



Evening School



RICHMOND
School of Continuing Studies™

University of Richmond
School of Continuing Studies
University of Richmond, Virginia 23173
(804) 289-8133
scs.richmond.edu

A MESSAGE FROM THE DEAN

The School of Continuing Studies (SCS) is one of the five academic schools at the University of Richmond, each with a specific mission, but all united in a shared commitment to providing an extraordinary learning experience for each and every one of its students. Our mission in the SCS is ‘to enrich lives and careers’ and our particular focus is on meeting the educational needs of non-traditional students, mostly adults. We serve these students by offering undergraduate and graduate degrees and certificates along with various non-credit programs and services. All are designed to recognize and support the unique circumstances of adult students, which often involve juggling the demands of school with work, family, and social and civic obligations.



The University of Richmond experience is special and unique regardless of your age or any other characteristic, and the faculty and staff in the School of Continuing Studies remain committed to keeping it so.

I invite you to explore the rich offerings of the SCS and extend my best wishes for success with your studies.

A handwritten signature in cursive script that reads "James L. Narduzzi". The signature is written in dark ink on a light background.

James L. Narduzzi, Ph.D.

Dean

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Academic Calendars

Fall Semester 2011

- Monday, August 22 Classes begin
- Monday, September 5 Labor Day (no class)
- Friday, October 28 Last day to file for May/August graduation
- Monday, November 21 Thanksgiving break begins after last class
- Monday, November 28 Classes resume
- Monday-Saturday December 5-10 Examination period
- Saturday, December 10 Term ends

Spring Semester 2012

- Monday, January 9 Classes begin
- Friday, February 3 Last day to file for December graduation
- Friday, March 2 Spring break begins after last class
- Monday, March 12 Classes resume
- Monday-Saturday, April 23-28 Examination period
- Saturday, April 28 Term ends
- Saturday, May 5 Commencement
- Sunday, May 6 Baccalaureate Service

Addendum to the University of Richmond Academic Calendars 2011-2012

Addendum to the University of Richmond Academic Calendars 2011-2012

The list below is intended to familiarize the University community with major religious holidays affecting many throughout the campus. Inclusion on this list does not imply that the day is a University holiday but is provided to alert members of the Richmond community to possible scheduling conflicts.

Christian Holidays 2011-2012

Sunday, December 25, 2011: Christmas

Friday, April 6, 2012: Good Friday

Sunday, April 8, 2012: Easter Sunday

Monday, April 9, 2012: Easter Monday

Jewish Holidays 2011-2012

Thursday-Friday, September 29-30, 2011: Rosh Hashanah

Saturday, October 8, 2011: Yom Kippur

Thursday-Wednesday, October 13-19, 2011: Sukkot

Thursday-Friday, October 20-21, 2011: Simini Atzeret/Simchat Torah

Wednesday-Wednesday, December 21-28, 2011: Hanukkah*

Saturday, April 7, 2012: Passover

Friday-Saturday, April 13-14, 2012: Passover (concluding days)

Sunday, May 27, 2012: Shavuot

- Jewish holy days, religious festivals and the weekly Sabbath begin at sunset the preceding evening. On these days, observant Jews do not engage in daily activities or fulfill routine commitments.
- Many Jews who do not observe all holy days prefer to celebrate at their synagogue or at home on Rosh Hashanah, Yom Kippur and the first two evenings of Passover.

** This holiday does not require absence from routine commitments.*

Islamic Holidays 2011-2012

Tuesday, August 30, 2011: Eid-al-Fitr

Sunday, November 6, 2011: Eid-al-Adha

Saturday, November 26, 2011: Islamic New Year

- All Islamic dates begin at sunset the preceding evening.
- The Islamic year is based on the lunar cycle, consisting of 12 months of 29 or 30 days each, totaling 353 or 354 days. Each new month begins at the sighting of a new moon. Actual dates may differ by a day or two from the above dates. In many places, the moon sighting is often determined in advance by astronomical calculations.



University of Richmond

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 (1921-2010); the E. Claiborne Robins School of Business, for undergraduate and graduate study in business (1949); University College, now known as the School of 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.

MISSION STATEMENT

The mission of the University of Richmond is to sustain a collaborative learning and research community that supports the personal development of its members and the creation of new knowledge. A Richmond education prepares students to live lives of purpose, thoughtful inquiry, and responsible leadership in a global and pluralistic society.

Approved March 15, 2005 by the Board of Trustees.

NOTE: The University Mission Statement replaces the Statement of Purpose adopted for the previous SACS review in 1997.

ORGANIZATION AND ACCREDITATION

Five academic schools and two residential colleges are incorporated to 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, 93% of whom live on campus; some 500 full-time law and graduate students; and 1,300 part-time students, largely from Richmond and the surrounding community.

The University of Richmond is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, masters, and juris doctor degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of the University of Richmond. The University also is certified by the Virginia State Board of Education to offer teacher licensure programs. The chemistry program is accredited by the American Chemical Society. In addition, the Robins School of Business is accredited by the Association to Advance Collegiate Schools of Business International at the undergraduate and graduate levels, and the T.C. Williams School of Law is accredited by the American Bar Association.

ENVIRONMENT AND 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 (1921-2010); the E. Claiborne Robins School of Business, for undergraduate and graduate study in business (1949); University College, now known as the School of 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.

INFORMATION SERVICES

is.richmond.edu

library.richmond.edu

law.richmond.edu/library

Library Resources

Boatwright Memorial Library houses materials for the humanities, social sciences, sciences, business and leadership studies. The collections consist of books, journals, newspapers, government document information, various electronic databases and rare books/special collections. DVDs, videocassettes and audiobooks are available in the Media Resource Center on the second floor. Parsons Music Library in the Modlin Center for the Arts contains music scores and music CDs, in addition to books and videos about all types of music. Connect to library.richmond.edu to find a full listing and description of all library resources and services.

Comfortable seating for study and research is available throughout the libraries. Special services for students include laptop checkout, wireless access, group study rooms and coffee bar services. Boatwright Library is open to students 24/7 when classes are in session and the building offers a mix of study space suitable for individuals working alone or

in groups, as well as audiovisual viewing/ listening carrels, and computers equipped with video editing software.

The library offers the services of expert staff whose mission is to help students, staff and faculty with their library and information needs. You can set up a personal research appointment with a librarian who specializes in your topic area, or stop by the main service desk for assistance. Librarians are also available via e-mail, instant messaging and phone.

The Law Library in the T.C. Williams School of Law serves the special needs of students and faculty. A full description of law resources is available online. A separate wing of Boatwright Memorial Library houses the Virginia Baptist Historical Society, which includes 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.

Computing Facilities

The University of Richmond is committed to preparing students to work successfully in technology- and information-centered environments. The Information Services division supports a teaching and learning environment that provides rich technology and information resources for students, faculty and staff. Computer labs and classrooms with a total of approximately 1,000 computers are spread across the campus and contain a wide variety of equipment and software. These systems can be accessed in Boatwright Memorial Library and in general purpose and discipline-specific computing spaces. Some residence halls are also equipped with public computers in study lounges.

In addition to the general purpose labs, many academic departments have computer labs designed to meet the special learning and research needs of their students. These include Art and Art History, the Business School, Chemistry, Classical Studies, Education, Journalism, the Law School, Modern Languages and Literature, Music, Physics, Psychology, the School of Leadership Studies and Theatre and Dance. For more information regarding the discipline-specific computer labs and their hours of operation, please refer to the Information Services web page.

CURRICULUM MATERIALS CENTER

education.richmond.edu/cmc
aaleeper@richmond.edu

The Curriculum Materials Center (CMC) supports the University of Richmond students and faculty of the Education Department and School of Continuing Studies Teacher Licensure Preparation program by providing an assortment of print materials and instructional technologies for exploration, use, and evaluation. As an environment designed for individual and small group curriculum development, study, reading, and collaboration, it plays an innovative and integral role in the educational process of pre-service educators.

The CMC is located on the first floor of North Court, Room 104, in the Education Department at the University of Richmond. Call (804) 289-8433, email the Director, or see additional information online.

UNIVERSITY POLICE

police.richmond.edu

General Information

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, 289-8911 or 289-8715. More information about the police department, including crime statistics, can be found online.

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

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 University of Richmond Police website. If you would like to receive a copy of the security report which contains this information, you can obtain a copy online under “Campus Crime Disclosure,” 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 polices, 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 Services

police.richmond.edu/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 online.

Transportation Services

transportation.richmond.edu

police.richmond.edu/parking/sustainable/bus-pass.html

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 shuttles' 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. SCS certificate or degree seeking students are eligible to receive the University bus pass. The UR GRTC bus passes can be obtained online.

ARTS AND CULTURAL EVENTS

modlin.richmond.edu

The Modlin Center for the Arts presents nearly 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 online.

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.

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.

Admissions

ADMISSIONS POLICIES

The School of Continuing Studies (SCS) offers courses and programs for credit and noncredit, weekends, day and evening, in the summer and regular school year. The major divisions of the School of Continuing Studies are the Evening School, the Summer School, and the Office of Community and Professional Education.

Through the Evening School, the School of Continuing Studies offers master's, bachelor's, and associate's degree programs; undergraduate and graduate certificate programs 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 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 and beyond.

The origin of the School of 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.

ACCEPTANCE POLICY

The acceptance of a student for admission into the School of Continuing Studies as a degree-seeking student (master's, bachelor's, associate's, certificate, or graduate certificate) remains in effect for a period of 12 months from the date of official notification by letter. If a student fails to register for classes within that time frame, he or she must reapply for admission and may be required to resubmit supporting documentation.

ENGLISH PROFICIENCY

Students whose native language is not English, or whose collegiate level or secondary level instruction was not in English, must also earn a score of at least 550 on the paper-based, 213 on the computer-based or 80 on the internet-based Test of English as a Foreign Language (TOEFL) before admission to and/or enrollment in the University of Richmond School of Continuing Studies. The University may require additional evaluation for language proficiency through testing or individual interviews for students with TOEFL scores near the minimum score. Information on the TOEFL may be obtained from the Educational Testing Service, Princeton, New Jersey 08541. The TOEFL score must be no more than five years old at the time of application.

PAST SEXUAL OFFENSE CONVICTION

As of July 1, 2006, 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.

ADMISSION TO UNDERGRADUATE PROGRAMS

Students seeking admission to an undergraduate certificate, associate's degree or bachelor's degree program in the Evening School must show evidence of high school graduation with a cumulative 2.0 grade point average or higher by submission of transcripts or the General Education Development (GED) equivalency (only for students who have not previously attempted college work). Applicants must have earned a cumulative 2.0 grade point average on all previously attempted college work; must submit transcripts from each and every college or university previously attended. All applicants must complete the New Student Information Form (undergraduate application).

