: Content and Pedagogy**

*Semester hours: 3*

This graduate course will examine the psychology of the middle school learner, the instructional strategies and practices essential to developing successful student learners, including knowledge and understanding of the physical science curriculum and the application of its standards.

### **EDUC 533U Sustainability and Nature Institute**

*Semester hours: 3*

An exploration of the science and design behind creating a successful outdoor classroom and is suited for classroom teachers, administrators, PTA representatives and Not for Profit educators. Participants will work with other educators from throughout the mid-Atlantic region to develop a plan for an outdoor classroom where students can explore opportunities for decision making, learning, social development, and establishing sustainable practices grounded in the natural world. Central to the program will be hands-on lab work emphasizing the science of soil, plant biology, and proper planting practices, which are increasingly important as we move towards a more sustainable future in the outdoor world.

### **EDUC 538U Technology-Enhanced 21<sup>st</sup> Century Teaching and Learning**

*Semester hours: 3*



Instructional design is the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information, resources and evaluation (Smith, 1999). This course combines knowledge of learning theory with technology skills to maximize the effectiveness of instructional design. Using hands on learning experiences students will acquire knowledge of instructional methods, digital tools and the principles of design.

Prerequisites: EDUC 542U.

### **EDUC 542U Teaching and Learning in Secondary Classrooms**

*Semester hours: 3*

Comprehensive introduction to pedagogy to include principles of learning; application of skills in discipline and grade-specific methodology; selection and use of materials; state and national curriculum standards; and evaluation of student performance.

### **EDUC 543U Assessment and Evaluation in Education**

*Semester hours: 3*

Introduction to testing, measurement, and evaluation related to instruction, the construction and use of teacher-made tests, a survey of standardized tests, test interpretation, and basic statistical procedures.

### **EDUC 544U Tools for Teaching**

*Semester hours: 3*

An integrated discipline, instruction and motivation system. Intended for the practicing teacher (K-12), participants will learn how to organize a classroom to reduce disruption and increase time on task, increase learning and retention of material with the Say, See, Do instructional approach and Visual Instruction Plans (VIPs), eliminate backtalk and teacher nagging, and turn problem students around with an incentive system that builds responsible behavior.

### **EDUC 547U Content-Specific Teaching Methods for Secondary Schools**

*Semester hours: 3*

In-depth exploration of content-specific teaching techniques for planning, teaching and assessing in the middle and secondary classroom. This course combines lecture-based course instruction with in-field experience with content-based teachers in middle and secondary classroom settings.

### **EDUC 550U Content Area Literacy**

*Semester hours: 3*

Examination of reading, writing and critical thinking in secondary content areas. Specific techniques for teaching and assessing comprehensions, vocabulary knowledge, and study skills will be addressed. The effects of text organization and relationship between reading and writing are investigated. The course integrates theory with practice and is designed to help content area instructors learn how to integrate literacy principles into subject matter instruction. A strong emphasis will be placed on the elements of effective comprehension instruction. Literacy techniques designed to support the needs of diverse learners will be studied. Participants will learn strategies to foster motivation and appreciation of a variety of types of literature utilized for independent and collaborative reading.

### **EDUC 551U Cross Cultural Communications**

*Semester hours: 3*

After completing this course, candidates will know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs (Domain 2. Culture). Candidates will keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues, and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, to provide support, and to advocate for ELLs and their families (Domain 5. Professionalism).

**EDUC 552U English Linguistics for TESOL (Teachers of English to Speakers of Other Languages)**

*Semester hours: 3*

After completing this course, candidates will know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELL) develop language and literacy and achieve in the content areas (Domain 1. Language).

**EDUC 553U Methods of Teaching a Foreign Language**

*Semester hours: 3*

This introductory course addresses the effects of language acquisition theories and learner development on instructional planning and practice and builds upon the relationship of foreign language program models and language outcomes. Participants will become familiar with the state standards for foreign language learning and recognize the connection between the state and national standards.

**EDUC 554U Assessment of English Learners**

*Semester hours: 3*

Addresses issues and concepts of assessment and using standards based procedures with English Language Learners (ELL). Identifies purposes of assessment (e.g., diagnostic, language proficiency, academic achievement) and basic concepts of assessment in order to assess ELL. Examines national and state requirements, procedures, and instruments for ELL identification, reclassification, and exit from language support programs. Covers the interdependent relationship between teaching and assessment and developing instructional tasks and assessment tools that promote and measure student learning. (Domain 4. Assessment)

**EDUC 555U Curriculum for Talented and Gifted Education**

*Semester hours: 3*

This course focuses on curriculum adjustments, methods and techniques, as well as classroom organization necessary for teaching gifted and talented students. Emphasis is on curriculum in gifted programs within the context of school reform and restructuring. Topics include development of learner outcomes, selection of resources, and classroom management.

**EDUC 556U Differentiated Instruction and Research-Based Strategies for Gifted Students**

*Semester hours: 3*

Exploration of the philosophy of differentiation and strategies that are used to meet the needs of gifted students. Instructional decision-making based on the educational characteristics and subsequent modification within the classroom environment will be the emphasis through this online course. Research-based instructional strategies for gifted and talented learners will be explored in addition to classroom-based differentiated instruction; individualization; flexible

grouping strategies; dialogue and questioning strategies; enrichment, and instructional responsiveness to the affective needs of gifted learners.

**EDUC 558U Classroom and Behavior Management**

*Semester hours: 3*

Effective classroom and behavior management skills to build individual responsibility and self-discipline, promote self-regulation, and maintain a positive learning environment. Research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions.

**EDUC 559U Politics and Legal Issues in Education**

*Semester hours: 3*

Provides historical and contemporary perspectives regarding how the American political and legal systems affect the care and instruction of students in today's schools; and an understanding of the political issues and laws that govern the operation and conduct of American schools.

**EDUC 560U Assessment, Intervention and Literacy Strategies for Adolescents**

*Semester hours: 3*

Investigates reading comprehension, vocabulary development, critical thinking, word study, and writing instruction within the classroom. Study of the methods, materials, and assessment tools associated with elementary and secondary literacy instruction will be explored across the components of reading. Participants will examine assessment tools and learn techniques for meeting the needs of struggling readers. A supervised practical experience will be incorporated into the course.

**EDUC 561U Perspectives in Gifted Education, Talent Development and Creativity**

*Semester hours: 3*

This course explores the concepts of Gifted Education, Talent Development and Creativity (GETDC), and examines their factors, measurement, and application to education. Topics include characteristics of creative individuals, barriers to creative productivity, strategies to increase creative and critical thinking, and teaching creativity in special populations of gifted learners.

**EDUC 562U Special Populations of Gifted Students**

*Semester hours: 3*

This course provides a critical survey of the research, issues, policy, ethics, and practices related to culturally diverse, economically disadvantaged, limited English proficient, twice exceptional, highly gifted, or very young gifted and talented students. Includes examination of topics such as personal attitudes about diversity, identification of students from special populations, differentiated instruction for students from special populations.

**EDUC 563U Social and Emotional Needs of the Gifted Student**

*Semester hours: 3*

This course examines the social, emotional, and psychological aspects of gifted children, adolescents, and adults. The course reviews current literature on affective growth and potential adjustment issues such as self-concept, self-acceptance and understanding, peer relations, and perfectionism. Family relations and potential sources of problems such as underachievement and career and college planning are also included. Classroom adjustments to facilitate development will also be reviewed.

### **EDUC 564U School-wide Positive Behavior Support**

*Semester hours: 3*

Examines positive behavioral interventions and support (PBIS) with emphasis on school-wide approaches designed to enhance school climate and emotional well-being of all students. Covers creating and nurturing a problem-solving team of professionals responsible for developing evidence-based strategies for improving the behavior and academic achievement of students.

### **EDUC 565U Foundations and Legal Aspects of Special Education**

*Semester hours: 3*

This is an introductory course that provides an overview of the nature and educational implications of serving students with disabilities and emphasizes the legal aspects of special education at national, state, and local levels. Relevant legislation associated with the identification, education and evaluation of students with disabilities will be included in this foundations course.

### **EDUC 566U Response to Intervention**

*Semester hours: 3*

This course is designed to provide participants with the knowledge and skills needed to effectively implement a Response To Intervention approach for academics and behavior. Response to Intervention is the practice of providing high quality instruction and interventions matched to students.

### **EDUC 567U Questions of Conscience: Teaching about the Holocaust and Genocide**

*Semester hours: 3*

The Teacher Education Institute (TEI) is taught by museum staff, including university, research, and classroom educators. TEI assists history, English/language arts, music, art, science, math, foreign language and administrators with their understanding of the Holocaust and modern genocide and the application of it within their classrooms and schools and considers the Virginia Standards of Learning requirements as well as the requirements of the Holocaust Education Bill, HB2409 recently passed by the General Assembly.

### **EDUC 568U Successful Transition through Consultation and Collaboration**

*Semester hours: 3*

This course is designed to prepare teacher candidates with the ability to prepare their students and work with families to provide successful student transitions throughout the educational experience. Additionally, teacher candidates will learn strategies for successful consultation, case management and collaboration for establishing an effective school environment, postsecondary training, employment, and independent living that address an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.

### **EDUC 569U Recognizing and Teaching Students with Disabilities - Accessing the General Education Curriculum**

*Semester hours: 3*

This course explores the characteristics and supports needs of students with disabilities in the general education setting and delves into the development of individual education planning and group instruction at the elementary, middle, and high school levels. Specific learning strategies, multisensory approaches, and organizational and environmental considerations will be

investigated through the scope and sequence of the general education curriculum. Alternative ways of instruction and assessment will be examined to support student learning needs with effective and student-appropriate strategies and accommodations to promote successful integration with nondisabled peers in general education classrooms and, as appropriate, in other instructional settings, representing the continuum of special education services.

### **EDUC 570U Foundations of Gifted Education**

*Semester hours: 3*

This course provides information on the history of exceptional students in relation to education, current law, and accepted methods for referral, assessment, and identification. It covers major program models and methods of differentiating instruction to meet the rate and level of learning of those students identified. The course gives the learner an understanding of ways to meet the affective needs of the gifted and talented student in the regular classroom and lists resources for teachers and parents who would like more information about the talented and gifted.

### **EDUC 571U Assessment and Evaluation in Special Education**

*Semester hours: 3*

This course is designed to introduce teacher candidates to the variety of assessment and evaluation techniques and their specific purposes, including eligibility for students with disabilities, instructional decision making, and program improvement. This course explores the relationship among the general curriculum, formal and informal assessment results, and instruction for students with disabilities to support instructional planning, decision-making and self-reflection.

### **EDUC 572U Effective Instruction for an Inclusive Classroom**

*Semester hours: 3*

A survey of models, history, current issues and strategies in providing collaborative supports, accommodations, and differentiated curriculum to students with disabilities, special needs, as well as mainstream students with multiple abilities in general education classes.

### **EDUC 573U Trauma Informed Practices in Schools**

*Semester hours: 3*

In-depth examination of the influence of adverse childhood experience and adverse community environments on psycho-social growth and brain development in young people. Emphasizes developing responsive practices to support children in overcoming adversity and thriving. Includes solution-finding practices that can be used as crisis intervention, behavior support, co-creation of positive outcomes, and clarification of young people's hope for the future. Project will be incorporated into the course with emphasis placed on reflection and practice.

### **EDUC 574U Understanding and Implementing the IEP**

*Semester hours: 6*

This course provides students with critical information and hands-on practice regarding the development and implementation of the Individual Education Program (IEP), the federally required document that describes all the components of special education services and safeguards for students with disabilities. Participants will learn regulatory background, essential components, procedural requirements, implementation practices, and monitoring strategies that support effective IEP implementation and lead to positive student outcomes. Participants will analyze and evaluate IEPs, gaining expertise in IEP development and implementation.

### **EDUC 575U Teaching Internship**

*Semester hours: 12*

Direct contact with students in a classroom on a full-time basis for 15 weeks under the direction of a cooperating teacher and a University supervisor. Student assumes full teacher responsibility for all instructional periods and school activities.

Prerequisites: Completion of all professional studies coursework.

### **EDUC 579U Mindfulness Strategies for the Classroom**

*Semester hours: 3*

Study for all educators at all levels of an overview of recent research on mindfulness practices and provide guidance on how to integrate these practices into the classroom. Participants in this course will learn what mindfulness is, why it can be a useful practice, and how to creatively apply research-based mindfulness techniques to meet the diverse needs of student learners. Attention will also be given to ways educators can use mindfulness to enhance their own professional and personal experience as teachers.