Students admitted to baccalaureate degree programs in the School, without prior college experience, may enroll (register) in a maximum of nine (9) semester hours of credit in the first semester of study in SCS. A student seeking full-time status (12 or more credit hours) must be admitted to the associate degree (ALA).

The School is not accepting new applicants into the Emergency Services Management undergraduate program for the 2010-11 academic year.

Note: A student who is not eligible to return to another college or university may not attend any Evening School 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.

Undergraduate Admission Process

The School of Continuing Studies has open registration. You do not have to be accepted into a program to take a class. However, if you wish to pursue a certificate, associate's, or bachelor's degree, you need to:

- File the New Student Information Form (undergraduate application) with the School of Continuing Studies.
- Have official transcripts from all colleges and/or universities forwarded directly to the SCS.
- Have your high school or GED transcript forwarded directly to the SCS (only required if you do not have previous college work). Please use the transcript request form when ordering

official copies of your college and/or high school transcripts.

- Have official TOEFEL scores sent (when applicable).

Please Take Note

- You may take classes while awaiting your transcripts.
- A transcript from each school you attended will be required before you can be admitted into a program. (It is recommended that you contact the school/s in advance to determine the fee, if any, for this service.)
- Your application will be processed when all transcripts are received, and you will be contacted by mail at that time.
- Students applying to the Certificate in Information Systems or Paralegal Studies programs must have already earned a bachelor's degree from a regionally accredited college or university.

Academic Amnesty

The Academic Amnesty Policy is applicable for students seeking admission or readmission to the School of Continuing Studies as an undergraduate degree candidate. Under the Academic Amnesty Policy, eligible students may, on a one-time basis, petition the School of Continuing Studies to disregard previously earned grades of D and/or F for the purpose of admission to the School of Continuing Studies as an undergraduate degree candidate.

Conditions for academic amnesty are:

- A grade point average of less than 2.0 in previous academic performance;
- A minimum grade of C in each class in the first 12 semester hours of course work in the School of Continuing Studies. Certain course requirements may apply.

Failure to meet course and/or grade requirements will terminate eligibility for academic amnesty and require the student to achieve a cumulative grade point average of 2.0 to be considered for admission to a degree program.

All grades previously earned at the University of Richmond will remain on the student's permanent academic record and will be included in the computation for graduation honors. If academic amnesty is granted, a statement to that effect will appear on the

former University of Richmond student's permanent academic record.

Students admitted under the Academic Amnesty Policy are not eligible to apply for financial aid until the conditions have been met and they are officially admitted to a degree program.

ADMISSION TO GRADUATE PROGRAMS

Transfer of Graduate Credits

Up to 6 (six) semester hours of graduate credit may be transferred toward a graduate program in the School of Continuing Studies (SCS). Transfer credits may be accepted only from another fully accredited institution of higher education. In order for graduate academic credits completed prior to admission into an SCS 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 SCS program must receive prior approval by the Program Chair. Except by waiver, no more than 6 hours may be transferred into an SCS graduate program.

Graduate Admission Process

If you apply to a graduate certificate or a master's degree, you need to:

- File a Graduate Application with the School of Continuing Studies and submit the non-refundable \$50 graduate application fee if applying to a master's degree program.
- Have official transcripts from all colleges and/or universities where college work was attempted forwarded directly to the SCS.
- Have official TOEFEL 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 of Continuing Studies.

The address for all application materials: University of Richmond, School of Continuing Studies, Attention: Dean, University of Richmond, VA 23173

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 Degree 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:

- A baccalaureate degree from a regionally accredited college or university.
- A grade point average of 3.0 or higher on all college or university academic work attempted.

Students who do not meet the minimum G.P.A. 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 courses taken following conditional admission.

Admission to the Master of Disaster Science or Master of Emergency Management Degree and the Graduate Certificate in Disaster Science

The School is not accepting new applicants into this program for the 2010-11 academic year.

Students seeking admission to the Master of Disaster Science degree or Master of Emergency Management degree or the Graduate Certificate in Disaster Science must have the following:

- A baccalaureate degree from a regionally accredited college or university.
- A grade point average of 3.0 or higher on all college and university academic work attempted.
- For students who have completed an undergraduate degree in emergency management or a related field, a minimum of two years paid or volunteer experience in the field.
- For students with other majors, a minimum of three years experience in the field.

Students who do not meet experience or grade point average requirements may be considered on a case-by-case basis and admitted conditionally after demonstrating other significant achievements that make satisfactory completion of the course of study likely.

Applicants to the Master of Disaster Science and Master of Emergency Management program must submit a writing sample detailing their professional background, interest in the emergency management field and interest in pursuing an advanced degree in disaster science.

Special Admission to the Master of Disaster Science or Master of Emergency Management Degree as an Undergraduate

The School is not accepting new applicants into this program for the 2010-11 academic year.

Selected exceptional students in their senior year as undergraduate Emergency Services Management majors can apply for admission to either the Master of Disaster Science or Master of Emergency Management degree.

Students accepted could enroll for and apply 9 graduate hours of credit toward completion of their bachelor's degree to meet the 120 hour undergraduate requirement. If the student earns a grade of B or higher in a graduate course, that course will also be applied to meet the 36 hour requirements of the Master's Degree.

Application requirements for this special program include:

- Students must have an overall 3.0 average in the undergraduate program at the time of their application and otherwise meet all requirements for admission to the graduate degree, with the exception of having earned a bachelor's degree.
- Students must have the recommendation of at least two faculty members.
- Applications must be approved by the Program Chair.

Admission to the Master of Liberal Arts

Students seeking admission to the Master of Liberal Arts must have the following:

- A baccalaureate degree from a regionally accredited college or university.
- A grade point average of 3.0 or higher on all college or university academic work attempted.
- Three letters of recommendation mailed directly to the School of Continuing Studies.
- A one-page statement of purpose which clarifies the student's goals and give broad indication of the types of focus the student wishes to pursue.

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

Students seeking admission to the Graduate Certificate in Teacher Licensure Preparation should call (804) 289-8427 for an application packet and must have or complete the following:

- A baccalaureate degree from a regionally accredited college or university.
- Submit a brief explanation of why they want to become a teacher.
- Submit a resume.
- Submit two (2) official transcripts from all colleges or universities attended.
- A grade point average of 2.7 or higher on all college or university academic work attempted.
- Submit passing scores on the Praxis I and II content knowledge exams.
- A successful interview with the Director of the program is the final step.

Admission to the Master of Education in Curriculum and Instruction

Students seeking admission to the Master of Education must have the following:

- A baccalaureate degree from a regionally accredited college or university.
- Official transcripts from all college or universities attended.
- Documentation verifying valid teacher licensure.
- A grade point average of 3.3 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 and admitted conditionally after demonstrating exemplary teaching ability and high recommendations.
- Three letters of recommendation mailed directly to the School of Continuing Studies.
- Successful interview with the Director of the Teacher Licensure Preparation program or designee.

Admission to the Graduate Certificate in Educational Leadership and Policy Studies

Students gaining admission to the graduate certificate program will demonstrate all of the following:

- Submission of official transcripts showing successful completion of bachelor's and master's degree.
- A cumulative grade point average of no less than 3.3 in all previous college course work.
- Excellent recommendations from three sources, including a recommender 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.
- Successful interview with the program director or his designee.

Admission to the Master of Education in Educational Leadership and Policy Studies

Students gaining admission to the Master's program will demonstrate all of the same criteria as for the Graduate Certificate except they need only to have completed at least a baccalaureate degree.

Financial Affairs

controller.richmond.edu/tuition

bursar@richmond.edu

Evening School Fees: 2011-2012 Schedule

Undergraduate Course Tuition per semester hour:	\$399
Graduate Course Tuition per semester hour (Graduate Certificate and Masters):	\$478
Portfolio Application Fee (nonrefundable):	\$200
Tuition for Portfolio (per semester hour awarded):	\$200
Student Teaching, 12-credit classes (cost of entire course undergraduate):	\$4,200
Student Teaching, 12-credit classes (cost of entire course graduate):	\$4,900
Graduate Application Fee (nonrefundable):	\$50
Late Payment Fee (Payment is due no later than 5 p.m. Friday of the first week of the term):	\$35-70
Parking Permit, per academic year (through Summer 2012):	\$35

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.

A student will be dropped if payment for classes is not received by 5:00 p.m. on Friday of the first week of the term or if arrangements for payment are not on file with the Student Accounts office. A student is still responsible for meeting all payment deadlines, even if they do not receive an invoice. A student may review his/her account at any time on BannerWeb. If a student is dropped due to nonpayment, he/she may still be responsible for tuition and fee charges according to the University Refund Policy.

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 collection agency and/or attorney's fees, reasonable expenses and costs incurred. Accounts referred to a collection agency are reported to the credit bureau(s).

REFUNDS

Students are matriculated by semester. If a student withdraws from classes or is dropped 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 that 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 online.

Tuition, fees refund

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 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

APPEALS PROCESS

The University of Richmond has an appeal process for students and parents who believe individual circumstances warrant exceptions from the published general refund policy. All appeals must be in writing and directed to Annemarie Weitzel, Bursar, Box R, University of Richmond, VA 23173, or via email.

TUITION PAYMENTS

General Information

Inquiries concerning payments should be directed to the Office of the Bursar, phone (804) 289-8147 or via email.

Full payment or plan of payment is due to the Student Accounts Office by the end of the first week of the term or you will be dropped from class. You are still responsible to meet all payment deadlines, even if you do not receive an invoice. Students may view their student account at any time over BannerWeb.

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

FULL PAYMENT is due by the end of the first week of the semester whether or not an invoice has been received.

Electronic Invoicing and Payment

The University of Richmond provides electronic invoicing and payment for all enrolled students. Students will 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 ac-

count information. Anyone with access will also be emailed when the invoice is ready to be viewed and paid so everyone involved with your account will be notified. No paper invoices are mailed.

With electronic invoicing, students and authorized payers are able to make payments through a variety of methods. Electronic payments using MasterCard, American Express or Discover (with a vendor service charge of 2.75 percent of amount charged) OR you can pay electronically with a check at no cost. Also, the invoice may be printed and mailed with a check. Another payment option is our monthly payment plan with Tuition Pay. Cash and check payments are accepted at the Student Accounts Office.

Invoice and Payment

The University is committed to offering a very secure on-line 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 Family Education Rights and Privacy Act (FERPA) and the Gramm-Leach Bliley (GLB) Act. The QuikPAY system is available world-wide, twenty-four hours a day, seven days a week. Additional benefits include viewable invoices and payment history as well as convenient access for authorized payers that students have set up. Students can pay their student account balance online by visiting BannerWeb and clicking on Student Services/Payment of Tuition and Fees. Authorized payers will be able to access through QuikPAY.

Paying by Check

If you plan to pay by check, make your check payable to the University of Richmond. You can mail your payment to: University of Richmond, Bursar's Office, University of Richmond, VA 23173. You may also make your check payment in person at the Student Accounts Office in Sarah Brunet Hall.

Paying in Cash

Cash payments are accepted at the Student Accounts Office cashier window located in Sarah Brunet Hall. Please do not mail cash payments.

Tuition Payment Plan

tuitionpay.salliemae.com/richmond

The University offers a payment plan administered by Sallie Mae for students who desire a payment plan.

This tuition payment plan administered by Sallie Mae provides families and students with a low cost plan for budgeting tuition. The monthly plan is NOT a loan program, therefore no debt is incurred. There is no interest or finance charge assessed on the unpaid balance due to the college. The only fee to budget payments is a \$35.00 per semester non-refundable enrollment fee. Payments made through the Tuition Payment Plan are considerably less expensive than the cost of obtaining loans or paying by credit cards. There is no credit search or qualifications necessary to use this payment plan. When you enroll you will automatically receive monthly electronic statements.

To qualify for the three- or four-month payment plans, student applications must be received by Sallie Mae by August 8 for the fall semester (date is approximate) and December 10 for the spring semester (date is approximate). The budget period is August through October for the fall semester three-month plan; August through November for the four-month plan; January through February for the spring semester three-month plan; January through April for the four-month plan. The Monthly Plan is not available for courses offered during the summer semester.

To enroll in a plan simply go to their website and click on Enroll Now.

There is always an account representative who can answer questions about your tuition plan administered by Sallie Mae account once it has been established. You can call 1-877-279-6092 or visit the website. You may also contact the Student Accounts Office at (804) 289-8147 or (804) 289-8148.

Tuition Insurance Plan

www.collegerefund.com

The University of Richmond offers the Dewar Tuition Refund Plan to students enrolled in the School of 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.

A student who has withdrawn from classes due to illness or personal injury will receive:

- 100% of insured term tuition and fees,

or

- 60% of insured term tuition and fees if the withdrawal is the result of a mental/nervous disorder.

For more information on this low cost insurance (0.6% of your charges), please visit the website and select University of Richmond from the selection box or call A.W.G.Dewar, Inc. at 617-774-1555.

FINANCIAL AID

financialaid.richmond.edu/scs

financialaid.richmond.edu/forms

fafsa.gov

General Information

In addition to the scholarships named below, there are other sources of financial assistance available to students in the School of 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 certificate program in order to be eligible for consideration for financial aid. (All SCS degree and certificate programs are eligible for financial aid consideration except the Certificate in Applied Studies in Leadership Studies.) 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 certificate.

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/ term. Federal TEACH grants are also available. The grants do not have to be repaid.

Federal Direct Loans are low interest loans for students who are enrolled in an eligible degree or

certificate program (see exception noted above) for at least six hours/term. Annual loan limits vary from \$3,500 to \$20,500 depending on grade level and dependency status. Subsidized Direct Loans are available to students who demonstrate financial need; the federal government pays the accrued interest on these loans while the student is enrolled at least half time (6 hours) and during the six month grace period. Unsubsidized Direct Loans are available to students regardless of demonstrated need; students are responsible for accrued interest on these loans. Direct Grad PLUS loans are also available to graduate students.

Eligibility for Federal Grants and Federal Direct Loans is determined by completion of the Free Application for Federal Student Aid (FAFSA). The FAFSA may be filed online. An additional loan application is required for the Direct Loan Programs. These forms are available from the Financial Aid office, Sarah Brunet Hall or online. 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.

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 2011-12 academic year is \$2,650.) The VTAG application may be obtained online or from the Financial Aid office. Deadline for applications is July 31 for the following academic year.

Satisfactory Academic Progress

To receive assistance from any of the need-based financial aid programs at the University of Richmond, from federal loan programs, or from most private loan programs, students must maintain Satisfactory Academic Progress (SAP) toward the completion of their degree or certificate requirements. An evaluation of progress is made at the end of each academic year, including an analysis of earned credits and grade point average. All periods of attendance will be included in the evaluation regardless of whether the student received financial aid and including prior enrollment at schools other than the University of Richmond. Students not making satisfactory academic progress will be ineligible for further financial assistance until

the deficit is made up. Waivers of these requirements may be granted for special circumstances upon appeal to the Director of Financial Aid.

The standards of academic progress outlined here are solely for the purpose of evaluating eligibility to continue receiving financial aid as defined above. They do not replace or modify academic standards required for continued enrollment at the University of Richmond. The effect of incomplete coursework, withdrawals, and course repetitions impacts SAP in the following ways:

- Incomplete coursework is not included in GPA or in number of credits earned but is counted as attempted credit.
- Courses from which a student withdraws are not included in GPA or in number of credits earned but are counted as attempted credit.
- Repeated courses are counted only one time as earned credits. However, credits for each course taken, including all repeated courses, are counted as attempted credit. Both grades will be calculated in the cumulative grade point average.

UNDERGRADUATE STUDENTS must meet the following minimum standards:

After the completion of two semesters of enrollment, a student must maintain a cumulative GPA of at least a 2.0. In addition, students must successfully complete at least 67% of the coursework attempted. The maximum timeframe allowed for completion of a program is 150% of the program length. (For example, if the program requires 60 hours to complete, the maximum number of hours attempted to complete the program cannot exceed 90 hours.) Successful completion of a class means receiving one of the following grades for the class: A, B, C, or D.

GRADUATE STUDENTS must meet the following minimum standards:

After the completion of two semesters of enrollment, a student must maintain a cumulative GPA of at least a 3.0. In addition, students must pass at least 67% of the coursework attempted within the guidelines established by the Graduate School, and must complete the curriculum requirements within 5 years of starting the program (unless the timeframe is amended by the Graduate Council).

Return of Financial Aid When a Student Withdraws

A student who withdraws during a semester may be entitled to a refund of certain charges per the University's Refund Policy outlined in the prior section.

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.

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 and Grad PLUS Loans.

The amount of Title IV funds the student earns, up to the withdrawal date, is based on a daily pro-ration 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, Federal Supplemental Educational Opportunity Grants, and Federal TEACH Grants.

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.

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.

For further information about the various financial aid programs, check our web site or contact the Financial Aid office at (804) 289-8438.

SCHOLARSHIPS

scs.richmond.edu/about/tuition/aid.html

General Information

Scholarship funds are available for School of Continuing Studies students who are actively pursuing a planned program of study and have completed 12 semester hours in the School of Continuing Studies. Deadline for applications is July 1.

Applications for scholarships may be obtained from the School of Continuing Studies or online.

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 Continuing Studies.

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.

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 Continuing Studies, as a scholarship for the Evening School.

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.

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 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.

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 retail management program of the School of Continuing Studies.

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.

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.

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.

Thomas and Doris Pearson Endowed Scholarship

Established in 2002 by Thomas W. Pearson, UC '63, to support undergraduate students in the School of 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.

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.

Osher Reentry Scholarship Program

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

Virginia, Patricia and Deborah Pearson Endowed Scholarship

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

Sarah O. Gunn Scholarship

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

School of Continuing Studies Alumni Assn-SCS Student Government Assn Scholarship

Established in 2007 to undergraduate or graduate students in the School of 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 SCS Evening School during his or her undergraduate or graduate years and maintains satisfactory academic progress.

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 educational benefits administered by the Department of Veterans Affairs must submit an application to the Department of Veterans Affairs prior to registration to ensure maximum benefits. Eligible students must request that their school's VA certifying official certify their enrollment each term, including the summer session.

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 re-

duction 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 on the Internet.

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 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 SCS programs.

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

Non-credit Programs

25% discount on one course per semester as listed in the Think Again non-credit 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 Landscape Design.

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

Student Services and Academic Support

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.

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 Evening School, 804-289-8133.

DISABILITY ACCOMMODATIONS

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.

POLICIES

The University of Richmond is governed by policy statements which 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.

HONOR STATUTE

scs.richmond.edu/about/honorcode.html

University Honor Statute governs such behavior as cheating, plagiarism, lying and academic theft, and the SCS 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.

BOOKSTORE

urspidershop.com

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.

IDENTIFICATION CARD/ONE-CARD

onecard.richmond.edu

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 transfer-

able. Students must present a form of identification (i.e. driver's license, military ID, passport) when applying for their University of Richmond One Card.

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

STUDENT GOVERNMENT ASSOCIATION

scs.richmond.edu/sga

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

- Welcoming students at New Students 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 for SCS 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 SCS faculty and staff as well as other members or the greater UR community, and support each other in accomplishing academic and personal goals and objectives.

SOCIETY OF HUMAN RESOURCE MANAGEMENT

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

ALUMNI ASSOCIATION

scs.richmond.edu/alumni

The mission of the SCS Alumni Association (SCS AA) is to benefit the school, students, and alumni through events and programs that provide scholarship resources and opportunities for service and fellowship. We welcome all alumni to our meetings and encourage volunteerism.

Last year, the association, in partnership with the SCS Student Government Association, completed funding the SCS Alumni Association-SCS SGA Scholarship, providing increased scholarship support for Evening School students. The association also hosts social events during the Fall and Spring. Events planned for the 2011-2012 academic year include an SCS alumni breakfast during Homecoming Weekend on October 22, an event during Reunion Weekend in June 2012, as well as our 5th Annual SCS SGA Scholarship Golf Tournament in April 2012.

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 SCS community. Please visit the SCS Alumni website for updated information and an explanation of benefits for both SCS and University of Richmond alumni. And, most important, please update your online alumni profile.

STUDENT IDENTIFICATION NUMBER

In an effort to better protect the privacy of each member of the University of Richmond community, the University has discontinued the use of social security numbers as the primary identification for University records. In summer 2004, the University began using randomly generated ID numbers for each student, employee, faculty member and alumnus.

Each student is assigned a 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 SCS students and is printed on each student's One-card (unless the student requests it not be printed). This UR ID number is also used in conjunction with a confidential PIN for students to register for classes and access their academic records through the Web using

the University of Richmond's Student Information System (BannerWeb).