### **EDUC 580U Curriculum Development and Instructional Strategies for Teaching English Learners**

*Semester hours: 3*

A training class for those wishing to gain appropriate skills for teaching ESL students. This class will focus on understanding the method of teaching conversational English; understanding the international Phonetic Alphabet; application of target language groups; essentials of English - know what you teach; methods of instruction (includes drills, activities, lesson resources); and application of knowledge as students have guided practice in developing skills.

### **EDUC 584U Pre-Internship Workforce Series**

*Semester hours: 0*

Prepares students enrolled in the teacher preparation program for the required 15-week teaching internship. Guides students through the creation of the final portfolio. Helps students navigate the process of applying for an internship placement and completing background check applications necessary to practice in a K-12 classroom. Employs expert guest speakers to provide a review of critical aspects of K-12 general education. Allows students to practice and reflect upon their own delivery of instruction in mock-classroom situations.

### **EDUC 585U Capstone Seminar**

*Semester hours: 2*

This weekly seminar for student teachers provides a forum for discussion and examination of critical issues related to students' teaching responsibilities and competence. Also provides guidance in the preparation of the Teacher Work Sample.

Prerequisites: Completion of all professional studies coursework.

### **EDUC 598U Selected Topics**

*Semester hours: 3*

### **EDUC 599U Independent Study**

*Semester hours: 1-6*

### **EDUC 601U Foundations of Educational Leadership Studies**

*Semester hours: 3*

A survey of the fundamental leadership theories and models as they apply to educational leadership. Includes historical and contemporary conceptions, collaborative case study work on current educational leadership approaches, personal reflection and leadership development, and bridging theory and practice in twenty-first century schools.

**EDUC 602U Data for Decision-Making**

*Semester hours: 3*

A survey of tools and techniques used in conducting and utilizing assessment data. Includes current research approaches, project design, and data collection. Also included are methods for using data to identify school needs, evaluate personnel, track student performance, and develop strategies for increasing performance as necessary.

**EDUC 603U Leading and Supervising Instruction**

*Semester hours: 3*

This course will prepare students to effectively oversee instructional practices in their school. These include aligning curriculum and instruction with assessment to achieve high academic success, innovative instructional techniques, strategies for monitoring instruction and providing feedback, and encouraging academic freedom and innovation while respecting benchmarks and standards.

**EDUC 604U Communicating and Leading**

*Semester hours: 3*

A broad review of communication as a critical skill in effective school leadership. This includes understanding how students communicate with each other and their instructors, helping students develop basic communication techniques and strategies, communicating effectively with teachers and administrators, and understanding the impact of the new communications age as well as how to effectively use it to improve communication within schools.

**EDUC 605U School Law and Ethics**

*Semester hours: 3*

This course will examine the legal and moral aspects of educational leadership. Includes evolution of school law, major ethical spheres of thought, current trends and school law, and critical thinking and problem-solving strategies. Course will utilize case studies and consider Virginia School Code.

**EDUC 610U Reflective Leadership Seminar I**

*Semester hours: 1*

Students will apply their coursework to modern education settings and reflect on where and how the lessons and theory from those courses are relevant to working and leading in today's schools. This includes assessing how and where strategies and ideas explored in previous coursework can be infused into school leadership.

**EDUC 611U Reflective Leadership Seminar II**

*Semester hours: 6*

The second of two required seminars to complete the practicum. Students will continue the reflective process by studying leadership first-hand in a school. Students will spend a minimum of 170 hours in a designated school and regularly report on a series of online reflection prompts addressing various issues affecting educational leadership.

### **EDUC 620U Children's Literature**

*Semester hours: 3*

The course provides a survey of children's literature with emphasis on recent trends and evaluative criteria used in selecting books based on school and recreational needs and interests of young readers. Course participants will explore multiple genres, including historical fiction, realistic fiction, fantasy, traditional literature, nonfiction, and multicultural, and ways of integrating these books into curricula.

### **EDUC 621U Young Adult Literature**

*Semester hours: 3*

The course provides a survey of young adult literature with emphasis on recent trends and evaluative criteria used in selecting books based on school and recreational needs and interests of adolescent readers. Course participants will explore multiple genres, including historical fiction, realistic fiction, fantasy, traditional literature, nonfiction, graphic novels, and multicultural, and ways of integrating these books into curricula.

### **EDUC 630U School Technology**

*Semester hours: 3*

This course is designed to advance technological literacy for school leaders. This includes running software, using programs to generate and manipulate data, compiling data in order to present it, troubleshooting basic computer challenges, using technology to communicate and collaborate with others, and using technology to support instruction.

### **EDUC 631U Fiscal Leadership**

*Semester hours: 3*

This course will introduce students to the principles of human resource and financial management. This includes recruiting and developing quality personnel, the budgeting process, and fiscal decision-making.

### **EDUC 632U Leading Change in Educational Settings**

*Semester hours: 3*

This course will focus on identifying new trends in schools and education policy as well as preparing for and successfully embracing change. This includes demographic shifts, the impact of globalization and the computer age, the evolving relationship between schools and their greater communities, implementing new policy, and ensuring successful transitions to changes involving policy, personnel, and student body.

### **EDUC 633U School Culture and Human Resource Leadership**

*Semester hours: 3*

This course will explore the sociological trends impacting the modern school environment and how to lead various groups within a school. This includes conflict resolution, balancing interests and decision-making, promoting a learning environment that maximizes student performance, and managing relationships among groups operating within a school as well as the larger community.

### **EDUC 634U Context of Educational Public Policy and Politics**

*Semester hours: 3*



A survey of contemporary issues and legislation affecting education policy. Includes review of current and emerging issues, strategies for influencing policy, and techniques for adopting new policy into current school culture and process.

**EDUC 650U Advanced Educational Psychology**

*Semester hours: 3*

Advanced study of the basic principles of cognitive psychology and its position in education, to include cognitive processes, knowledge acquisition and transfer, beliefs and motivation, and the application of these ideas to classroom instruction.

**EDUC 651U Assessment and Accountability**

*Semester hours: 3*

Study of testing, measurement, and evaluation related to instruction, the construction and use of teacher-made tests, a survey of standardized tests, test interpretation, and basic statistical procedures are included in this course. An improvement process will be applied to bridge the understanding of assessment theory, alterable variables, and data-based decision-making for student growth. Students will gain an understanding of how the classroom learning environment, as well as instruction, impact ESSA indicators and the school improvement process.

**EDUC 652U Differentiated Instruction**

*Semester hours: 3*

Introduction to differentiated instruction and examination of why it is appropriate for all learners, how to plan for it, and how to become comfortable enough with student differences to make school comfortable for every learner in the classroom.

**EDUC 653U Issues, Ethics and Policy in Education**

*Semester hours: 3*

Examination and reflection on the critical issues in policy, ethics, and law that teachers need in order to make informed decisions regarding a variety of issues facing schools today.

**EDUC 660U Curriculum Development**

*Semester hours: 3*

Identification and understanding of the underlying philosophical principles, societal expectations, and practical demands that must be reflected in the development, delivery and evaluation of school curricula.

**EDUC 661U Instructional Leadership**

*Semester hours: 3*

This course emphasizes techniques of improving instruction through application of research on effective schools and models of instruction. Topics covered include foundations of leadership, leadership for curriculum instruction and assessment, leadership for supervision and professional development, leadership for communication and community partnerships, and leadership for organizational management.

**EDUC 675U Reflective Teaching Experience**

*Semester hours: 3*

Involves full time teaching and working closely with a mentor/coach to further develop skills in curriculum planning and delivery, reflection and self-assessment. Encompasses an entire semester.

### **EDUC 676U Reflective Practitioner Seminar**

*Semester hours: 3*

This biweekly seminar for teachers provides a forum for discussion of and reflection on critical issues related to their daily responsibilities as classroom teachers. Also provides guidance in the development and implementation of a Professional Growth Plan.

Prerequisites: EDUC 675U.

### **EDUC 680U Content Specialization and Research I**

*Semester hours: 3*

Review of basic knowledge and skills required for reading, interpreting, and evaluating, followed by the examination of step-by-step procedures for planning, implementing, and evaluating classroom research.

### **EDUC 681U Content Specialization and Research II**

*Semester hours: 3*

Design and implement an educational research project focusing on improving student learning, school culture, educational leadership, or other topics relevant in educational settings as well as recommendations for improvement based on research findings. Students will provide formal dissemination of research results.

Prerequisites: EDUC 680U

## **Emergency Management (EM)**

### **EM 312U Emergency Management Systems and Theory**

*Semester hours: 3*

Examines the structure and missions of local, state, national, and international emergency management agencies and their relationship with public safety and voluntary organizations and other government departments. Relates structure and processes to legal requirements for disaster management. Discusses current theoretical approaches to disasters and to emergency management program management. Based on structure, legal requirements, and theory; suggests courses of action for effective local program management.

### **EM 317U Enterprise Risk Management**

*Semester hours: 3*

Identification of the impacts of disaster events is critical to understanding how an organization can survive the impact and continue to operate. Examines the business impact analysis process, how to manage it, and how to use the analysis as the first step in continuity plan development.

Prerequisites: EM 312U, EM 331U.

### **EM 331U Homeland Security Policy and Programs**

*Semester hours: 3*

Describes evolution of homeland defense as policy, programmatic, and organizational issue. Identifies current policies and programs, suggest evaluation measures, and assesses their effectiveness against potential threats. Examines role of governmental and voluntary citizen organizations in creating an effective homeland defense.

### **EM 352U Internship in the Emergency Services**

*Semester hours: 3*

Provides student opportunity to learn from significant new work or volunteer experiences in emergency services. Students complete a minimum of 250 hours of work in the internship setting with focus on performing management or staff duties appropriate to operation of the organization. Students learn how to evaluate and document their own learning on the job.

Prerequisites: Completion of half of degree and 18 hours of EM course work.

### **EM 354U Organization and Management of Public Agencies**

*Semester hours: 3*

Examines why and how public agencies operate the way they do. Studies the forces acting upon public safety agencies and how those forces shape agencies' internal and external practices in their political environment.

Prerequisites: EM 312U, EM 331U.

### **EM 398U Selected Topics**

*Semester hours: 1-6*

Prerequisites: EM 312U, EM 331U.

### **EM 399U Independent Study**

*Semester hours: 1-6*

### **EM 401U Honors Directed Research**

*Semester hours: 3*

Guided research on specific topics of significance in the field under supervision by a faculty member. Topics are required to have a significant theoretical component. Student work will result in an article acceptable for publication.

Prerequisites: Invitation of the instructor as approved by the Program Director.

### **EM 495U Hazards and Threats for the Future**

*Semester hours: 3*

Examines the future of disasters and their management in the context of long-term political, environmental, technological, economic and social change. Identifies current methods for futures analysis and provides a framework for developing tools and resources to design future missions and strategies for professionals in both emergency management and business continuity and their organizations. Develops an understanding of the relationships of vision to the future and relates that to the department of programs to protect lives, property and the environment at any level.

Prerequisites: For undergraduates, completion of required core and focus courses.

### **EM 499U Post-Baccalaureate Practicum**

*Semester hours: 1*

This practicum is an integrated directed study in the subject of the certificate program. Under the supervision of a faculty member, students will explore a common theme present in three or more of their courses through preparation of either a professionally significant project or a major paper suitable for professional use.

### **EM 595U Hazards and Threats for the Future**

*Semester hours: 3*

Examines the future of disasters and their management in the context of long-term political, environmental, technological, economic and social change. Identifies current methods for futures

analysis and provides a framework for developing tools and resources to design future missions and strategies for professionals in both emergency management and business continuity and their organizations. Develops an understanding of the relationships of vision to the future and relates that to the department of programs to protect lives, property and the environment at any level.

**EM 598U Selected Topics**

*Semester hours: 1-6*

**English (ENGL)**

**ENGL 101U Strategic Reading and Writing**

*Semester hours: 3*

This course focuses on critical reading and writing, providing instruction in grammar and mechanics, organizational and paragraph development skills, rhetorical techniques, and basic research. It will provide a collaborative environment in which students will employ a range of comprehension strategies to a variety of assigned texts, and it will encourage students to approach writing as a process by requiring prewriting, editing, and revision. It will also introduce basic research skills.

**ENGL 201U Critical Writing and Research I**

*Semester hours: 3*

This course focuses on academic writing, critical reading, and research. Throughout the semester, it will require students to write on a range of topics for a variety of purposes and audiences, emphasizing writing as a process. It will also introduce a broad array of texts that are intended to improve students' critical reading skills. Finally, it will include training in research and proper methods of documentation.

Prerequisites: Satisfactory ACCUPLACER score or completion of ENGL 101U with a grade of 'C' or better.

**ENGL 202U Critical Writing and Research II**

*Semester hours: 3*

This course focuses on academic writing, critical reading, and research, building on the skills developed in ENGL 201U. Throughout the semester, it will require students to write essays of varying length and purpose, culminating in a research-driven persuasive essay. It will also introduce a broad array of cultural texts that are intended to improve students' critical reading and analytical skills. Finally, it will include additional training in research and documentation.

Prerequisites: Completion of ENGL 201U with a grade of 'C' or better.

**ENGL 331U Twentieth-Century American Literature**

*Semester hours: 3*

Development of literary form and thought from American experience.

Prerequisites: ADED 301U

**ENGL 340U Black Women Writers**

*Semester hours: 3*

Exploration of literary careers of Zora Neale Hurston, Alice Walker and Toni Morrison.

Prerequisites: ADED 301U

**ENGL 344U Major Themes in Literature**

*Semester hours: 3*

Study of fiction, poetry and drama with emphasis on basic literary themes of innocence and experiences, conformity and rebellion, love and hate, and presence of death.

Prerequisites: ADED 301U

**ENGL 349U Tracking Contemporary Trickster**

*Semester hours: 3*

Examines archetypal tricksters in literature, mythology, and cultural history in an effort to identify contemporary tricksters. Begins study with Hermes, Eshu, Coyote and more, then shifts to identifying potential contemporary tricksters from across the globe. Analysis of old media, like texts and the oral tradition, and new media, like film and social media, fleshes out characteristics of the trickster archetype as it applies to the modern age.

Prerequisites: ADED 301U

**ENGL 354U The Global Short Story**

*Semester hours: 3*

Covers the short story in a global context, examining the ways authors from a variety of eras and cultures have approached short fiction. From the dark romanticism of Hawthorne to the magical realism of Marquez - and many stops in between - the course features works with a broad range of themes, styles, and techniques, all to demonstrate the ways that short fiction has been a unique laboratory for literary experimentation and innovation. The course places an emphasis on class discussion.

Prerequisites: ADED 301U

**ENGL 368U Creative Writing: Fiction**

*Semester hours: 3*

Prerequisites: ADED 301U

**ENGL 398U Selected Topics**

*Semester hours: 1-6*

Prerequisites: ADED 301U

**ENGL 399U Independent Study**

*Semester hours: 1-6*

Prerequisites: ADED 301U

**ENGL 554U The Global Short Story**

*Semester hours: 3*

Covers the short story in a global context, examining the ways authors from a variety of eras and cultures have approached short fiction. From the dark romanticism of Hawthorne to the magical realism of Marquez - and many stops in between - the course features works with a broad range of themes, styles, and techniques, all to demonstrate the ways that short fiction has been a unique laboratory for literary experimentation and innovation. The course places an emphasis on class discussion.

**ENGL 598U Selected Topics**

*Semester hours: 1-6*

**ENGL 599U Independent Study**

*Semester hours: 1-6*

## **Finance (FIN)**

### **FIN 360U Financial Management**

*Semester hours: 3*

The foundations and tools of finance, including examination of financial markets, investments, and financial management in large corporations, small businesses, and personal financial planning.

Prerequisites: MATH 103U or higher, and ACCT 301U or equivalent preparation in financial accounting are required. Statistics course also recommended; may be taken concurrently.

### **FIN 398U Selected Topics**

*Semester hours: 3*

## **Geography (GEOG)**

### **GEOG 201U World Geography**

*Semester hours: 3*

Study of world by regions, with emphasis on cultural differences among nations.

### **GEOG 202U Introduction to Geo-Politics**

*Semester hours: 3*

Current and emerging issues at the confluence of geography and international relations are examined. Emphasis on areas in transition or which pose a threat to global peace. Issues covered are globalization, terrorism, fundamentalism, multi-lateral organizations, modern warfare, economic development, and cultural and ethnic conflict.

### **GEOG 215U Urban Geography**

*Semester hours: 3*

Global pattern of increased urbanization and the features and structure of selected major cities are examined. Contrasts differences between cities in richer vs. poorer countries. Issues may include: overcrowding, slums and urban poverty, mass transportation, traffic congestion, segregation, environmental problems, culture, urban planning, gentrification, and urban sprawl.

### **GEOG 399U Independent Study**

*Semester hours: 1-6*

## **Geology (GEOL)**

### **GEOL 322U The Global Impact of Climate Change**

*Semester hours: 3*

Rapid climate change is causing an increase in the temperature of the atmosphere and oceans. This is a truly global problem that requires international research and collaboration to resolve. The USA is a major producer of the atmospheric “greenhouse” gases that make a significant contribution to this global “anthropogenic” warming. Students investigate the global environmental impact of anthropogenic climate change, explore the science that explains our observations, and are challenged to find solutions that offset the impact of climate change on poor, marginalized and at-risk communities around the world.

### **GEOL 398U Selected Topics**

*Semester hours: 1-6*

### **GEOL 522U Global Impact of Climate Change**

*Semester hours: 3*

Rapid climate change is causing an increase in the temperature of the atmosphere and oceans. This is a truly global problem that requires international research and collaboration to resolve. The USA is a major producer of the atmospheric "greenhouse" gases that make a significant contribution to this global "anthropogenic" warming. The aim of this course is to introduce students to the global environmental impact of anthropogenic climate change, and to challenge students to think about the possible impact of the way we live in the USA on poor, marginalized and at risk communities around the world.

### **GEOL 598U Selected Topics**

*Semester hours: 1-6*

### **GEOL 599U Independent Study**

*Semester hours: 1-6*

## **General Science (GSCI)**

### **GSCI 301U The Role of Science and Technology in Shaping the Modern Era**

*Semester hours: 6*

The opportunities and perils of scientific inquiry.

### **GSCI 302U Great Ideas in Science**

*Semester hours: 3*

This course is designed for non-science majors. The non-technical course integrates and focuses on major events of biology, chemistry, and physics that have shaped the course of science through the centuries. The idea behind each major advance is treated in its historic context, with special attention to its importance in mankind's understanding of the nature of the universe. Everyday examples will be incorporated in the course to help students understand the relationship between individuals and the natural world.

### **GSCI 398U Selected Topics**

*Semester hours: 1-6*

### **GSCI 399U Independent Study**

*Semester hours: 1-6*

## **Health Care Administration (HCA)**

### **HCA 398U Selected Topics**

*Semester hours: 3*

## **History (HIST)**

### **HIST 300U Women and the American Experience**

*Semester hours: 3*

Survey of unique experience of women in history of U.S. from colonial times to present; attitudes held by and toward them; varied roles they have played in nation's development.

**HIST 301U Women in European Civilization**

*Semester hours: 3*

In-depth study of place of women in European civilization and how ideas, institutions and practices of civilization determined and/or changed that place.

**HIST 305U Richmond Across the Centuries**

*Semester hours: 3*

Survey of history of city of Richmond as it developed between 1660 and 1960.

**HIST 312U Great Issues in American History**

*Semester hours: 3*

Introductory course explores three central issues in American history: revolution and formation of constitutional government, causes of Civil War and process of Reconstruction; and rise of United States to role of world power.

**HIST 315U Great Disasters and Their Impact in the History of the U.S.: 1861 to the Present**

*Semester hours: 3*

Certain terrible catastrophes/disasters that America has suffered from 1861 to the present have had particularly strong influences on the nation. This course examines several such events, their impact, and how and why that impact took shape as it did. The role of presentation of the disasters through media, literature, government action, and especially the arts will be analyzed.

**HIST 320U Virginia History**

*Semester hours: 3*

Social, cultural, and political history of Virginia from Colonial period to present.

**HIST 321U Moments in Time I: World History**

*Semester hours: 3*

Using important events in world history, the course explores both content and method of historical study. Generally following the underlying teaching principle of the public radio program 'A Moment in Time' allows students to examine events in their historical context and take first steps toward becoming historians.

**HIST 322U Moments in Time II: History of the Americas**

*Semester hours: 3*

Using important events in the history of the Americas, the course explores both content and method of historical study. Generally following the underlying teaching principle of the public radio program 'A Moment in Time' allows students to examine significant events in the Americas in their historical context.

**HIST 323U Westward Ho!**

*Semester hours: 3*

Forging westward was part of American experience from colonial times. Examines causes, course, and results of drive West through events and developments including Lewis & Clark's Expedition, Manifest Destiny, Gold Rush, railway building, and conflict with Indian tribes. Popular literature on West and classic Westerns used to assess commonly held views of Americans on the Great West.



### **HIST 329U Americans on the Move**

*Semester hours: 3*

Course examines the patterns, meanings, causes and effects of migrations to and within America from the 17th century to the present. Among the topics covered are the 17th century European incursions into North America, the first westward movement in and from the Virginia colony, slavery and the Middle Passage, the great movement west following the Lewis and Clark expedition, the 'Trail of Tears,' the 'Great Migration' of African-Americans after the Civil War and in the 20th century, the displacement of Americans during the Dust Bowl and the Great Depression, the forced migration of Japanese Americans from their west coast homes during World War II, and the more recent movement of Americans to Sunbelt states, and as the result of natural disasters. The inspiration or other emotional impact of the arts -- plastic, literary, and performing -- on immigration and migration is an integral part of the course.

### **HIST 330U Road to the Presidency**

*Semester hours: 3*

The process of selecting an American president provides a window through which one can explore the political, social, cultural, and economic climate of the nation. By studying how the process was constructed and how that process has changed over time, in the context of specific noteworthy elections, memorable elements of the electoral process that have impacted presidential elections becomes apparent.

### **HIST 337U Tudor England**

*Semester hours: 3*

Political, institutional, social, and cultural study emphasizing reigns of Henry VIII and Elizabeth I.

### **HIST 338U Stuart England**

*Semester hours: 3*

Emphasis on conflict between Stuarts and Parliament. Cromwell and the Civil War, the Restoration and Revolutionary settlement.

### **HIST 345U The History of Ideas**

*Semester hours: 6*

Exploring the intellectual development within the western tradition.

### **HIST 347U The Age of Jefferson**

*Semester hours: 3*

Comprehensive study of life and times of Thomas Jefferson including historical perspective of him as statesman, politician, and writer as well as study of him as architect and planner. Includes field trips to Monticello, University of Virginia, and Virginia State Capitol.

### **HIST 398U Selected Topics**

*Semester hours: 1-6*

### **HIST 515U Great Disasters and Their Impact in the History of the U.S.: 1861 to the Present**

*Semester hours: 3*

Certain terrible catastrophes/disasters that America has suffered from 1861 to the present have had particularly strong influences on the nation. This course examines several such events, their

impact, and how and why that impact took shape as it did. The role of presentation of the disasters through media, literature, government action, and especially the arts will be analyzed.

### **HIST 522U Moments in Time II: History of the Americas**

*Semester hours: 3*

Using important events in the history of the Americas, the course explores both content and method of historical study. Generally following the underlying teaching principle of the public radio program 'A Moment in Time' allows students to examine significant events in the Americas in their historical context.

### **HIST 529U Americans on the Move**

*Semester hours: 3*

Course examines the patterns, meanings, causes and effects of migrations to and within America from the 17th century to the present. Among the topics covered are the 17th century European incursions into North America, the first westward movement in and from the Virginia colony, slavery and the Middle Passage, the great movement west following the Lewis and Clark expedition, the 'Trail of Tears,' the 'Great Migration' of African-Americans after the Civil War and in the 20th century, the displacement of Americans during the Dust Bowl and the Great Depression, the forced migration of Japanese Americans from their west coast homes during World War II, and the more recent movement of Americans to Sunbelt states, and as the result of natural disasters. The inspiration or other emotional impact of the arts -- plastic, literary, and performing -- on immigration and migration is an integral part of the course.

### **HIST 537U Tudor England**

*Semester hours: 3*

Political, institutional, social and cultural study emphasizing the reigns of Henry VII and Elizabeth I.

### **HIST 538U Stuart England**

*Semester hours: 3*

Emphasis on conflict between Stuarts and Parliament, Cromwell and the Civil War, the Restoration and Revolutionary settlement.

### **HIST 547U The Age of Jefferson**

*Semester hours: 3*

Comprehensive study of the life and times of Thomas Jefferson, including historical perspective of Jefferson as statesman, politician, writer, architect and planner. Use of primary sources is emphasized in the course. Includes field trips to Monticello, University of Virginia, and Virginia State Capitol.

### **HIST 548U Questions of Conscience: Teaching about the Holocaust and Genocide**

*Semester hours: 3*

The course is designed to educate middle and high school teachers in Holocaust and genocide. It provides excellent tools necessary to teach such sensitive subjects to students. The course addresses many sections of the Virginia Standards of Learning for history, English, civics, economics, biology, art and music. Teachers will have the opportunity to delve into a wider range of topics, from the History of anti-Semitism, the Rise of Hitler and the Nazis, to Defining Genocide in the Contemporary Era.