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

ACADEMIC SKILLS CENTER

asc.richmond.edu

The Academic Skills Center provides academic support to all students (i.e., undergraduate, graduate, etc.). Operating from a holistic vantage point, the Center incorporates counseling and academic skills (i.e., test preparation, critical reading, note-taking, critical thinking, information processing, concentration, time management, etc.) via techniques which address the academic performance of students and their social adjustment to the University environment.

SCS students are permitted to make three appointments with tutoring staff each semester via the Center's online scheduler. Students who need to utilize the services of the Center more than the stipulated times are permitted to see an available tutor on a walk-in basis. Visit the Academic Skills Center's website for details.

CAREER DEVELOPMENT RESOURCES

scs.richmond.edu/career

ReadyMinds

ReadyMinds is the career counseling service dedicated to School of Continuing Studies students. With convenient and confidential career counseling, these national certified counselors work with students one-on-one via online and telephone interaction focusing on immediate occupational needs as well as long term career goals. The program is provided to a limited number of eligible students on a first come, first serve basis at no cost. Eligible students are those who fulfill the following requirements.

- are admitted to a certificate, graduate certificate, associate, bachelor or master's degree-seeking program,

- have completed 12 semester hours at the University of Richmond and
- are in good academic standing.

More information about ReadyMinds is available on the School of Continuing Studies website <http://scs.richmond.edu/career>.

Career Development Center, Office of Alumni and Career Services (CDC)

cdc.richmond.edu

All degree-seeking students may establish SpiderConnect accounts through the Career Development Center. SpiderConnect is the UR-exclusive online job database, which provides access to job listings, employer contacts and on-campus interviews. Students may also utilize the CDC website, which contains career resources including résumé samples, career paths, and interviewing skills. The career resources library is also available in the center, located on the third floor of Tyler Haynes Commons. Hours of operation are Monday through Friday, 8:30 am to 5 pm.

THE SPEECH CENTER

speech.richmond.edu

The Speech Center serves the University community in the pursuit of excellence in public expression. Designed to support courses emphasizing speech and oral presentations across the curriculum, the Speech Center welcomes students seeking assistance with extracurricular presentations as well.

For information, call 804-289-8814, see the Center's website, or visit the Speech Center on the fourth floor of Weinstein Hall.

THE WRITING CENTER

writing.richmond.edu

scs.richmond.edu/degrees/resources/current/owl.html

The Writing Center provides individual tutoring in writing for undergraduate and graduate students in any course or academic discipline. For information visit the Center's website. Continuing Studies may also receive help online from the Center's School of Continuing Studies specialist.

The Online Writing Lab (OWL) is a free University of Richmond service offered exclusively to currently enrolled undergraduate and graduate SCS 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.

DINING SERVICES

dining.richmond.edu

General Information

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

Located across Westhampton Lake from the library is the award-winning Heilman Dining Center, providing 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 weekends. 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 Grill, which is a quick serve style restaurant; The Cellar, a late-night pub-style eatery; and Freshens, the campus smoothie bar. 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 a taste of 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.

Hours of Operation and Other Services

When classes are in session, food is available somewhere on campus as early as 7:15 am during the week, 8:00 am on weekends, and every night until 1:00 am. A wide variety of additional services including nutrition counseling, meals to go, and catering services is also available. For a complete list of hours, menus, and services go to our website.

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.

DEPARTMENT OF RECREATION AND WELLNESS

recreation.richmond.edu

The mission of the Department of Recreation and Wellness 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 and Wellness 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, game room, 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. Outdoor playing fields and lighted basketball and sand volleyball courts are available for recreational use too. Also available for recreational use when not scheduled for programs are 8 tennis courts, a 400 meter track and cross country trails. The Fitness and Wellness program offers a variety of fitness classes and activities throughout the day. In addition, special screenings, assessments and services are offered to address health and wellness needs. Services often include massage therapy, personal training, cholesterol screenings, blood pressure checks and fitness assessments. The Intramural Sports program offers a wide range of team and individual sports at a variety of skill levels. More than 25 sport clubs provide student leadership

opportunities as well as competitive options for students who are not part of the varsity athletic program. The Natural High and Outdoor Adventure programs offer activities and trips throughout the year, often including whitewater tubing and rafting, camping, skiing, rock climbing and hiking. Participants may also experience our multi-level High Ropes Odyssey course designed to promote confidence, self esteem, communication and team building. The 18-hole HB Clark signature designed Disc Golf Course at the University of Richmond opened on March 16, 2011 and is open for all to play. Many of our facilities are available to reserve for your events. Fees may apply. Visit our website for more information about our facilities, programs and services, or call Member Services at (804) 289-8361.

Academic Procedures

The University of Richmond School of 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. SCS 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

scs.richmond.edu/degrees/resources/prospective/advising.html

General Information

The School of 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 online.

College Level Examination Program (CLEP)

The School of 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 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 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 Continuing Studies participates in the Advance Placement program of the College Board. A student that 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 ten years of completion of the examination will be considered for the equivalence and transfer of credit. To order test scores contact ETS.

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 course work 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 Continuing Studies. Transfer work will be accepted during the final se-

mester of a program only with prior approval. CLEP exams are considered transfer credits.

The School of 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 which 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 course work is completed:

- Middle States Association of Colleges and Schools/Commission on Higher Education;
- New England Association of Schools and Colleges/Commission on Technical and Career Institutions;
- North Central Association/Commission on Accreditation and School Improvement;
- 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 Continuing Studies and to have these official transcripts evaluated by one of the educational credit evaluation ser-

vices listed on the National Association of Credential Evaluation Services (NACES) website. An official copy of the evaluation must be sent directly to SCS from the evaluation service.

A listing of acceptable evaluators is available through the National Association of Credential Evaluation Services (NACES) on their website 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.

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 undergrad 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 SCS office to be photocopied.)
- SCS 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 SCS. 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, SCS students can earn up to 15 credits toward a bachelor's degree and 6 credits toward an associate'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 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 Manage-

ment 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 SCS 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

bannerweb.richmond.edu

registrar.richmond.edu

General Information

Registrations are accepted on the Web via BannerWeb. Complete registration instructions are printed in the Schedule of Classes and on the Web and are available prior to each semester: July for the fall semester and November for the spring semester. Call (804) 289-8133 for the Schedule of Classes or view a list on the University of Richmond Registrar's website.

Normal Class Load

The University of Richmond School of 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" on the academic record.

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

Students who stop attending class without notifying the School of 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 Continuing Studies office. The completed form must be filed in the School of 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:

School of Continuing Studies (SCS) undergraduate students may enroll in SCS graduate-level course work 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 within the SCS may require additional criteria.

School of Continuing Studies (SCS) undergraduate students may enroll in SCS graduate level course work for graduate credit, provided they meet the following criteria:

- satisfactory completion (including transfer) of at least 100 semester hours of course work toward the baccalaureate degree;

- an overall GPA of 3.30 or above; and,
- acceptance into a graduate certificate program as a regular student by its standard procedures.

Until students have completed a baccalaureate 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 degree.

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

Graduate Course Credit - MLA program

Certain undergraduate courses may be taken for graduate credit. Graduate students are expected to achieve at a higher level and to complete more work than the undergraduates in these courses. Undergraduate courses approved for graduate credit have course numbers below 500. In registering, a student must indicate that an approved course below the 500-level is being taken for graduate credit; otherwise, the course will be counted as undergraduate. A student cannot change the level at which such a course is being taken after the first 10 class days in a semester. Courses taken for undergraduate credit cannot be counted toward hours required for a graduate degree even though undergraduate course work may be required to remove deficiencies in preparation. All work taken becomes a part of the student's permanent record regardless of the course level and whether it is taken to make up deficiencies, to earn professional certification, or as an elective.

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 Special Topics or Independent Studies. 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.

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 below. 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.

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 below. Missed classes, work, tests and/or excessive absences with or without good cause may result in a poorer grade, or failure, in the course. (NOTE: Students enrolled in Business School or School of 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 holi-

day 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.

University Holidays

With the increasing diversity of the University community and the limited flexibility in setting the academic calendar, it is not possible to avoid some religious and secular holidays that are very important to some members of our faculty, staff, and student body. However, the University is very sensitive to the special needs of those who need to observe such holidays and will make accommodations for them to make up the time missed if arrangements are made in advance.

The University is officially closed on New Year's Day, Thanksgiving Day, and Christmas. In addition, some schools are closed for classes on Memorial Day, July 4th, and Labor Day while others hold classes on those days. (See the appropriate academic calendar on the Registrar's website for specifics.)

Other holidays affecting University community members include Martin Luther King Day, Rosh Hashanah, Yom Kippur, the first two days of Passover, Good Friday, and Easter Sunday. In consideration of their significance for our students, students who observe these holidays will be given an opportunity to make up missed work in both laboratories and lecture courses. If a test or examination is given on the first class day after one of these holidays, it must not cover material introduced in class on that holiday. Faculty and staff should be aware that Jewish and Islamic holidays begin at sunset on the evening before the published date of the holiday.

The University recognizes that there are other holidays, both religious and secular, which are of importance to some individuals and groups on campus. Such occasions include, but are not limited to, Sukkoth, the last two days of Passover, Shavuot, Shemini Atzerat, and Simchat Torah, as well as the Islamic New Year, Ra's al-sana, and the Islamic holidays Eid-al-Fitr and Eid-al-Adha.

Students who wish to observe any such holidays must inform their instructors within the first two weeks of each semester of their intent to observe the holiday even when the exact date of the holiday will

not be known until later, so that alternative arrangements convenient to both the student and instructor can be made at the earliest opportunity. Students who make such arrangements will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. To facilitate this, faculty will announce and distribute all anticipated test and examination dates on the course syllabus, distributed at the beginning of each semester. Students should be aware that faculty may need to adjust these dates as necessary.

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 classwork 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 nonacademic courses or in a Pass/No Pass credit course.

"W" indicates that the student withdrew from a course with a passing average. Marks indicating failure are included as such in the grade point average by "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.

"I" and "Y" mean that a course has not been completed by the term's end. 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 the mid-semester of the next regular semester. If the work is

not made up during the grace period, the "I" will be converted to "F." The "Y," which does not count as a failing grade, is given when the reasons for incomplete work are deemed justifiable by the instructor, or at the end of the first term of a course that continues into a succeeding term. There is no deadline for completion of the work unless the instructor so specifies. In all cases, it is the student's responsibility to make arrangements for and progress to the completion of an incomplete course.

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.

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

Students must complete at least 60 semester hours in residence at the University of Richmond to be eligible for any bachelor's degree offered by the School of Continuing Studies. ENGL 201U, ENGL 202U,

and ENGL 203U must be taken during the first three regular semesters (excluding summer) and students must earn a grade of “C” or better in each course. The last 12 hours of coursework must be taken at the University of Richmond.