**HIST 598U Selected Topics**

*Semester hours: 1-6*

**HIST 599U Independent Study**

*Semester hours: 1-6*

**Human Resource Management (HRM)**

**HRM 343U Human Resource Management**

*Semester hours: 3*

Survey of traditional human resources functions and their relation to effective personnel and organizational results. Examines recruitment and selection, performance appraisal, collective bargaining, labor relations, training, human resource and management development, salary administration, and promotions and their relationship to communication, motivation, and leadership in organization.

Prerequisites: ENGL 201U

**HRM 345U Human Resource Development**

*Semester hours: 3*

Design, implementation, and evaluation of training programs, with emphasis on increasing individual and organizational effectiveness. Includes adult learning theory, needs assessment, delivery methods, and techniques to measure trainer's effectiveness.

**HRM 388U Internship**

*Semester hours: 3*

Applied experience in Human Resource Management in an organizational setting. Working closely with an assigned faculty member and a site supervisor, the student will be assigned projects or duties that are outside of his or her normal job. Intent is to offer the student opportunities to gain new knowledge or skills in the field of HRM. Students may receive credit for only one (1) internship while enrolled in the School of Professional and Continuing Studies.

Prerequisites: Student must complete the HRM Core Courses (15 credits) and application process prior to being considered for an internship.

**HRM 398U Selected Topics**

*Semester hours: 1-6*

**HRM 399U Independent Study**

*Semester hours: 1-6*

**HRM 452U Quality Management**

*Semester hours: 3*

History and origin of quality movement explored, along with basic tools and hands-on techniques necessary for successful quality and process improvement.

**HRM 454U Compensation and Benefits**

*Semester hours: 3*

Course examines the use of reward systems (especially monetary) in the motivation of goal-oriented behavior as a major factor in influencing behavior. The effects of reward systems on recruiting, performance, satisfaction, and tenure are examined. Explores pay system components

such as: entry position rates, job evaluation systems, merit pay plans, and employee income security systems. Legal aspects such as federal wage and hour laws and the Employee Retirement Income Security Act are included.

### **HRM 460U HR and Technology**

*Semester hours: 3*

Course offers an integration of human resource management with information technology. Provides insight and hands-on experience in evaluation, design, and implementation of use of automation with major functional areas of HR. Additionally, exploration of various resources such as software, platforms, intranet, and Internet will be included. Will use a practical versus theoretical approach.

### **HRM 467U International Human Resource Management**

*Semester hours: 3*

This course allows the student to place the role of HRM within a global perspective and demonstrates the borderless and fluid workforce which is emerging today. Aspects of the course will include issues such as outsourcing, worker visas, multi-national companies, cultural differences, immigration patterns and other global issues effecting HRM efforts today.

Prerequisites: Complete a minimum of 18 hours in the HRM curriculum to include HRM 343U before enrolling.

### **HRM 496U Directed Research**

*Semester hours: 3*

Courses in Directed Research are intended for students who wish to further develop their skills in research. Each student accepted to participate in a Directed Research course will work directly with a full-time faculty member on a research project chosen by the faculty member. It is expected that such collaborations between the student and faculty member will lead to notable conference papers, and/or jointly authored research articles. Students will be made aware when Directed Research courses are available via an e-mail announcement from their respective departments. In most cases, one student will be chosen at the undergraduate and graduate level to participate in the course each semester according to faculty availability. Students will be selected based on their writing and research skills and their potential to contribute to the research project. Once chosen to participate in this research opportunity, his/her academic advisor will assist the student in registering for the course. Each student who is chosen to participate in the Directed Research opportunity will receive three credits hours in his or her academic program which can then be used toward the requirements for graduation. Please contact your academic advisor for further information.

Prerequisites: Students must be in their senior year of undergraduate study with a minimum GPA of 3.25 or above. Departmental approval required.

### **HRM 498U Selected Topics**

*Semester hours: 1-3*

### **HRM 499U Senior Seminar in HRM**

*Semester hours: 3*

Course represents the summary experience for graduating seniors. The course includes a collection of case studies that allows the student to apply the knowledge obtained in previous HRM courses contained within the undergraduate curriculum.

Prerequisites: Complete a minimum of 18 hours in the HRM curriculum to include HRM 343U before enrolling.

### **HRM 531U Human Resource Management**

*Semester hours: 3*

This course in human resources uses an HR development point of view in which employees are considered assets to be developed rather than costs to be minimized. Topics include recruiting, hiring, training, retaining, rewarding, and promoting employees; employment planning, performance management systems, and succession planning; and managing outsourced relationships. Special attention is given to quality of working life issues; the balance between work and non-work; traditional and nontraditional incentives; and generational, cultural, and ethnic differences in employees' needs and values.

### **HRM 532U Legal Issues in Human Resource Management**

*Semester hours: 3*

Every manager and HR professional will face numerous legal challenges to managing people in a workplace. In fact, employment-related litigation is one of the greatest financial risks facing any organization. This class will explore in a practical way the federal and state laws associated with hiring, firing and discipline, medical leave (including FMLA, ADA and worker's compensation), discrimination, harassment, immigration, labor law, unemployment compensation, religion in the workplace and state law torts including defamation and privacy. The course will also explore workplace investigations, workplace violence and employment-related legal processes, including EEOC Charges and lawsuits.

### **HRM 533U Quantitative Analysis and Research in HRM**

*Semester hours: 3*

This course exposes the student to the skills needed in order to analyze data pertaining to the HRM field such as retention patterns, compensation differences, performance measurements, etc. Attention will also be given to various research designs used to investigate issues within HRM. Topics covered will include descriptive statistics, regression, analysis of variance and research designs. Focus will be placed on finding answers to HRM questions.

### **HRM 534U Strategic Human Resource Development**

*Semester hours: 3*

This course includes an overview of business strategy and emphasizes the role of human resource management and development for effective strategy implementation. Models of organizational diagnosis and change, transformational leadership, reengineering, divesting, merging, acquiring, and downsizing are examined from a strategic and operational human resource perspective. Students will learn project management skills and integrate their course work by undertaking a major company-based project.

### **HRM 598U Selected Topics**

*Semester hours: 1-6*

### **HRM 635U Managing Compensation and Benefits**

*Semester hours: 3*

Course examines the use of reward systems (especially monetary) in the motivation of goal-oriented behavior as a major factor in influencing behavior. The effects of reward systems on recruiting, performance, satisfaction, and tenure are examined. Explores pay system components

such as: entry position rates, job evaluation systems, merit pay plans, and employee income security systems. Legal aspects such as federal wage and hour laws and the Employee Retirement Income Security Act are included.

Prerequisites: HRM 531U.

### **HRM 638U HRM Leadership Theory and Application**

*Semester hours: 3*

This course explores leadership theory as it pertains to the HRM environment. Focus will be given to the application of various leadership theories to address current challenges within the HRM field.

Prerequisites: HRM 531U.

### **HRM 639U Recruitment and Retention**

*Semester hours: 3*

Various methods for recruiting, selecting, and retaining employees are examined. Topics may include equal employment opportunity, human resource planning, determination of staffing needs, internal and external recruitment strategies, selection interviews, tests and assessment procedures, placement, promotion, transfer policies, and retention strategies.

Prerequisites: HRM 531U.

### **HRM 645U Organization Development and Change**

*Semester hours: 3*

Exploration of organizational change, an ongoing reality in today's organizations. Human resource practitioners need to understand the theories and processes of organizational development and change, in addition to having a robust set of resources, tools and personal capabilities to lead and support change in their organizations. This course will focus on building HR practitioner knowledge and capabilities. Therefore, the course will be taught with a mixture of assigned readings, class discussion, case studies, in-class group exercises, and short lectures.

Prerequisites: HRM 531U

### **HRM 647U Human Resource Information Systems**

*Semester hours: 3*

Application of computer and communications technologies to solving HRM problems, e.g., labor sourcing; employee collaboration, training, and development; knowledge management; managerial decision-making. Use of multimedia, storage, and mobile devices, networks, HRIS database technologies, and collaborative Internet technologies supporting the contemporary workplace.

Prerequisites: HRM 531U.

### **HRM 650U Labor Relations**

*Semester hours: 3*

This course examines the historical relationship between management and labor unions as well as current and future issues facing the labor movement in the U.S. Specific emphasis will be placed on collective bargaining, grievance process, arbitration and negotiation. Differences and similarities between public and private sector labor relations will also be examined as well as comparisons of labor relations in other countries.

Prerequisites: HRM 531U.

### **HRM 657U HRM in the Global Environment**

*Semester hours: 3*

Survey course which introduces students to the impact of the global environment on HRM efforts. Aspects of the course will include strategic positioning in the face of such issues such as outsourcing, worker visas, multi-national companies, cultural differences, and immigration.

Prerequisites: Complete a minimum of 18 hours in the MHRM curriculum to include ECON 507U and HRM 531U before enrolling.

### **HRM 659U Managing Human Capital Risk**

*Semester hours: 3*

Exploration of the management of risk across the organization with a special emphasis on the risks associated with human capital management. The course focuses on the human resource manager's role in enterprise risk management and managing human capital risk.

### **HRM 696U Directed Research**

*Semester hours: 3*

Courses in Directed Research are intended for students who wish to further develop their skills in research. Each student accepted to participate in a Directed Research course will work directly with a full time faculty member on a research project chosen by the faculty member. It is expected that such collaborations between the student and faculty member will lead to notable conference papers, and/or jointly authored research articles. Students will be made aware when Directed Research courses are available via an e-mail announcement from their respective departments. In most cases, one student will be chosen at the undergraduate and graduate level to participate in the course each semester according to faculty availability. Students will be selected based on their writing and research skills and their potential to contribute to the research project. Once chosen to participate in this research opportunity, his/her academic advisor will assist the student in registering for the course. Each student who is chosen to participate in the Directed Research opportunity will receive three credits hours in his or her academic program, which can then be used toward the requirements for graduation. Please contact your academic advisor for further information.

Prerequisites: HRM 531U, and students must be in their second year of graduate study with a minimum GPA of 3.25 or above. Departmental approval is required.

### **HRM 697U Strategy and Policy**

*Semester hours: 3*

A capstone master's level course which uses a case study approach to integrate the skills and knowledge obtained within the curriculum to solve real HRM problems. Emphasis will be placed on developing effective strategy and policy from a senior managerial perspective.

Prerequisites: Complete a minimum of 18 hours in the MHRM curriculum to include ECON 507U and HRM 531U before enrolling.

### **HRM 699U Independent Study**

*Semester hours: 1-6*

## **Humanities (HUM)**

### **HUM 300U Applied Ethics**

*Semester hours: 3*

Examination of ethical choices, omissions, dilemmas and crises faced by individuals and organizations in the nonprofit, government, corporate, media, technology, environmental, and sports sectors. Use of ethics theories and the law as a framework to analyze case studies. This course will foster skills in ethical reasoning by encouraging students to analyze critically the consequences of individual and collective actions.

Prerequisites: ENGL 201U

### **HUM 313U Career and Life Development**

*Semester hours: 3*

Exploration of adult development and career topics to help students better understand how to successfully plan their lives. Focuses on stages of adulthood and transitions, skills assessments, career management strategies, life balance, and goal setting.

### **HUM 346U The History of Human Expression**

*Semester hours: 6*

Examination of the arts in their wide variety: visual, literary, plastic and melodic.

### **HUM 398U Selected Topics**

*Semester hours: 1-6*

### **HUM 598U Selected Topics**

*Semester hours: 1-6*

### **HUM 599U Independent Study**

*Semester hours: 1-6*

## **Interdisciplinary Studies (IDST)**

### **IDST 301U The Realm of Ideas I: Context and Chronology**

*Semester hours: 3*

An introduction to selected major ideas in ancient and modern world history, including philosophies, systems of belief, political ideologies, and concepts of social order; institutions through which the ideas have been manifested and implemented; methodologies used in the academic disciplines examined.

### **IDST 302U The Realm of Ideas II: Self, Society and Science**

*Semester hours: 3*

An introduction for liberal arts majors to important ideas in selected modern natural and social sciences, and methodologies used in their study and application.

### **IDST 303U The Realm of Ideas III: Human Expression**

*Semester hours: 3*

An introduction for Liberal Arts majors to important themes in selected significant movements in world literatures and arts; the methodologies used in their study and application.

### **IDST 304U Understanding Culture and Language I**

*Semester hours: 3*

Understanding Language and Culture I is designed to offer students an examination of the importance of language as the most critical component of a peoples' common culture and the key to understanding it. In the context of our pluralistic American society and the rapid globalization



taking place in today's world such understanding of the relationship between language and the perspectives, practices, and products of cultures is increasingly important politically, economically, and socially.

**IDST 305U Understanding Culture and Language II**

*Semester hours: 3*

Understanding Language and Culture II is designed to offer students an examination of the importance of language as the most critical component of a peoples' common culture and the key to understanding it. In the context of our pluralistic American society and the rapid globalization taking place in today's world such understanding of the relationship between language and the perspectives, practices, and products of cultures is increasingly important politically, economically, and socially.

**IDST 306U Understanding Culture and Language**

*Semester hours: 6*

Understanding Language and Culture is designed to offer students an examination of the importance of language as the most critical component of a peoples' common culture and the key to understanding it. In the context of our pluralistic American society and the rapid globalization taking place in today's world such understanding of the relationship between language and the perspectives, practices, and products of cultures is increasingly important politically, economically, and socially.

**IDST 310U The Examined Life**

*Semester hours: 6*

Exploring human behavior and the uniqueness of the human condition.

**IDST 395U The Realm of Ideas IV: Capstone Seminar for Liberal Arts Majors**

*Semester hours: 3*

The capstone seminar for the Liberal Arts major: The culminating academic experience for liberal arts majors; emphasis on demonstrating through a substantive paper understanding of the connections among the liberal arts; also emphasis on relevant experiential learning opportunities.

Prerequisites: IDST 303U

**IDST 398U Selected Topics**

*Semester hours: 1-6*

**IDST 399U Independent Study**

*Semester hours: 1-6*

**IDST 495U Capstone Course: Senior Seminar**

*Semester hours: 6*

Capstone course for Weekend College.

**IDST 598U Selected Topics**

*Semester hours: 1-6*

**IDST 599U Independent Study**

*Semester hours: 1-6*

## **International Studies (ISTY)**

### **ISTY 301U Understanding the Global Village**

*Semester hours: 6*

Interdisciplinary course focusing on the trends in an increasingly interdependent yet fragmented world.

### **ISTY 399U Independent Study**

*Semester hours: 1-6*

## **Information Systems (ISYS)**

### **ISYS 198U Selected Topics**

*Semester hours: 1-3*

### **ISYS 301U Global Telecommunications Tech and Policy**

*Semester hours: 4*

Junior-level course in computer network communications external to organizations. Fundamental coverage of computer connectivity, data communication standards, telecommunication standards and methods, and data transfer requirements. Additional topics include transmission techniques, network interfacing, OSI model, PC and network server hardware and software, telephone systems, wide area networks. Emphasis on business and regulatory issues, and telecommunications challenges for multinational firms, as well as information and network security.

Prerequisites: College writing and mathematics, and foundation coursework or experience in IT.

### **ISYS 302U Local Area Networks**

*Semester hours: 4*

Junior-level course on concepts of shared and switched media local area networking including Ethernet (802.3), and Wireless (802.11). Topics include LAN definition, use, topologies, media, standards, network interface cards, protocols, repeaters, hubs, bridges, switches, and routers. Discussions include network design, the OSI Model, design rules, component selection, administration, management and TCP/IP. Students may present research projects on various networking topics.

Prerequisites: College writing and mathematics and foundation course work or experience in IT.

### **ISYS 303U IT Security**

*Semester hours: 3*

The study of computer and network security threats, prevention and response, from technology and management perspectives. Development of security plans and architectures reflecting organizational requirements.

Prerequisites: ISYS 302U or LAN background/experience.

### **ISYS 305U Collaborative Project Planning and Control**

*Semester hours: 1*

Course provides an introduction to project planning and control, as well as constraints encountered when collaboratively managing projects. Project planning processes such as developing project charters, scope statements and work breakdown structures are discussed.

Covers how stakeholders can improve project management efficiency using collaborative software. Conducted using discussion, workbook assignments, homework and individual course project.

### **ISYS 306U Systems Analysis and Design**

*Semester hours: 3*

Methods and techniques necessary for conducting systems project, from feasibility analysis and specification of functional requirements through system implementation and evaluation. Includes participation in one or more systems design projects.

Prerequisites: College writing and mathematics and foundation course work or experience in IT.

### **ISYS 308U Digital Forensics**

*Semester hours: 3*

Provides theoretical and practical foundations necessary to perform digital forensic investigations through hands-on use of industry standard tools, tactics, and techniques. Uses real world laboratory exercises to demonstrate practical use of tools and techniques, analysis and interpretation. Topics include Legal and Ethical issues, Evidence Acquisition and Handling, Disk Analysis and File Recovery, Windows Artifact Analysis, Brower Forensics, Network Forensics, and Memory Forensics.

Prerequisites: ISYS 302U

### **ISYS 311U Database Design/Business Intelligence**

*Semester hours: 4*

Junior-level course in logical and physical design of database systems: rules of normalization in data modeling, SQL programming, and physical design issues impacting the I/O performance of commercial-level database management systems in Oracle. Introduction to data warehousing and business intelligence tools for corporate decision-making using Oracle Discoverer.

Prerequisites: College writing and mathematics and foundation course work or experience in IT.

### **ISYS 312U Predictive Analytics**

*Semester hours: 3*

Explores concepts in data management, processing, statistical computing, and dynamic visualization. The purpose of predictive modeling is to be able to predict the behavior of new data. Participants are introduced to managing and analyzing data for purposes of extracting useful information and providing actionable forecasting. Activities include importing and exporting, cleaning and fusing, modeling, analyzing and synthesizing complex datasets using data analytics techniques. Linear regression is used to build models for predicting responses.

Prerequisites: MATH 265U or Linear Algebra, ENGL 201U.

### **ISYS 314U Data Visualization**

*Semester hours: 3*

Introduction to data visualization, with emphasis placed upon applied projects and issues. The goal of the course is developing the ability to turn data into descriptive graphics. Participants will design and create data visualizations based on available data and goal. Students will use data visualization tools, and will be introduced to data visualization evaluation.

Prerequisites: ENGL 201U

### **ISYS 315U Big Data Analytics**

*Semester hours: 3*

Provides competencies to handle and use data sets too large for relational databases. Uses the enterprise environment to capture data from new sources, relate the data to existing datasets and provide answers to business questions with improved accuracy and efficiency. Develops skills to define and frame a question, select a data source, conduct an analysis, and interpret, visualize and communicate the results. Develops the ability to understand the business intelligence landscape by discussing big data, as well as current and emerging shifts in the marketplace and technology.

Prerequisites: ISYS 311U

### **ISYS 350U History of IT**

*Semester hours: 3*

Study of information technology from its earliest origins to present-day computer-based information technology systems. Types and evolution of methods of conveying information in all its forms will be covered. Lectures and group discussions will be used to provide opportunities for students to present their discoveries of various aspects of information technology from an historical perspective.

### **ISYS 355U Computer Programming in Java**

*Semester hours: 4*

Concepts of structured and object-oriented programming, including data types, control structures, methods, arrays, strings, file operations, classes, and inheritance. Emphasis on effective programming skills to promote software reusability, reliability, and maintainability. Windows environment.

Prerequisites: MATH 103U, college algebra or higher, or programming experience.

### **ISYS 360U Electronic Commerce**

*Semester hours: 3*

Introduction to electronic commerce terms, definitions, and concepts. Technological and strategic business aspects of successful e-commerce. Evaluation of e-commerce applications and the vital role they play in modern business practice. Students develop a business proposal for a commercial web site.

Prerequisites: College writing and mathematics, and foundation course work or experience in IT.

### **ISYS 365U Cloud Computing: Infrastructure and Services**

*Semester hours: 3*

Overview of cloud computing concepts and capabilities across various service models. Familiarizes students with use of vendor maintained applications and processes, and covers security and other challenges associated with cloud computing. Students learn how to configure and program cloud services, develop cloud-based software applications, and leverage technologies to build comprehensive end-to-end solutions on the cloud.

Prerequisites: ISYS 302U

### **ISYS 370U Introduction to Ethical Hacking and Pen Testing**

*Semester hours: 3*

Provides analysts and managers with the competencies necessary to conduct and manage offensive IT security, through actual use of techniques and tactics used to simulate hacker and

threat agent activity. Use of these methodologies to ethically test the efficacy of enterprise security systems and controls is discussed. Penetration testing, adversarial threat simulation, social engineering and IT security assessment topics are explored in detail. Includes practical exercises culled from real world security assessments.

Prerequisites: ISYS 302U

### **ISYS 375U IT Control and Audit**

*Semester hours: 3*

Overview of information technology (IT) control and auditing. Topics include assurance, security, control and audit with a focus on corporate IT governance frameworks. Control Objectives for Information and Related Technology (COBIT) framework used in auditor certification is examined in detail. Covers the roles and responsibilities of the information security auditor, discusses topics students need to become certified auditors, and helps them prepare for certification. Effects of emerging technology, such as cloud computing and server virtualization, are discussed in the context of the information systems audit.

### **ISYS 398U Selected Topics**

*Semester hours: 1-6*

Selected topics in Information Systems

### **ISYS 399U Independent Study**

*Semester hours: 1-6*

Independent studies in Information Systems.

### **ISYS 450U Project Management**

*Semester hours: 3*

Practical and theoretical foundation for IT project management. Concepts and techniques for evaluating business strategies and developing projects to align with strategic plans. Project planning and estimation, scheduling, staffing and teamwork, costing and budgeting, managing change. Use of computerized tools for project management, resource tracking, and reporting.

Prerequisites: ENGL 201U or equivalent.

### **ISYS 490U Managing IT**

*Semester hours: 3*

Analysis of case studies focusing on the real-life successes and failures of organizations as they manage situations impacted by information technology. Students take on the role of manager, consultant or other decision maker to identify strengths, weaknesses, opportunities and threats, and propose actionable solutions to resolve problems. Case studies cover a broad range of current information technology topics as well as business issues, technical issues and project management issues.

Prerequisites: ENGL 201U or equivalent.

### **ISYS 491U IT Security Planning/Risk Management**

*Semester hours: 3*

Exploration of digital security from a holistic, enterprise view. Threat and vulnerability assessment and analysis, planning and administration are discussed in detail. Techniques and strategies for risk mitigation are discussed in organizational terms. Processes for completion of

comprehensive enterprise security plans using risk management techniques and methodologies are investigated.

Prerequisites: ENGL 201U or equivalent

### **ISYS 492U Consulting and Design of Online Systems**

*Semester hours: 4*

This course is intended to help students develop necessary consulting skills for the preparation, design and use of online business information systems. It is typically taken in the student's final year of study. The course ties together previous courses in the Information Technology Management Program, helping participants understand all aspects of consulting and design through a complete management information systems design project. Participants work as a team to complete the systems design project with a real-world client, leading to a comprehensive requirements document.

Prerequisites: Department approval required. ISYS 450U or ISYS 306U required. 12 semester hours in ISYS preferred. ENGL 201U preferred for degree-seeking undergraduate students.

## **Journalism (JOUR)**

### **JOUR 399U Independent Study**

*Semester hours: 1-6*

## **Legal Assistant/Paralegal Studies (LA)**

### **LA 301U Introduction to Paralegal Studies**

*Semester hours: 3*

The role of the paralegal and how law offices are managed. Introduction to the judicial system, contract law, torts, criminal law, corporate law, real property, family law, estate planning, legal research, legal writing, litigation, and paralegal ethics.

### **LA 302U The Judicial System**

*Semester hours: 3*

Structure and meaning of courts and their jurisdiction, procedure, and appeal; history and introduction to judicial process.

### **LA 303U Legal Research**

*Semester hours: 3*

Law libraries and basic legal research methods; where and how to gather information.

### **LA 304U Legal Writing**

*Semester hours: 3*

Legal terminology and writing styles, case analysis, development of analytical skills, exercises in legal composition and drafting.

Prerequisites: LA 303U.

### **LA 306U Litigation**

*Semester hours: 3*

It is NOT like television! A reality check on what real litigation looks like, this course provides an introduction to the field of litigation. Covers organization of the generic law office, fact investigation, flow of litigation, court system, commencement and defense of a law suit,

discovery, evidence, motions practice, trial and trial preparation. Also touches on settlement and post-trial practice.

### **LA 310U Real Estate**

*Semester hours: 3*

Land and its elements; law of fixtures; types of easements and how they are created; acquisition of title and other interest in real estate property by deed, will, inheritance and adverse possession; co-ownership and marital rights; the legal and practical matters of real estate contracts for residential, commercial and construction transactions; plats of survey and legal descriptions; form and substance of deeds; recording priorities; and title examination and title insurance.

### **LA 312U Family Law**

*Semester hours: 3*

This course will cover all areas of family law, including marriage, divorce, annulment, division of property, child custody and support, spousal support and adoption.

### **LA 313U Evidence**

*Semester hours: 3*

In-depth study of selected Rules of Evidence and overview of Code of Professional Responsibility (Ethics).

Prerequisites: LA 306U.