Students must complete at least 30 semester hours in residence at the University of Richmond to be eligible for the associate degree in liberal arts offered by the School of Continuing Studies. ENGL 201U, ENGL 202U, and ENGL 203U must be taken during the first three regular semester (excluding summer) and students must earn a grade of “C” or better in each course. The last 12 hours of coursework must be taken at the University of Richmond.

Certificates in Paralegal Studies and Information Systems require 21 semester hours. Transfer work into these certificates will be evaluated on a case-by-case basis.

In Education, the graduate certificate in Teacher Licensure Preparation requires 30-33 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

Requirements for undergraduate degree completion are based on those stated in the SCS 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.

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 SCS dean or appointed representative.

Credit and Grade Point Average

The University of Richmond School of Continuing Studies, School of Law, Graduate School of Business and Graduate School of Arts and Sciences 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.

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.

Academic Reports

Grades are available on BannerWeb generally 48 hours after the grade due date published in the Academic Calendar. Students can also check grade changes, incomplete make-ups and posting of transfer credit throughout the year from any location. 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

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.

Students admitted to SCS graduate programs on a "conditional admit" basis must obtain at least a "B" in all registered courses taken during the first term of enrollment. Failure to achieve this academic level will result in dismissal from the program.

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 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 Continuing Studies. Once suspended, a student may reapply for admission after a minimum of one full academic year.

Academic Standing - Graduate Programs

A student is expected to maintain a cumulative grade point average of at least 3.0 in the graduate program to remain in the program. Only grades of "A," "B," or "C" will receive credit; there is no "D" grade, and an "F" receives no credit. The student may re-take a course in which an "F" grade was received. However; both the former grade and the new grade will remain part of the student's academic record. In addition, the student is advised that he or she will be respon-

sible for incurring whatever tuition costs are necessary in order to retake the course. A student whose cumulative grade point average falls below 3.0 at any time may be dismissed from the program.

Students admitted to SCS graduate programs on a "conditional admit" basis must obtain at least a "B" in all registered courses taken during the first term of enrollment. Failure to achieve this academic level will result in dismissal from the program.

A student who has been dismissed may apply for readmission after the lapse of three academic years. Applicants for readmission must meet current admission requirements. Readmission is not guaranteed.

Master of Liberal Arts students are expected to maintain at least a "B" (3.0) average to remain in the MLA program. A student who earns less than "B-" (2.7) in two graduate courses will not be permitted to continue in the MLA program. A student who has been dropped from a MLA program must reapply if readmission is desired. Readmission would not take place before the next application/admission cycle (i.e., one semester).

Undergraduate Nondegree-seeking and Unclassified Students

Students may earn 12 semester hours within the school as a non-degree seeking (NDS/unclassified) student after which she or he will be encouraged to declare a major or explore options with a student advisor.

Undergraduate Degree-seeking Students

Students who have not completed a class in the School of Continuing Studies for three or more successive semesters (including summer) must resubmit an application and be readmitted under the current catalog requirements. Academic files will be kept for five years from the date of the last class taken. After that time they will be destroyed.

Graduate Non-degree Seeking Students

Students who wish to pursue non-degree graduate study in the School of Continuing Studies 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 Continuing Studies.

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.

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 continuing studies or arts and sciences 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.

Certain undergraduate courses may be taken for graduate credit. Graduate students are expected to achieve a higher level and to complete more work than the undergraduate in these courses. Undergraduate courses approved for graduate credit have course numbers below 500. In registering, a student must indicate that an approved course below the

500-level is being taken for graduate credit; otherwise, the course will be counted as undergraduate. A student cannot change the level at which such a course is being taken after the first 10 class days in a semester. Courses taken for undergraduate credit cannot be counted toward hours required for a graduate degree even though undergraduate coursework may be required to remove deficiencies in preparation. All work taken becomes a part of the student’s permanent record regardless of the course level and whether it is taken to make up deficiencies, to earn professional certification, or as an elective.

Course 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. 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.

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 SCS 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.

Master's Thesis Regulations

The thesis process must be initiated no later than the beginning of the academic year prior to the student's planned graduation date, although the student is strongly advised to conduct research on any topics of interest when doing coursework prior to initiating the thesis process. Although six semester hours of graduate credit are awarded upon completion of the thesis process for academic convenience, the student should not relate the six semester hours to the actual time that is required to write and to have an acceptable thesis approved. An advising committee shall be appointed for each candidate writing a thesis to complete his or her degree program. The committee will supervise the preparation of the thesis. The committee shall have a minimum of two academically qualified faculty members from the candidate's department with the option of more readers at the discretion of the department. One member of the committee, with the approval of the Graduate Program Director, may be from outside the University, but cannot serve as the chair. The chair of the committee shall be the candidate's principal advisor, but all members of the committee are expected to read and comment on the thesis.

Approved copies of theses must be submitted to the Associate Dean of the School of Continuing Studies by the last Monday in April for May candidates and by the first Thursday in August for August candidates. The master's degree will not be awarded, nor will a diploma be released, until the required number of bound copies has been submitted and all binding and microfilming fees have been paid. The copies of the theses retained by the University are deposited in the author's home department, Boatwright Library and the University Archives. Theses in Boatwright Library are available to be checked out by library patrons and can be ordered by other institutions through Interlibrary Loan.

Evaluation

Instructors establish grading criteria for their courses and prepare and submit the final course reports (us-

ing 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.

It is recognized that each class and each student in a class 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.

If unusual circumstances appear to have existed which could have affected the evaluation, the student should first bring the matter to the attention of the instructor (if available). If that informal inquiry is impossible, or if its results are disputed, the student may next bring the matter to the attention of the Student Advisor. In the event of continued dispute, the student may formally petition the Dean; then the Academic Council for a decision.

Graduation

To graduate a student must file a degree application. The University graduation ceremonies are held in May. Students planning to complete BAS, BLA, ALA, Certificate, Graduate Certificate or Master degree requirements in the coming May or August must file a degree application by the second Friday in September. Students planning to complete degree requirements in December should file a degree application by the end of the previous spring semester.

Students will be notified by Spiderbytes, the University's e-communication tool, to apply for the upcoming December, May and August graduations by the deadline date. Late applicants should contact the Office of the University Registrar or their dean's office for submission of a degree application. 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. For graduate students, all requirements (including thesis, if appropriate) must be completed before the candidate can participate in the SCS Commencement Ceremony.

Degree applications are available online via BannerWeb, in the School of Continuing Studies and the Office of the University Registrar.

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 which 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 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 Susan Breeden, 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. To request absentia please contact the Registrar's Office. 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 associate and baccalau-

reate 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.

Changes in Catalog Information

Caution: The course offerings and requirements of the University of Richmond are under continual examination and revision. This catalog is not a contract; it merely presents the offerings and requirements in effect at the time of publication and in no way guarantees that the offerings and requirements will not change. The University specifically reserves the right to change requirements for any major, minor and/or program and to implement them during any particular year.

In the event the University adopts new general education and/or major, minor and program requirements, efforts will be made to accommodate hardships during the transition period.

At times the University may elect to discontinue a degree program or focus area. Officially admitted students will be given five years from the date a program is discontinued to complete graduation requirements.

The student assumes full responsibility for compliance with all academic requirements.

OFF CAMPUS LOCATIONS

Weekend College

- Fredericksburg: Germanna Community College, 10000 Germanna Point Drive, Fredericksburg, VA 22408
- Southside Virginia: Danville Community College, 1008 South Main Street, Danville, VA 24541

CONFIDENTIALITY/PRIVACY RIGHTS/RIGHTS TO KNOW

registrar.richmond.edu/ferpa

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), e-mail, 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 Web page 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 Academic Records

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

- **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.
- **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.
- **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.

- **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 Web page.

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 on the Office of Institutional Effectiveness Web page.

Programs of Study

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BUSINESS

Minor in Business

Required

Select at least 18 semester hours from the courses listed. MATH 103U (or a liberal arts math class, including algebra) or higher should be taken before FIN 360U, MATH 265U or MGMT 342U. Students should not take both PSYC 327U and MGMT 341U. Students preparing for future graduate studies in business should review specific admission requirements for masters programs of interest.

- ACCT 301U: Fundamentals of Financial Accounting 3 sem. hrs.
- ACCT 302U: Fundamentals of Managerial Accounting 3 sem. hrs.
- ECON 201U: Microeconomics 3 sem. hrs.
- ECON 202U: Macroeconomics 3 sem. hrs.
- FIN 360U: Financial Management 3 sem. hrs.
- LAW 300U: Business Law 3 sem. hrs.
- MATH 265U: Applied Statistics 3 sem. hrs.
- MGMT 341U: Principles of Management 3 sem. hrs.
- MGMT 342U: Managing Business Processes 4 sem. hrs.
- MKT 321U: Marketing 3 sem. hrs.
- PSYC 327U: Organizational Psychology 3 sem. hrs.

EDUCATION

M.Ed. in Curriculum & Instruction

Core Courses

12 semester hours

- EDUC 650U: Advanced Educational Psychology 3 sem. hrs.
- EDUC 651U: Assessment and Evaluation in Education 3 sem. hrs.
- EDUC 652U: Differentiated Instruction 3 sem. hrs.
- EDUC 653U: Issues, Ethics and Policy in Education 3 sem. hrs.

Additional Courses

6 semester hours

- EDUC 660U: Curriculum Development 3 sem. hrs.
- EDUC 661U: Instructional Leadership 3 sem. hrs.

Reflective Experience

6 semester hours

- EDUC 675U: Reflective Teaching Experience 3 sem. hrs.
- EDUC 676U: Reflective Practitioner Seminar 3 sem. hrs.

Research Experience

6 semester hours

- EDUC 680U: Content Specialization and Action Research I 3 sem. hrs.
- EDUC 681U: Content Specialization and Action Research II 3 sem. hrs.

Capstone Experience

Comprehensive Written Examination to be completed during the final semester.

M.Ed. in Curriculum & Instruction: Complete M.Ed. from Graduate Certificate

After earning the Graduate Certificate in Teacher Licensure Program, continue coursework to earn the M.Ed. in Curriculum & Instruction.

Teacher Licensure Program Professional Studies and Field Experience

Prerequisite: Requires 30-33 semester hours of completed Graduate Certificate in Education (Professional Studies and Field Experience courses)

Core Courses

12 semester hours. For all candidates.