### **LA 315U Torts**

*Semester hours: 3*

Rooted in the blood feud, tort law remains one of the most active areas in the law. Provides an overview of tort law, the tort case, and the three broad areas of intentional torts, negligence, and strict liability (with a focus on the elements of negligence). Also explores products liability, defamation, misrepresentation, malpractice and nuisance.

### **LA 316U Contract Law**

*Semester hours: 3*

Law of formation, legal construction, execution, and enforcement of and remedies under contracts.

### **LA 320U Environmental Law**

*Semester hours: 3*

Survey of issues involved in the field through examination of major cases that have shaped the implementation of major federal environmental statutes since their passage beginning in the 1960s. Topics covered include the common law basis for environmental protection, constitutional and statutory authority to protect the environment, standing to bring environmental cases, the rules of judicial review, and substantive issues involving major environmental statutes and their implementing regulations. The cases are predominantly federal, but Virginia cases are used where appropriate.

### **LA 321U Criminal Law**

*Semester hours: 3*

Addresses substantive knowledge, practical skills and competencies and ethical guidelines needed to work in criminal law area.

### **LA 323U Elder Law**

*Semester hours: 3*

Concerns legal issues associated with the elderly client. Emphasizes the various legal issues encountered in an elder law practice, including the legal documents and forms normally required to address the legal needs of the elderly client.

### **LA 325U Wills, Trusts and Estates**

*Semester hours: 3*

As Benjamin Franklin is quoted as having said, two things in life are certain... death and taxes. Recognizing the truth of that statement, this course will cover the following topics: the purpose and need for a Will; the classification and definitions of property; the meaning and ramifications of Testate and Intestate Estates; the legal requirements for a Will; the preparation and drafting of Wills; Advance Directives; Planning for non-traditional families; the elements and purposes of Trusts; specialized Trust and gifts; the Executor or Administrator; Estate administration; tax consideration in estate administration; Probate; and, Ethics associated with an Estate Planning legal practice. There will be numerous real life examples and Virginia practice resources provided throughout the study.

### **LA 398U Selected Topics**

*Semester hours: 1-6*

### **LA 399U Independent Study**

*Semester hours: 1-6*

## **Law (LAW)**

### **LAW 300U Business Law**

*Semester hours: 3*

Principles of law relating to legal problems encountered in work environment, including contracts, business organizations, and secured transactions.

### **LAW 303U Constitutional Law**

*Semester hours: 3*

Examination of the U.S. Constitution, the U.S. Supreme Court and the major decisions of the Court rendered on issues including free speech, search and seizure and other police powers, war powers, property rights, civil rights, right to bear arms, separation of church and state, separation of powers among branches of the federal government, impeachment and other significant areas.

### **LAW 304U First Amendment Law**

*Semester hours: 3*

An overview and analysis of the laws protecting freedom of speech, religion, the press and privacy.

### **LAW 310U Great Trials in American History**

*Semester hours: 3*

This class investigates the great trials of the American judicial system in an effort to explore the emergence of the current justice system, including the development of trial record keeping, strategy and skills; the effect of the contemporary culture on the outcome of trial proceedings; and the divisive impact of some trials on the population of the United States. We will observe the



impact of child testimony, media influence, jury bias, political influence and religious beliefs in the courtroom. The course will also consider the great orators in American law and their influence on trial outcomes and the development of the justice system.

### **LAW 315U Social Media Law and Ethics**

*Semester hours: 3*

Overview of federal and state laws, regulations and policies, and ethical considerations regarding individual, non-profit and private sector use (and abuse) of social media. Given the scope of the topic, the course will include topics concerning intellectual property, business, employment, privacy, constitutional and advertising law.

### **LAW 322U Employment Law and Policy**

*Semester hours: 3*

Survey of federal and state statutes and laws that govern the employment relationship. Covers topics such as establishing the employment relationship, discharge of employees, employee discrimination, wages, hours, and benefits, conditions of employment, occupational safety and health, and other topics.

### **LAW 325U CyberLaw**

*Semester hours: 3*

Overview of federal and state laws, regulations and policies regarding operation and security of the Internet. Includes copyright, e-commerce and privacy issues.

### **LAW 398U Selected Topics**

*Semester hours: 1-6*

### **LAW 399U Independent Study**

*Semester hours: 1-6*

## **Leadership Studies (LDSP)**

### **LDSP 200U Introduction to Leadership Studies**

*Semester hours: 3*

Introduction to history and theory of leadership, to critical thinking and methods of inquiry as they bear on subject of leadership, to ethics of leadership, to basic leadership competencies, to relevant leadership contexts, and to leading groups and individuals.

### **LDSP 278U Communication in Leadership**

*Semester hours: 3*

Applied course to aid in the personal development of listening, writing, and speaking skills. Examination of leadership communication in organizational, group, and public contexts. Students will analyze their personal leadership styles and develop leadership communication skills through team projects and classroom exercises.

Prerequisites: LDSP 200U.

### **LDSP 302U Leadership and Ethical Action and the Law**

*Semester hours: 3*

Examines current ethical issues such as privacy, legal dilemmas, work place ethics, and trends in corporate and governmental ethics. Applied ethics course where students will attempt to resolve ethical dilemmas faced by leaders in specific situations common to various work place

environments. Focus on understanding ethical meanings, contexts, paradigms, and models associated with executive decision making. Emphasizes critical thinking, and oral and written communication skills as students read, analyze, debate in small groups, and make formal presentations.

Prerequisites: LDSP 200U.

### **LDSP 310U Leadership and Ethical Decision Making**

*Semester hours: 6*

Role of leader in commerce and service is examined.

### **LDSP 348U Leadership, Conflict Management and Group Dynamics**

*Semester hours: 3*

Examines the factors that contribute to the performance of effective groups. This includes exploring the kinds of interactions and human experiences typical in organizations and groups, how those interactions and experiences can facilitate achieving collective ends, and how they can impede accomplishing those ends. In addition, the causes of conflict and conflict-resolution strategies are covered via experiential exercises and research projects.

Prerequisites: LDSP 200U.

### **LDSP 358U Historical Perspective of Leadership**

*Semester hours: 3*

Analyzes leadership through the centuries by examining well-known leaders throughout history. Discusses the evolution of leadership thought through the ages. In addition, the role of long-term social, political, economic forces will be examined. Emphasis will be on application to actual leaders within their respective contexts.

Prerequisites: LDSP 200U.

### **LDSP 368U Leadership in the Global Environment**

*Semester hours: 3*

Explores leadership within a global context weighing issues such as culture, laws, language, and other differences. This course provides practical insights into leadership in the global environment. Topics covered include an analysis of global leading across cultures in modern societies.

Prerequisites: ENGL 201U

### **LDSP 398U Selected Topics**

*Semester hours: 3*

### **LDSP 478U Strategic Thinking for Leaders**

*Semester hours: 3*

Provides the necessary skills for the individual to begin thinking more strategically about their respective industries. This course provides an understanding of how strategic thinking relates to design, planning and implementation of strategies and tactics meant to accomplish the organization's goals and objectives.

Prerequisites: LDSP 200U.

### **LDSP 499U Post-Baccalaureate Practicum**

*Semester hours: 1*

This practicum is an integrated directed study in the subject of the certificate program. Under the supervision of a faculty member, students will explore a common theme present in three or more of their courses through preparation of either a professionally significant project or a major paper suitable for professional use under the supervision of a faculty member.

## **Mathematics (MATH)**

### **MATH 103U Finite Mathematics**

*Semester hours: 3*

Logical thinking and problem-solving using sets, logic, numeration and mathematical systems, real number system, algebra, counting methods.

Prerequisites: ENGL 201U (may be taken concurrently) or equivalent

### **MATH 105U Foundations of Mathematics**

*Semester hours: 3*

Fundamentals of algebraic and geometric methods supporting data analysis for decision-making in social sciences, life sciences, and business. Course builds on material presented in MATH 103U including algebra, geometry and basic statistics.

Prerequisites: MATH 103U or higher.

### **MATH 140U Algebra with Applications**

*Semester hours: 3*

Sets, functions, exponents, logarithms, matrix algebra, systems of linear equations, inequalities, binomial theorems, sequences, series, complex numbers and linear programming.

Prerequisites: Departmental approval required.

### **MATH 150U Pre-calculus and Trigonometry**

*Semester hours: 3*

Concepts and applications of algebra and trigonometry. Topics include graphics, transformations and inverses of functions, linear, exponential, logarithmic, power, polynomial, rational and trigonometric functions.

Prerequisites: College algebra or departmental permission.

### **MATH 265U Applied Statistics**

*Semester hours: 3*

Fundamentals of statistical methods supporting data analysis for decision-making in social sciences, life sciences, and business. Descriptive statistics measuring central tendency and dispersion, basic probability, random variables, sampling distributions and statistical inference, confidence intervals, hypothesis testing, regression and correlation.

Prerequisites: MATH 103U or higher recommended.

### **MATH 270U Applied Calculus**

*Semester hours: 3*

Course content includes limits, continuity, differentiation, partial differentiation and integration of single and multi-variable functions with applications to managerial, life and social sciences.

Prerequisites: Pre-calculus or permission of the instructor.

### **MATH 300U Critical Thinking and Analysis**

*Semester hours: 3*

Analysis of quantitative and qualitative data for decision-making in the business, law, governmental, and non-profit sectors. Application of common algebra, statistics, and basic calculus to solve common classes of problems.

Prerequisites: MATH 103U, Finite Mathematics, or college algebra or higher.

### **MATH 307U Quantitative Methods in Social Science**

*Semester hours: 3*

This course introduces the skills needed in order to analyze data pertaining to the HRM field such as retention patterns, compensation differences, performance measurements, etc. Topics covered will include descriptive statistics as well as regression and analysis of variance. Focus will be placed on finding answers to HRM questions and problems using a quantitative approach.

### **MATH 398U Selected Topics**

*Semester hours: 1-6*

### **MATH 399U Independent Study**

*Semester hours: 1-6*

## **Management (MGMT)**

### **MGMT 341U Principles of Management**

*Semester hours: 3*

Fundamentals of management emphasizing application of scientific methods to solution of business problems; illustrations from various types of organizations, including manufacturing and service industries, government, charitable, and other social institutions.

### **MGMT 342U Managing Business Processes**

*Semester hours: 4*

Analysis, design, control, and improvement of business processes producing goods and services in business, legal, government, and non-profit organizations. Quantitative metrics and models to analyze operations, plan capacity, manage bottlenecks, and improve process flow rates for improved financial results. Cases and problems in process analysis, statistical process control, inventory, waiting lines, lean operations.

Prerequisites: MATH 103U (finite math) or higher.

### **MGMT 345U Business Literacy**

*Semester hours: 6*

Providing an overview of the issues facing those involved in domestic and international commerce.

### **MGMT 398U Selected Topics**

*Semester hours: 1-6*

## **Marketing (MKT)**

### **MKT 321U Marketing**

*Semester hours: 3*

Activities by which the planning and exchange of ideas, goods, and services are explained from inception to final consumption. Analysis of markets and their environments, development of marketing strategy, evaluation and control of marketing programs.

## **Master of Liberal Arts (MLA)**

### **MLA 500U Methods and Themes in Liberal Studies**

*Semester hours: 3*

This core course will provide an overview of modes of inquiry, analysis and research particular to at least two of the following fields of study: Historical Studies, Literary Studies, Social Analysis, and the Visual and Performing Arts. A special theme (which may vary from term to term) will provide focus for the practical application of these methodologies. It will also emphasize writing skills, relevant computer technologies and library use. Topics vary from semester to semester. This course may be repeated, with the approval of the Coordinator, for credit.

### **MLA 506U Humanities Seminar**

*Semester hours: 3*

An interdisciplinary graduate seminar in the humanities. Topics vary from semester to semester. May be repeated for credit.

### **MLA 507U Social Sciences Seminar**

*Semester hours: 3*

An interdisciplinary graduate seminar in the social sciences. Topics vary from semester to semester. May be repeated for credit.

### **MLA 508U Science Seminar**

*Semester hours: 3*

An interdisciplinary graduate seminar in science. Topics vary from semester to semester. May be repeated for credit.

### **MLA 510U Great Trials in American History**

*Semester hours: 3*

This class investigates the great trials of the American judicial system in an effort to explore the emergence of the current justice system, including the development of trial record keeping, strategy and skills; the effect of the contemporary culture on the outcome of trial proceedings; and the divisive impact of some trials on the population of the United States. We will observe the impact of child testimony, media influence, jury bias, political influence and religious beliefs in the courtroom. The course will also consider the great orators in American law and their influence on trial outcomes and the development of the justice system.

### **MLA 550U History of IT**

*Semester hours: 3*

The study of information technology from its earliest origins to present-day computer-based information technology systems. The types and evolution of methods of conveying information in all its forms will be covered. Lectures and group discussions will be used to provide opportunities for students to present their discoveries of various aspects of information technology from an historical perspective.

**MLA 570U Independent Research**

*Semester hours: 1-3*

**MLA 598U Selected Topics**

*Semester hours: 1-6*

**MLA 599U Seminar in Liberal Arts**

*Semester hours: 3*

Discussion of selected readings designed to assist student's drawing meaningful closure to the MLA program. Each student will develop a final project growing out of theme, interest or topic that has served to integrate student's program. Sharing of preparation and results of the projects will be an essential component of the course.

**Music (MUS)**

**MUS 111U Appreciation of Music**

*Semester hours: 3*

For general student. Introduction to listening; present-day repertory and its historical development.

**MUS 398U Selected Topics**

*Semester hours: 1-6*

**MUS 598U Selected Topics**

*Semester hours: 1-6*

**MUS 599U Independent Study**

*Semester hours: 1-6*

**Nonprofit Studies (NPS)**

**NPS 501U Understanding the Nonprofit Sector**

*Semester hours: 3*

Focuses on the origins, size, scope and composition of the nonprofit sector; operational issues encountered in the management of nonprofits; and the development of strategic solutions to manage and move the sector forward. Topics include theory, public policy, advocacy, management, collaboration, culture, strategy and innovation.

**NPS 520U Financial Management and Budget Development**

*Semester hours: 3*

Focuses on assessing financial performance, establishing policies for fiscal accountability, financial management, including budgeting, resource development, outcomes measurement, assessment, technology, and capital project analysis.

**NPS 530U Law, Ethics and Governance**

*Semester hours: 3*

Examines legal and ethical issues as they apply to nonprofit organizations.

Prerequisites: NPS 501U

**NPS 540U Resource Development and Promotion**

*Semester hours: 3*

Provides a comprehensive examination of all major components of marketing strategy and their integration to build awareness of the nonprofit services and support for fundraising. Examines the policies, concepts and methods of marketing communication and fundraising including major gifts, annual giving, planned giving, comprehensive campaigns, stewardship and strategy.

Prerequisites: NPS 501U

**NPS 550U Strategic Human Resource Management**

*Semester hours: 3*

A comprehensive overview of how to strategically align an organization with a defined mission; focusing on partnerships with the board, staff, collaborative partners, and volunteers. Includes organizational assessments, leadership assessment, and HR management strategies for future sustainability and growth.

Prerequisites: NPS 501U

**NPS 562U Assessment and Program Evaluation**

*Semester hours: 3*

Provides an introduction and overview to the tools necessary to assess and evaluate programs in the nonprofit sector.

Prerequisites: NPS 501U

**NPS 566U Public Policy and Advocacy**

*Semester hours: 3*

Explores public policy and the policy making process as it relates to the nonprofit sector, including from a comparative perspective. Includes an examination of advocacy and lobbying.

Prerequisites: NPS 501U

**NPS 570U Program Design and Proposal Writing**

*Semester hours: 3*

Exploration and use of the tools of systematic inquiry to analyze social problems, design effective interventions, and develop successful funding proposals. Emphasizes skill development through applied projects. Links program design and evaluation to proposal writing as critical aspects of nonprofit management and development processes. Examines stakeholder engagement, leadership, decision making, strategic planning, and theories of change as key elements of effective programs and proposals.

Prerequisites: NPS 501U

**NPS 571U Social Entrepreneurship**

*Semester hours: 3*

Interdisciplinary exploration of the field of social entrepreneurship and the structures used by social entrepreneurs to affect change.

Prerequisites: NPS 501U

**NPS 577U Grant and Proposal Writing**

*Semester hours: 3*

Seeking funding from government and private foundations is highly competitive and requires both skill and art. This course will provide the background necessary to develop competitive funding proposals by exposing students to the basic skills, principles, and techniques of grant and proposal writing along with an overview of the funding process.

Prerequisites: NPS 501U

### **NPS 590U Integrative Seminar**

*Semester hours: 3*

Integrative seminar with community-based learning project (or critical issues facing nonprofits). This course integrates the skills and knowledge obtained within the curriculum.

Prerequisites: NPS 501U and NPS 520U

### **NPS 598U Selected Topics**

*Semester hours: 1-6*

Selected topics in nonprofit studies.

Prerequisites: NPS 501U and NPS 520U

### **NPS 599U Independent Study**

*Semester hours: 1-3*

Independent study in nonprofit studies.

Prerequisites: NPS 501U and NPS 520U

## **Public Administration (PBAD)**

### **PBAD 338U Decision Making in Public Administration**

*Semester hours: 3*

Assists student to recognize decision-making process in public management/administration and to develop techniques to ensure timely decisions with accountability for action. Emphasis on determining methods of controlling administrative decisions within an organization while fostering atmosphere that allows decision making at appropriate level of organization.

### **PBAD 398U Selected Topics**

*Semester hours: 1-6*

### **PBAD 399U Independent Study**

*Semester hours: 1-6*

## **Public Relations (PBRL)**

### **PBRL 398U Selected Topics**

*Semester hours: 1-6*

### **PBRL 399U Independent Study**

*Semester hours: 1-6*



## **Philosophy (PHIL)**

### **PHIL 302U Thinking About the Paranormal**

*Semester hours: 3*

A recent Gallup Poll shows that about three in four Americans hold some paranormal belief - in at least one of the following: extrasensory perception, haunted houses, ghosts, mental telepathy, clairvoyance, astrology, communicating with the dead, witches, reincarnation, and channeling. How reasonable are these beliefs? Can they be supported or discounted via modern science or are they purely a matter of faith or personal opinion? What makes one belief or explanation more reasonable than another? Is it immoral to hold beliefs that are not supported by strong evidence? This course examines these and other questions.

### **PHIL 303U Beyond Death**

*Semester hours: 3*

Is there any evidence to support claims of life after death? This course will begin with a critical examination of some of the purported evidence, based on claims of: Reincarnation, Mediumship, and Near Death Experiences. Philosophical underpinnings of the question will also be studied: What could count as evidence of life after death? What specifically about ourselves do we believe (or want to believe) survives death? What is a human soul? Finally, an examination of the psychological and moral implications of the belief in life after death will be made: Is it necessary or helpful for alleviating anxiety concerning death? Is there anything morally wrong with maintaining beliefs that are not supported by empirical evidence? Is belief in immortality necessary for a meaningful life?

### **PHIL 304U Asian Philosophy**

*Semester hours: 3*

Introduces some of the methods, issues, and theories associated with major Asian philosophical religious systems, focusing on Hinduism, Early Buddhism, Taoism, and Zen Buddhism. Addresses issues such as the nature of the sacred; the relationship between the Sacred and the self, life and death, happiness and meaning; and morality. Compares and contrasts approaches and answers to these issues between these traditions, as well as between these systems and "Western" philosophy and religion.

### **PHIL 305U The Problem of Evil**

*Semester hours: 3*

Traditionally in western philosophy of religion, the problem of evil is the problem of reconciling the existence of evil (or suffering) in the world with the existence of an omniscient (all-knowing), omnipotent (all-powerful) and omnibenevolent (all-good) God. Proponents of the problem assert: if God exists and has all these attributes, then there would be no evil; yet evil (i.e., tremendous suffering) clearly exists. In this course, we will examine various versions of this problem as well as various traditional and contemporary responses to it. Moreover, since the problem of reconciling evil/suffering with a conception of "the Sacred" extends beyond monotheism, we will also examine approaches to this general and deep problem from other major world religions.

### **PHIL 306U Religion and Science: Examining Big Questions**

*Semester hours: 3*

Throughout history, humans have appealed to religion to understand the universe and our place in it. In the eyes of many, modern science has taken over this role. But, are science and religion locked in a mortal struggle, or are they completely separate domains of the human experience, or are there actually points of concordance between the two? This course examines the relationship between religion and science, exploring the apparent conflicts in their methodologies and answers to life's biggest questions, including: the origin of everything, the nature of the self, the prospects of life after death, the existence of nature of the "Sacred," the foundation of morals, the essence of a "meaningful life," and the role of faith and reason in our lives.

### **PHIL 398U Selected Topics**

*Semester hours: 1-6*

### **PHIL 502U Thinking About the Paranormal**

*Semester hours: 3*

A recent Gallup Poll shows that about three in four Americans hold some paranormal belief - in at least one of the following: extrasensory perception, haunted houses, ghosts, mental telepathy, clairvoyance, astrology, communicating with the dead, witches, reincarnation, and channeling. How reasonable are these beliefs? Can they be supported or discounted via modern science or are they purely a matter of faith or personal opinion? What makes one belief or explanation more reasonable than another? Is it immoral to hold beliefs that are not supported by strong evidence? This course examines these and other questions.

### **PHIL 503U Beyond Death**

*Semester hours: 3*

Is there any evidence to support claims of life after death? This course will begin with a critical examination of some of the purported evidence, based on claims of: Reincarnation, Mediumship, and Near-Death Experiences. Philosophical underpinnings of the question will also be studied: What could count as evidence of life after death? What specifically about ourselves do we believe (or want to believe) survives death? What is a human soul? Finally, an examination of the psychological and moral implications of the belief in life after death will be made: Is it necessary or helpful for alleviating anxiety concerning death? Is there anything morally wrong with maintaining beliefs that are not supported by empirical evidence? Is belief in immortality necessary for a meaningful life?

### **PHIL 504U Asian Philosophy**

*Semester hours: 3*

Introduces some of the methods, issues, and theories associated with major Asian philosophical religious systems, focusing on Hinduism, Early Buddhism, Taoism, and Zen Buddhism. Addresses issues such as the nature of the sacred; the relationship between the Sacred and the self, life and death, happiness and meaning; and morality. Compares and contrasts approaches and answers to these issues between these traditions, as well as between these systems and "Western" philosophy and religion.

### **PHIL 505U The Problem of Evil**

*Semester hours: 3*

Traditionally in western philosophy of religion, the problem of evil is the problem of reconciling the existence of evil (or suffering) in the world with the existence of an omniscient (all-knowing), omnipotent (all-powerful) and omnibenevolent (all-good) God. Proponents of the

problem assert: if God exists and has all these attributes, then there would be no evil; yet evil (i.e., tremendous suffering) clearly exists. In this course, we will examine various versions of this problem as well as various traditional and contemporary responses to it. Moreover, since the problem of reconciling evil/suffering with a conception of "the Sacred" extends beyond monotheism, we will also examine approaches to this general and deep problem from other major world religions.

### **PHIL 506U Religion and Science: Examining Big Questions**

*Semester hours: 3*

Throughout history, humans have appealed to religion to understand the universe and our place in it. In the eyes of many, modern science has taken over this role. But, are science and religion locked in a mortal struggle, or are they completely separate domains of the human experience, or are there actually points of concordance between the two? This course examines the relationship between religion and science, exploring the apparent conflicts in their methodologies and answers to life's biggest questions, including: the origin of everything, the nature of the self, the prospects of life after death, the existence of nature of the "Sacred," the foundation of morals, the essence of a "meaningful life," and the role of faith and reason in our lives.

### **PHIL 598U Selected Topics**

*Semester hours: 1-6*

### **PHIL 599U Independent Study**

*Semester hours: 1-6*

## **Public History (PHIS)**

### **PHIS 521U Introduction to Public History**

*Semester hours: 3*

Course examines the roots and relationships of the academic historical profession in historical societies, museums, archives and governmental institutions. Special emphasis placed on how institutions can collaborate to make the story of the past accessible to the public through media, presentations, exhibits, museums, and other interpretive vehicles and strategies.

### **PHIS 522U Managing Public History Organizations**

*Semester hours: 3*

Course focuses on financial management, legal matters, ethical issues and copyrighting as they apply to those engaged in the dissemination of historical information. Examines the organizational principles involved in developing short-term and long-term project management from conception and organization to execution.

Prerequisites: PHIS 521U

### **PHIS 523U Management of Historical Collections**

*Semester hours: 3*

Seminar designed to outline important issues like the care, acquisition and archiving of historical materials and public assets. Explores how historical record has been impacted by developments in the digital age. Includes a focus on documentary editing and the collection of oral history.

Prerequisites: PHIS 521U

### **PHIS 524U Marketing the Past: Methods of Historical Interpretation and Communication**

*Semester hours: 3*

Course examines the principles, concepts and methods of marketing and public relations as they are related to the promotion and preservation of historical topics and themes. Addresses methods to collect and respond to market data along with an exploration of budgeting models and their political implications. Discusses career options for public historians.

Prerequisites: PHIS 521U

### **PHIS 575U Capstone Course**

*Semester hours: 3*

Course allows students to bring together all that they have learned in the curriculum by applying them to a particular historical field such as European history, world history, American history, Art history, Women's Studies or others. Focuses on the principles of historiography. Options available to students include a primary document based research project to give practical application to skills developed in this course of study. Projects must include the application of historiographical knowledge.