- EDUC 650U: Advanced Educational Psychology 3 sem. hrs.
- EDUC 651U: Assessment and Evaluation in Education 3 sem. hrs.
- EDUC 652U: Differentiated Instruction 3 sem. hrs.
- EDUC 653U: Issues, Ethics and Policy in Education 3 sem. hrs.

Reflective Experience - Employed in School

6 semester hours. For candidates employed in a school setting.

- EDUC 675U: Reflective Teaching Experience 3 sem. hrs.
- EDUC 676U: Reflective Practitioner Seminar 3 sem. hrs.

Research Experience - Not Employed in School

6 semester hours. For candidates not employed in a school setting.

EDUC 680U: Content Specialization and Action Research I 3 sem. hrs.

EDUC 681U: Content Specialization and Action Research II 3 sem. hrs.

Capstone Experience

Comprehensive Written Examination to be completed during the final semester.

M.Ed. in Educational Leadership & Policy Studies**Professional Studies Core**

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

EDUC 601U: Foundations of Educational Leadership Studies 3 sem. hrs.

EDUC 602U: Data for Decision-Making 3 sem. hrs.

EDUC 603U: Leading and Supervising Instruction 3 sem. hrs.

EDUC 604U: Communicating and Leading 3 sem. hrs.

EDUC 605U: School Law and Ethics 3 sem. hrs.

Professional Studies Addition

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

EDUC 630U: School Technology 3 sem. hrs.

EDUC 631U: Human Resource and Fiscal Leadership 3 sem. hrs.

EDUC 632U: Leading Change in Educational Settings 3 sem. hrs.

EDUC 633U: Leadership and School Culture 3 sem. hrs.

EDUC 634U: Context of Educational Public Policy and Politics 3 sem. hrs.

Field Experience

6 semester hours. All candidates must complete 230 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 3 sem. hrs.

EDUC 611U: Reflective Leadership Seminar II 3 sem. hrs.

Capstone Experience

All candidates must complete one of the following: Comprehensive Oral Examination or Comprehensive Written Examination.

Graduate Certificate in Teacher Licensure Preparation**Professional Studies - All Candidates**

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

EDUC 517U: Foundations of Teaching and Learning 3 sem. hrs.

EDUC 518U: Diverse Learners 3 sem. hrs.

EDUC 538U: Instructional Technology Integration 3 sem. hrs.

EDUC 558U: Classroom and Behavior Management 3 sem. hrs.

Professional Studies - Elementary

12 semester hours. Elementary candidates only.

EDUC 506U: Integrated Curriculum Methods 3 sem. hrs.

EDUC 524U: The Teaching of Reading: Part I - Learning To Read 3 sem. hrs.

EDUC 526U: The Teaching of Reading: Part II - Reading To Learn 3 sem. hrs.

EDUC 527U: The Teaching of Mathematics 3 sem. hrs.

Professional Studies - Secondary & Comprehensive

6 semester hours. Secondary and comprehensive candidates only.

EDUC 510U: Secondary Curriculum Methods 3 sem. hrs.

EDUC 550U: Content Area Reading 3 sem. hrs.

Field Experience

14 semester hours (appropriate Student Teaching plus EDUC 585U Seminar)

EDUC 575U: Student Teaching, Elementary (PreK-6) 12 sem. hrs.

EDUC 577U: Student Teaching, Secondary (6-12) 12 sem. hrs.

EDUC 578U: Student Teaching, Comprehensive (PreK-12) 12 sem. hrs.

EDUC 585U: Student Teaching Seminar 2 sem. hrs.

Graduate Certificate in Educational Leadership & Policy Studies

Professional Studies Core

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

- EDUC 601U: Foundations of Educational Leadership Studies 3 sem. hrs.
- EDUC 602U: Data for Decision-Making 3 sem. hrs.
- EDUC 603U: Leading and Supervising Instruction 3 sem. hrs.
- EDUC 604U: Communicating and Leading 3 sem. hrs.
- EDUC 605U: School Law and Ethics 3 sem. hrs.

Field Experience

6 semester hours. All candidates must complete 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 3 sem. hrs.
- EDUC 611U: Reflective Leadership Seminar II 3 sem. hrs.

Capstone Experience

All candidates must complete one of the following: Comprehensive Oral Examination or Comprehensive Written Examination.

Concentration in Education (BLA)

Earn a concentration in education toward teacher licensure preparation while working toward a Bachelor of Liberal Arts degree.

Professional Studies - All Candidates

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

- EDUC 317U: Foundations of Teaching and Learning 3 sem. hrs.
- EDUC 318U: Diverse Learners 3 sem. hrs.
- EDUC 338U: Instructional Technology Integration 3 sem. hrs.
- EDUC 358U: Classroom and Behavior Management 3 sem. hrs.

Professional Studies - Elementary

9 semester hours. Elementary candidates only.

- EDUC 306U: Integrated Curriculum Methods 3 sem. hrs.
- EDUC 324U: The Teaching of Reading: Part I - Learning To Read 3 sem. hrs.
- EDUC 327U: The Teaching of Mathematics 3 sem. hrs.

Professional Studies - Secondary & Comprehensive

6 semester hours. Secondary and comprehensive candidates only.

- EDUC 310U: Secondary Curriculum Methods 3 sem. hrs.
- EDUC 350U: Content Area Reading 3 sem. hrs.

Field Experience

14 semester hours (appropriate Student Teaching plus EDUC 485U Seminar)

- EDUC 475U: Student Teaching, Elementary (PreK-6) 12 sem. hrs.
- EDUC 477U: Student Teaching, Secondary (6-12) 12 sem. hrs.
- EDUC 478U: Student Teaching, Comprehensive (PreK-12) 12 sem. hrs.
- EDUC 485U: Student Teaching Seminar 2 sem. hrs.

EMERGENCY SERVICES MANAGEMENT

The School is not currently accepting new applicants into this program. No more than 29 semester hours of business courses may count toward the General Distribution requirement.

BAS in Emergency Services Management

General Education: Communications Core

15 semester hours. ISYS 101U recommended for students without prior experience taking online courses. Students must: earn a grade of C or better in ENGL courses to receive credit toward graduation and take ENGL courses from the School of Continuing Studies.

- ISYS 101U: Using Campus Technologies 1 sem. hrs.
- ENGL 201U: Strategic Reading 3 sem. hrs.

ENGL 202U:	Advanced Academic Writing 3 sem. hrs.
ESM 303U:	Research Practicum 3 sem. hrs.
ESM 319U:	Writing for Decisions 3 sem. hrs.
ISYS 203U:	Collaborative Technologies 3 sem. hrs.

General Education: Areas of Study

18 semester hours. Students must take at least one 3-credit course from each area: 1) History; 2) Literature; 3) Symbolic Reasoning; 4) Natural Science; 5) Social Sciences; 6) Arts.

General Distribution

57 semester hours selected from across the curriculum. No more than 29 semester hours of business courses may count toward the General Distribution requirement. Students must select one 18-hour minor, which will be completed in this area. Select a minor from the list of Emergency Services Management Minors: Emergency Management; Business Continuity; or Homeland Defense.

Core Courses

18 semester hours

ESM 300U:	Integrated Emergency Services in the Community 3 sem. hrs.
PBAD 338U:	Decision Making in Public Administration 3 sem. hrs.
ECON 381U:	Public Budget and Finance 3 sem. hrs.
ESM 350U:	Externship 3 sem. hrs.
ESM 354U:	Management and Organization of Public Agencies 3 sem. hrs.
ESM 355U:	Management by Fact 3 sem. hrs.

Focus Courses

Select 9 semester hours from across the Emergency Services Management curriculum

Capstone Course

3 semester hours

ESM 495U:	Hazards and Threats for the Future 3 sem. hrs.
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Minor in Business Continuity

Required

18 semester hours. Select only 1 course from ESM 307U, ESM 313U and ESM 316U.

ESM 305U:	Disasters, Characteristics and Physical Impacts 3 sem. hrs.
ESM 307U:	Managing Emergency Operations 3 sem. hrs.
ESM 313U:	Disaster Exercises 3 sem. hrs.
ESM 316U:	Information Technology Disaster Recovery 3 sem. hrs.
ESM 310U:	Business Continuity Planning 3 sem. hrs.
ESM 315U:	Business Community Program Management 3 sem. hrs.
ESM 317U:	Risk, Hazard and Impact Analysis 3 sem. hrs.
PBRL 331U:	Introduction to Public Relations 3 sem. hrs.

Minor in Emergency Management

Required

18 semester hours. ESM 322U is an elective.

ESM 302U:	Emergency Planning 3 sem. hrs.
ESM 305U:	Disasters, Characteristics and Physical Impacts 3 sem. hrs.
ESM 307U:	Managing Emergency Operations 3 sem. hrs.
ESM 312U:	Emergency Management Systems and Theory 3 sem. hrs.
ESM 313U:	Disaster Exercises 3 sem. hrs.
ESM 314U:	Defending Communities - Integrating Mitigation, Preparedness and Recovery 3 sem. hrs.
ESM 322U:	Emergency Operations Center Design, Management and Operation 3 sem. hrs.

Minor in Homeland Defense

Required

18 semester hours

ESM 302U:	Emergency Planning 3 sem. hrs.
ESM 307U:	Managing Emergency Operations 3 sem. hrs.
ESM 308U:	Terrorism 3 sem. hrs.
ESM 318U:	Weapons of Mass Destruction 3 sem. hrs.
ESM 331U:	Homeland Defense Policy and Programs 3 sem. hrs.
LAW 330U:	Terrorism Law 3 sem. hrs.

HUMAN RESOURCE MANAGEMENT

Master of Human Resource Management

Core Courses

18 semester hours

- HRM 531U: Human Resource Management 3 sem. hrs.
- HRM 532U: Legal Issues in Human Resource Management 3 sem. hrs.
- HRM 533U: Quantitative Analysis and Research in HRM 3 sem. hrs.
- HRM 534U: Strategic Human Resource Development 3 sem. hrs.
- ECON 507U: Labor Economics 3 sem. hrs.
- PSYC 530U: Organizational Psychology 3 sem. hrs.

600-Level Courses

18 semester hours. HRM 657U and HRM 697U are required. Students may then choose 4 of the remaining 600-level courses to complete the requirement.

- HRM 635U: Managing Compensation and Benefits 3 sem. hrs.
- HRM 638U: HRM Leadership Theory and Application 3 sem. hrs.
- HRM 639U: Recruitment and Retention 3 sem. hrs.
- HRM 647U: Human Resource Information Systems 3 sem. hrs.
- HRM 650U: Labor Relations 3 sem. hrs.
- HRM 657U: HRM in the Global Environment 3 sem. hrs.
- HRM 696U: Directed Research 3 sem. hrs.
- HRM 697U: Strategy and Policy 3 sem. hrs.