Prerequisites: MLA 500U, PHIS 521U, PHIS 522U

### **PHIS 599U Independent Study**

*Semester hours: 1-6*

## **Physics (PHYS)**

### **PHYS 398U Selected Topics**

*Semester hours: 1-3*

## **Political Science (PLSC)**

### **PLSC 205U Introduction to American Government**

*Semester hours: 3*

A multimedia, high-tech approach to the study of basic roles, structures, and functions of American political institutions; and introduction to American political process.

### **PLSC 207U Virginia Government and Politics**

*Semester hours: 3*

A multimedia, high-tech approach to the study of Virginia government at state, county, municipal, and special district levels emphasizing legislative, executive, and judicial organization; and state politics and intergovernmental relations.

### **PLSC 301U The Rights and Responsibilities of Citizenship**

*Semester hours: 6*

Exploring the history and importance of civic participation in the American tradition. Service learning component.

### **PLSC 302U Modern Conservative Political Theory**

*Semester hours: 3*

An examination of the concepts of modern conservative political philosophy, their importance and influence.

### **PLSC 303U Metropolitan Problems and Politics**

*Semester hours: 3*

Analysis of and practical involvement with major issues affecting metropolitan governments.

**PLSC 398U Selected Topics**

*Semester hours: 1-6*

**PLSC 598U Selected Topics**

*Semester hours: 1-6*

**PLSC 599U Independent Study**

*Semester hours: 1-6*

**Psychology (PSYC)**

**PSYC 101U Introductory Psychology**

*Semester hours: 3*

Scientific principles of behavior. Survey emphasizing psychological methods and research involved in understanding human behavior.

**PSYC 190U Child Psychology**

*Semester hours: 3*

Introduction to biological, social, cognitive, and emotional processes of development during prenatal to preadolescent developmental periods.

women.

**PSYC 302U Psychology of Terrorism**

*Semester hours: 3*

In the past decade, terrorism has emerged as a dynamic force dramatically impacting individuals and social systems. During this course we will review the history of terrorism, seek to understand the radicalization of terrorists, investigate the immediate and long-term reactions to acts of terrorism and explore the social and psychological implications of the war on terrorism.

**PSYC 303U Psychology of Gender**

*Semester hours: 3*

Overview of current theory and empirical research on gender, exploring origins of gender identity and impact of gender on systems, individuals, attitudes, and behavior.

**PSYC 304U Psychology of Relationships**

*Semester hours: 3*

This course in social psychology is designed as an overview of the fundamental areas of the psychology of intimate and non-intimate relationships between people and the effects of these relationships on them. How and why are interpersonal relationships formed? What effects do they have on us? What do individuals do to relationships? Such questions will be explored in the course.

**PSYC 305U Stress and Its Management**

*Semester hours: 3*

Physiological and psychological aspects of stressors and the stress response. Review of principles, research, and methods of stress management.

**PSYC 306U Benign Bigotry: Psychology of Subtle Prejudice**

*Semester hours: 3*

Focuses on social problems concerning diversity and prejudices in today's society. Topics range from racism to gay rights, paying special attention to hostility, bigotry, and prejudice. Explores the feminist movement, racism, and the "neutrality zone," and zeroes in on perceptions of underground prejudice and internal conflicts. Differentiates between societal beliefs and misconceptions that contribute to human behaviors. Investigation includes current research and problems and challenges in today's society.

### **PSYC 307U Psychology of Faith**

*Semester hours: 3*

Study of reflections in faith, personal behavior, and social well-being. Topics include questions that college students encounter in basic psychology class. Is there a connection with faith psychology and other issues that have been taught? This class offers information concerning recent research within the major areas of psychological science and with the values of society. Investigations will be about the ideas of human nature and individual learning. Course will investigate behavior and attitudes and will look at science and spirituality. It will also identify major insights regarding human behavior and attitudes about positive belief systems and their individual intuition concerning their approach.

### **PSYC 308U Psychology of Intuitive Development**

*Semester hours: 3*

Intuition has remained an emerging cloud of mystery for centuries. Whether you have read about intuition from the earliest philosophers or the views of psychologists, it has still remained important in everyday decision making. If it is a gut feeling, a hunch or an inner knowing that can't be explained, this study of the intuitive ability encompasses intelligence and is being recognized as a perception within the body's psycho-physiological system. The psychology of intuitive development demonstrates the subconscious, or "heart intelligence" that can be cultivated and is essential for success in decision making, sensory and analytic process.

### **PSYC 313U Social Psychology**

*Semester hours: 3*

Critical overview of current theory and research in social psychology, with emphasis on conceptual and empirical work on social cognition, social influence, affective processes, attraction, altruism, aggression, and group dynamics.

### **PSYC 327U Organizational Psychology**

*Semester hours: 3*

Examination of industrial/organizational theories and psychological principles as applied to the workplace. Will examine job analysis, the screening, selection, training and development of employees, the performance appraisal process, motivation and job satisfaction, stress, leadership, and organizational development.

### **PSYC 337U Psychological Development Across the Life Cycle**

*Semester hours: 3*

Developmental changes and psycho-biosocial processes from adolescent through adult life.

### **PSYC 338U Forensic Psychology**

*Semester hours: 3*

Forensic Psychology is designed to give students an understanding of the interaction between our legal system and psychology. Roles and responsibilities of forensic psychologists will be examined. Topics covered will include criminal profiling with a focus on serial killers; the insanity defense; criminal competencies; child custody cases; eyewitness and expert testimonies; civil commitment for dangerous offenders; and victimization.

**PSYC 339U Abnormal Psychology**

*Semester hours: 3*

Abnormal Psychology offers students an examination of theories and psychological principles underlying the study of abnormal psychology, the field, research methods, classification models, ethics and legal issues.

**PSYC 340U Getting Away with Murder**

*Semester hours: 3*

Examines deception, manipulation, and malingering within the context of violent and anti-social acts. Emphasizes psychological, social, and biological factors associated with extreme violence among clinical and non-clinical (normal) populations. Explores development of criminal behavior and moral development. Introduces techniques for detecting deception and preventing manipulation.

**PSYC 398U Selected Topics**

*Semester hours: 3*

**PSYC 399U Independent Study**

*Semester hours: 1-6*

**PSYC 502U Psychology of Terrorism**

*Semester hours: 3*

In the past decade, terrorism has emerged as a dynamic force dramatically impacting individuals and social systems. During this course we will review the history of terrorism, seek to understand the radicalization of terrorists, investigate the immediate and long-term reactions to acts of terrorism and explore the social and psychological implications of the war on terrorism.

**PSYC 530U Organizational Psychology**

*Semester hours: 3*

The Organizational Psychology class will allow students to gain a broad understanding of many areas critical to effective human resource management. Further, the graduate level course will allow an in-depth understanding of many social sciences grounded theories and practices as applied to the real-world business setting. The course will help students when faced with real world decisions including: determining selection strategies and selecting valid tools, how to drive performance and development with a performance appraisal tool, how to assess needs and train for results, how to develop and select effective leaders, how to design teams and deal with conflict, how to impact morale through satisfaction and motivation strategies, and how to manage and cope with work-related stress. The ultimate intention of the course is to equip students with the knowledge and tools they will need to positively impact their organizations.

**PSYC 538U Forensic Psychology**

*Semester hours: 3*

Forensic Psychology is designed to give students an understanding of the interaction between our legal system and psychology. Roles and responsibilities of forensic psychologists will be examined. Topics covered will include criminal profiling with a focus on serial killers; the insanity defense; criminal competencies; child custody cases; eyewitness and expert testimonies; civil commitment for dangerous offenders; and victimization. Graduate students will write an 8-10-page research paper on a controversial topic in forensic psychology and will develop and deliver a 15-30 minute presentation to the class on the research paper.

**PSYC 540U Getting Away with Murder**

*Semester hours: 3*

Examines deception, manipulation, and malingering within the context of violent and anti-social acts. Emphasizes psychological, social, and biological factors associated with extreme violence among clinical and non-clinical (normal) populations. Explores development of criminal behavior and moral development. Introduces techniques for detecting deception and preventing manipulation.

**PSYC 598U Selected Topics**

*Semester hours: 1-6*

**PSYC 599U Independent Study**

*Semester hours: 1-6*

**Religious Studies (RELG)**

**RELG 200U Patterns in Religion**

*Semester hours: 3*

Methodologies for study of religion, recurring themes and issues, religious expression in both individual and communal focus.

**RELG 301U The Bible as Literature**

*Semester hours: 3*

An examination of the diverse genres of Biblical literature, viewing passages in historical context to understand the multiple layers of the intended message: period about which written, the time of the writer, and the time of the expected recipient. Within Biblical exegesis, primary emphasis is given to literary and historical criticism.

**RELG 398U Selected Topics**

*Semester hours: 1-6*

**RELG 501U The Bible as Literature**

*Semester hours: 3*

An examination of the diverse genres of Biblical literature, viewing passages in historical context to understand the multiple layers of the intended message: period about which written, the time of the writer, and the time of the expected recipient. Within Biblical exegesis, primary emphasis is given to literary and historical criticism.

**RELG 598U Selected Topics**

*Semester hours: 1-6*

**RELG 599U Independent Study**

*Semester hours: 1-6*



## **Sociology (SOC)**

### **SOC 101U Introduction to Sociology**

*Semester hours: 3*

Fundamental concepts and principles of sociology; culture, socialization, social structure, stratification, social control, institutions, population, and social change.

### **SOC 305U Deviance**

*Semester hours: 3*

Social deviance at micro-sociological level, sociological explanations for and current methods of dealing with such behavior. Drug and alcohol abuse, sexual deviance, suicide, mental illness, and child and spouse abuse.

### **SOC 309U Social Problems**

*Semester hours: 3*

Personal-social disorganization and maladjustment: physical and mental handicaps; economic inadequacies; programs and methods of social treatment and control.

### **SOC 310U Criminology**

*Semester hours: 3*

Laws, prevalence and distribution of crime; theories of crime; types of criminal behavior; police actions; court actions; the penal system.

### **SOC 316U Race and Ethnicity in America**

*Semester hours: 3*

Native peoples; immigration and settlement of U.S.; racial and ethnic groups; prejudice and discrimination; race relations in racially and culturally diverse society.

Prerequisites: SOC 101U.

### **SOC 398U Selected Topics**

*Semester hours: 1-6*

### **SOC 399U Independent Study**

*Semester hours: 1-6*

### **SOC 598U Selected Topics**

*Semester hours: 1-6*

### **SOC 599U Independent Study**

*Semester hours: 1-6*

## **Spanish (SPAN)**

### **SPAN 100U Practical Everyday Spanish**

*Semester hours: 3*

Multifaceted course designed to appeal to individuals interested in using Spanish language for business or for travel.

## **Speech Communications (SPCH)**

### **SPCH 101U Principles of Speech Communication**

*Semester hours: 3*

Confidence in delivering public speeches. Logical structure of ideas, effective use of language, application of evidence to arguments. Classroom speeches and critiques.

**SPCH 105U Interpersonal Communication**

*Semester hours: 3*

Analysis of complex and interacting factors that contribute to effective transmission of ideas; emphasis on understanding underlying principles.

**SPCH 206U Group Communication**

*Semester hours: 3*

Modern theory and methodology; student participation in group discussion relating theory to specific communication problems.

**SPCH 222U Business and Professional Speech**

*Semester hours: 3*

Making business presentation and giving corporate advocacy speech. Application to workplace of skills in listening, problem solving, interviewing, conducting meetings.

**SPCH 328U Gendered Relationships - An Overview**

*Semester hours: 3*

Investigation of relatively informal interpersonal and social relationships between same and opposite genders in friendships, romantic relationships, families and the workplace. Central organizing theory base is that of interpersonal communication theory. Seminar style where student participation is maximized.

**SPCH 329U The Dark Side of Communication**

*Semester hours: 3*

Relies on scholarly research to ignite discussion and debate on the value of the "dark side" paradigm, a metaphor used to examine immoral, abusive, dysfunctional, destructive and criminal dimensions of interpersonal communication. Topics include infidelity, bullying, intimate partner abuse, jealousy, stalking, child abuse, parent abuse, deception, and secrets.

**SPCH 340U Cross-Cultural Communications**

*Semester hours: 3*

Studies dynamics of cross-cultural communication. Emphasis on familiarizing students with issues relating to diversity and improving student's skills in communication across cultural barriers.

**SPCH 398U Selected Topics**

*Semester hours: 1-6*

**SPCH 399U Independent Study**

*Semester hours: 1-6*

**Theatre (THTR)**

**THTR 398U Selected Topics**

*Semester hours: 1-6*

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