Graduate Certificate in HR Management

Required

18 semester hours

- HRM 531U: Human Resource Management 3 sem. hrs.
- HRM 532U: Legal Issues in Human Resource Management 3 sem. hrs.
- HRM 534U: Strategic Human Resource Development 3 sem. hrs.
- HRM 635U: Managing Compensation and Benefits 3 sem. hrs.

- HRM 647U: Human Resource Information Systems 3 sem. hrs.
- HRM 657U: HRM in the Global Environment 3 sem. hrs.

BAS in Human Resource Management

General Education: Communications Core

12 semester hours. Students must: 1) earn a grade of C or better in ENGL courses to receive credit toward graduation; 2) take all ENGL courses from the School of Continuing Studies; 3) take all three ENGL courses in sequence (ENGL 201U and ENGL 202U may be taken concurrently). No more than 29 semester hours of business courses may count toward the General Distribution requirement.

- ENGL 201U: Strategic Reading 3 sem. hrs.
- ENGL 202U: Advanced Academic Writing 3 sem. hrs.
- ENGL 203U: Research Process 3 sem. hrs.
- ISYS 203U: Collaborative Technologies 3 sem. hrs.

General Education: Areas of Study

18 semester hours. Students must take at least one 3-credit course from each area: 1) History; 2) Literature; 3) Symbolic Reasoning; 4) Natural Science; 5) Social Sciences; 6) Arts.

General Distribution

60 semester hours selected from across the curriculum. No more than 29 semester hours of business courses may count toward the General Distribution requirement. Minor(s) may be drawn from this area.

Core Courses

15 semester hours

- ECON 377U: Principles of Economics 3 sem. hrs.
- HRM 343U: Human Resource Management 3 sem. hrs.
- LAW 322U: Employment Law and Policy 3 sem. hrs.
- MATH 307U: Quantitative Methods in Social Science 3 sem. hrs.
- MGMT 341U: Principles of Management 3 sem. hrs.

Focus Courses

Select 12 semester hours, at least 9 hours from 400-level courses.

HRM 345U:	Human Resource Development 3 sem. hrs.
HRM 388U:	Internship 3 sem. hrs.
MKT 321U:	Marketing 3 sem. hrs.
PSYC 327U:	Organizational Psychology 3 sem. hrs.
HRM 454U:	Compensation and Benefits 3 sem. hrs.
HRM 452U:	Quality Management 3 sem. hrs.
HRM 460U:	HR in an IT World 3 sem. hrs.
HRM 467U:	International Human Resource Management 3 sem. hrs.
HRM 496U:	Directed Research 3 sem. hrs.
HRM 498U:	Selected Topics 1-3 sem. hrs.

Capstone Course

3 semester hours

HRM 499U:	Senior Seminar in HRM 3 sem. hrs.
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Minor in Human Resource Management**Required**

18 semester hours

HRM 343U:	Human Resource Management 3 sem. hrs.
HRM 345U:	Human Resource Development 3 sem. hrs.
HRM 454U:	Compensation and Benefits 3 sem. hrs.
HRM 460U:	HR in an IT World 3 sem. hrs.
HRM 467U:	International Human Resource Management 3 sem. hrs.
LAW 322U:	Employment Law and Policy 3 sem. hrs.

INFORMATION SYSTEMS**BAS in Information Systems****General Education: Communications Core**

12 semester hours. Students must: 1) earn a grade of C or better in ENGL courses to receive credit toward graduation; 2) take all ENGL courses from the School of Continuing Studies; 3) take all three ENGL courses in sequence (ENGL 201U and ENGL 202U may be taken concurrently). Students may substitute a 300-level ISYS elective for ISYS 203U.

ENGL 201U:	Strategic Reading 3 sem. hrs.
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ENGL 202U:	Advanced Academic Writing 3 sem. hrs.
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ENGL 203U:	Research Process 3 sem. hrs.
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ISYS 203U:	Collaborative Technologies 3 sem. hrs.
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General Education: Areas of Study

18 semester hours. Students must take at least one 3-credit course from each area: 1) History; 2) Literature; 3) Symbolic Reasoning; 4) Natural Science; 5) Social Sciences; 6) Arts. Symbolic Reasoning requirement should be MATH 103U, calculus or pre-calculus.

General Distribution

60 semester hours selected from across the curriculum. Minor(s) may be drawn from this area. No more than 29 semester hours of business courses may count toward the General Distribution requirement.

Major: Core Courses

17 semester hours. Select 1 course from ISYS 301U, 302U, 307U (students transferring telecomm and LAN classes choose ISYS 307U). Select either ISYS 450U or ISYS 490U. All Information Systems majors are expected to be proficient in Word, PowerPoint, Excel and Access before taking 300-level ISYS courses.

MATH 265U:	Applied Statistics 3 sem. hrs.
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ISYS 301U:	Global Telecommunications Tech and Policy 4 sem. hrs.
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ISYS 302U:	Local Area Networks 4 sem. hrs.
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ISYS 306U:	Systems Analysis and Design 3 sem. hrs.
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ISYS 307U:	IT Evaluation and Selection 4 sem. hrs.
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ISYS 311U:	Database Design/Business Intelligence 4 sem. hrs.
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ISYS 450U:	Project Management 3 sem. hrs.
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ISYS 490U:	Managing IT 3 sem. hrs.
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Major: Focus Courses

Select 13 semester hours from the courses listed. Students considering graduate school in business or information technology should check entrance requirements for several programs when making selections.

ISYS 301U:	Global Telecommunications Tech and Policy 4 sem. hrs.
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ISYS 302U:	Local Area Networks 4 sem. hrs.
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ISYS 303U:	IT Security 3 sem. hrs.
ISYS 306U:	Systems Analysis and Design 3 sem. hrs.
ISYS 307U:	IT Evaluation and Selection 4 sem. hrs.
ISYS 311U:	Database Design/Business Intelligence 4 sem. hrs.
ISYS 351U:	Web Design and Development 3 sem. hrs.
ISYS 353U:	Advanced Tools for Web Design and Development 3 sem. hrs.
ISYS 355U:	Computer Programming in Java 4 sem. hrs.
ISYS 360U:	Electronic Commerce 3 sem. hrs.
ISYS 398U:	Selected Topics 1-6 sem. hrs.
ISYS 450U:	Project Management 3 sem. hrs.
ISYS 490U:	Managing IT 3 sem. hrs.
ESM 316U:	Information Technology Disaster Recovery 3 sem. hrs.
LAW 325U:	CyberLaw 3 sem. hrs.
MGMT 342U:	Managing Business Processes 4 sem. hrs.

BAS in IT Management

General Education: Communications Core

12 semester hours. Students must: 1) earn a grade of C or better in ENGL courses to receive credit toward graduation; 2) take all ENGL courses from the School of Continuing Studies; 3) take all three ENGL courses in sequence (ENGL 201U and ENGL 202U may be taken concurrently). Students may substitute a 300-level ISYS elective for ISYS 203U.

ENGL 201U:	Strategic Reading 3 sem. hrs.
ENGL 202U:	Advanced Academic Writing 3 sem. hrs.
ENGL 203U:	Research Process 3 sem. hrs.
ISYS 203U:	Collaborative Technologies 3 sem. hrs.

General Education: Areas of Study

18 semester hours. Students must take at least one 3-credit course from each area: 1) History; 2) Literature; 3) Symbolic Reasoning; 4) Natural Science; 5) Social Sciences; 6) Arts. Symbolic Reasoning requirement should be calculus or pre-calculus.

General Distribution

60 semester hours selected from across the curriculum. IT Management majors must complete a minimum of 18 hours in the Business minor. No more than 29 semester hours of business courses may count toward the General Distribution requirement.

Major: Core Courses

17 semester hours. Select 1 course from ISYS 301U, 302U, 307U (students transferring telecomm and LAN classes choose ISYS 307U). Select either ISYS 450U or ISYS 490U. All IT Management majors are expected to be proficient in Word, PowerPoint, Excel and Access before taking 300-level ISYS courses.

MATH 265U:	Applied Statistics 3 sem. hrs.
ISYS 301U:	Global Telecommunications Tech and Policy 4 sem. hrs.
ISYS 302U:	Local Area Networks 4 sem. hrs.
ISYS 306U:	Systems Analysis and Design 3 sem. hrs.
ISYS 307U:	IT Evaluation and Selection 4 sem. hrs.
ISYS 311U:	Database Design/Business Intelligence 4 sem. hrs.
ISYS 450U:	Project Management 3 sem. hrs.
ISYS 490U:	Managing IT 3 sem. hrs.

Major: Focus Courses

Select 13 semester hours from the courses listed. Students considering graduate school in business or information technology should check entrance requirements for several programs when making selections.

ISYS 301U:	Global Telecommunications Tech and Policy 4 sem. hrs.
ISYS 302U:	Local Area Networks 4 sem. hrs.
ISYS 303U:	IT Security 3 sem. hrs.
ISYS 306U:	Systems Analysis and Design 3 sem. hrs.
ISYS 307U:	IT Evaluation and Selection 4 sem. hrs.
ISYS 311U:	Database Design/Business Intelligence 4 sem. hrs.
ISYS 351U:	Web Design and Development 3 sem. hrs.
ISYS 353U:	Advanced Tools for Web Design and Development 3 sem. hrs.
ISYS 355U:	Computer Programming in Java 4 sem. hrs.
ISYS 360U:	Electronic Commerce 3 sem. hrs.

ISYS 398U:	Selected Topics 1-6 sem. hrs.
ISYS 450U:	Project Management 3 sem. hrs.
ISYS 490U:	Managing IT 3 sem. hrs.
ESM 316U:	Information Technology Disaster Recovery 3 sem. hrs.
LAW 325U:	CyberLaw 3 sem. hrs.
MGMT 342U:	Managing Business Processes 4 sem. hrs.

Certificate in Information Systems

Required

Select 21 semester hours from the course listed. Students considering future graduate study should check entrance requirements for several programs before making selections. Students may select interdisciplinary courses with the program director, including: Law & Technology/IT Security (ISYS 301U, ISYS 302U, ISYS 303U and LAW 325U); Web Design/e-Commerce (ISYS 351U-353U, ISYS 355U, ISYS 360U, ISYS 450U); Graduate school preparation in math (MATH 265U, MATH 270U); IT Entrepreneurship (including an entrepreneurship course from the Business minor).

ISYS 301U:	Global Telecommunications Tech and Policy 4 sem. hrs.
ISYS 302U:	Local Area Networks 4 sem. hrs.
ISYS 303U:	IT Security 3 sem. hrs.
ISYS 306U:	Systems Analysis and Design 3 sem. hrs.
ISYS 307U:	IT Evaluation and Selection 4 sem. hrs.
ISYS 311U:	Database Design/Business Intelligence 4 sem. hrs.
ISYS 351U:	Web Design and Development 3 sem. hrs.
ISYS 353U:	Advanced Tools for Web Design and Development 3 sem. hrs.
ISYS 355U:	Computer Programming in Java 4 sem. hrs.
ISYS 360U:	Electronic Commerce 3 sem. hrs.
ISYS 398U:	Selected Topics 1-6 sem. hrs.
ISYS 450U:	Project Management 3 sem. hrs.
ISYS 490U:	Managing IT 3 sem. hrs.
LAW 325U:	CyberLaw 3 sem. hrs.
MGMT 342U:	Managing Business Processes 4 sem. hrs.
MATH 265U:	Applied Statistics 3 sem. hrs.
MATH 270U:	Applied Calculus 3 sem. hrs.

Minor in Information Systems

Required

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

ISYS 301U:	Global Telecommunications Tech and Policy 4 sem. hrs.
ISYS 302U:	Local Area Networks 4 sem. hrs.
ISYS 303U:	IT Security 3 sem. hrs.
ISYS 306U:	Systems Analysis and Design 3 sem. hrs.
ISYS 307U:	IT Evaluation and Selection 4 sem. hrs.
ISYS 311U:	Database Design/Business Intelligence 4 sem. hrs.
ISYS 351U:	Web Design and Development 3 sem. hrs.
ISYS 353U:	Advanced Tools for Web Design and Development 3 sem. hrs.
ISYS 355U:	Computer Programming in Java 4 sem. hrs.
ISYS 360U:	Electronic Commerce 3 sem. hrs.
ISYS 398U:	Selected Topics 1-6 sem. hrs.
ISYS 450U:	Project Management 3 sem. hrs.
ISYS 490U:	Managing IT 3 sem. hrs.
ESM 316U:	Information Technology Disaster Recovery 3 sem. hrs.
LAW 325U:	CyberLaw 3 sem. hrs.
MGMT 342U:	Managing Business Processes 4 sem. hrs.

Minor in Law and Technology

Required

Select at least 18 semester hours from the courses listed.

ISYS 301U:	Global Telecommunications Tech and Policy 4 sem. hrs.
ISYS 302U:	Local Area Networks 4 sem. hrs.
ISYS 303U:	IT Security 3 sem. hrs.
ISYS 360U:	Electronic Commerce 3 sem. hrs.
LAW 300U:	Business Law 3 sem. hrs.
LAW 325U:	CyberLaw 3 sem. hrs.
LAW 326U:	Intellectual Property 3 sem. hrs.

LEADERSHIP STUDIES

Certificate in Leadership Studies

Required

21 semester hours. LDSP 200U must be completed before or while enrolled in other certificate classes.

- LDSP 200U: Introduction to Leadership Studies 3 sem. hrs.
- LDSP 278U: Communication in Leadership 3 sem. hrs.
- LDSP 302U: Leadership and Ethical Action and the Law 3 sem. hrs.
- LDSP 348U: Leadership, Conflict Management and Group Dynamics 3 sem. hrs.
- LDSP 358U: Historical Perspective of Leadership 3 sem. hrs.
- LDSP 368U: Leadership in the Global Environment 3 sem. hrs.
- LDSP 478U: Strategic Thinking for Leaders 3 sem. hrs.

Minor in Leadership Studies

Required

Select 18 semester hours. LDSP 200U is required and must be completed before or while enrolled in other classes.

- LDSP 200U: Introduction to Leadership Studies 3 sem. hrs.
- LDSP 278U: Communication in Leadership 3 sem. hrs.
- LDSP 302U: Leadership and Ethical Action and the Law 3 sem. hrs.
- LDSP 348U: Leadership, Conflict Management and Group Dynamics 3 sem. hrs.
- LDSP 358U: Historical Perspective of Leadership 3 sem. hrs.
- LDSP 368U: Leadership in the Global Environment 3 sem. hrs.
- LDSP 478U: Strategic Thinking for Leaders 3 sem. hrs.

LIBERAL ARTS

Master of Liberal Arts

Required Core

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

- MLA 500U: Methods and Themes in Liberal Studies 3 sem. hrs.

- MLA 506U: Humanities Seminar 3 sem. hrs.
- MLA 507U: Social Sciences Seminar 3 sem. hrs.
- MLA 508U: Science Seminar 3 sem. hrs.
- MLA 599U: Seminar in Liberal Arts 3 sem. hrs.

Required Focus

15 semester hours. All candidates must select 5 additional graduate courses in consultation with the graduate studies coordinator.

Bachelor of Liberal Arts

Weekend College Bachelor of Liberal Arts in Interdisciplinary Studies

Areas of Study

18 semester hours. Select at least one 3-credit course from each of the following areas: 1) History; 2) Literature; 3) Natural Sciences; 4) Social Sciences and Cultural Studies; 5) Symbolic Reasoning: Math and/or Logic; 6) The Arts.

General Distribution

42 semester hours (minimum) selected from across the curriculum. No more than 29 semester hours of business courses may count toward the General Distribution requirement.

Core Courses

54 semester hours

- ADED 300U: Knowledge Management - Methods of Learning and Thinking 6 sem. hrs.
- HIST 345U: The History of Ideas 6 sem. hrs.
- HUM 346U: The History of Human Expression 6 sem. hrs.
- ISTY 301U: Understanding the Global Village 6 sem. hrs.
- PLSC 301U: The Rights and Responsibilities of Citizenship 6 sem. hrs.
- GSCI 301U: The Role of Science and Technology in Shaping the Modern Era 6 sem. hrs.
- MGMT 345U: Business Literacy 6 sem. hrs.
- LDSP 310U: Leadership and Ethical Decision Making 6 sem. hrs.
- IDST 310U: The Examined Life 6 sem. hrs.

Capstone Course

6 semester hours

- IDST 495U: Capstone Course: Senior Seminar 6 sem. hrs.

Bachelor of Liberal Arts

General Education: Communications Core

12 semester hours. Students must: 1) earn a grade of C or better in ENGL courses to receive credit toward graduation; 2) take all ENGL courses from the School of Continuing Studies; 3) take all three ENGL courses in sequence (ENGL 201U and ENGL 202U may be taken concurrently).

ENGL 201U: Strategic Reading 3 sem. hrs.

ENGL 202U: Advanced Academic Writing
3 sem. hrs.

ENGL 203U: Research Process 3 sem. hrs.

ISYS 203U: Collaborative Technologies
3 sem. hrs.

General Education: Areas of Study

18 semester hours. Students must take at least one 3-credit course from each area: 1) History; 2) Literature; 3) Symbolic Reasoning: Math and/or Logic; 4) Natural Science; 5) Social Sciences and Cultural Studies; 6) Arts.

General Distribution

60 semester hours selected from across the curriculum. No more than 29 semester hours of business courses may count toward the General Distribution requirement. Minor(s) may be drawn from this area.

Core Courses

12 semester hours

IDST 301U: The Realm of Ideas I: Context and Chronology 3 sem. hrs.

IDST 302U: The Realm of Ideas II: Self, Society and Science 3 sem. hrs.

IDST 303U: The Realm of Ideas III: Human Expression 3 sem. hrs.

IDST 395U: The Realm of Ideas IV: Capstone Seminar for Liberal Arts Majors
3 sem. hrs.

Focus Courses

18 semester hours in the Humanities and/or Social Sciences with at least 12 semester hours at the 300 level.

Bachelor of Liberal Arts Focus Areas

Select at least 18 semester hours from any focus area listed. 12 semester hours must be at the 300 level.

Focus on American Studies

ANTH 301U: North American Indians 3 sem. hrs.

ART 313U: American Art: Colonial to 1890
3 sem. hrs.

ART 314U: American Art: 1890 to Present
3 sem. hrs.

ART 347U: The Age of Jefferson 3 sem. hrs.

ENGL 206U: Selected Readings in American Literature 3 sem. hrs.

ENGL 331U: Twentieth-Century American Literature 3 sem. hrs.

ENGL 332U: The American Short Story 3 sem. hrs.

ENGL 340U: Black Women Writers 3 sem. hrs.

ENGL 347U: Edgar Allan Poe 3 sem. hrs.

HIST 300U: Women and the American Experience
3 sem. hrs.

HIST 305U: Richmond Across the Centuries
3 sem. hrs.

HIST 308U: Social and Cultural History of Nineteenth- and Twentieth-Century American Women 3 sem. hrs.

HIST 310U: An Age of Giants 3 sem. hrs.

HIST 312U: Great Issues in American History
3 sem. hrs.

HIST 315U: Great Disasters and Their Impact in the History of the U.S.: 1861 to the Present 3 sem. hrs.

HIST 316U: The New South 3 sem. hrs.

HIST 317U: The Old South 3 sem. hrs.

HIST 320U: Virginia History 3 sem. hrs.

HIST 322U: Moments in Time II: History of the Americas 3 sem. hrs.

HIST 323U: Westward Ho! 3 sem. hrs.

HIST 327U: Belles, Steel Magnolias and Good Ol' Gals 3 sem. hrs.

HIST 329U: Americans on the Move 3 sem. hrs.

HIST 347U: The Age of Jefferson 3 sem. hrs.

LAW 303U: Constitutional Law 3 sem. hrs.

LAW 304U: First Amendment Law 3 sem. hrs.

LA 302U: The Judicial System 3 sem. hrs.

PHIL 302U: Thinking About the Paranormal
3 sem. hrs.

PHIL 303U: Beyond Death 3 sem. hrs.

PLSC 205U: Introduction to American Government
3 sem. hrs.

- PLSC 207U: Virginia Government and Politics 3 sem. hrs.
 PLSC 302U: Modern Conservative Political Philosophy 3 sem. hrs.
 SOC 309U: Social Problems 3 sem. hrs.
 SOC 310U: Criminology 3 sem. hrs.
 SOC 316U: Race and Ethnicity in America 3 sem. hrs.
 SOC 320U: Alternative Lifestyles and Contemporary Families 3 sem. hrs.

Focus on Anthropology/Archaeology

- ANTH 301U: North American Indians 3 sem. hrs.
 ANTH 315U: Introduction to Physical Anthropology 3 sem. hrs.
 ANTH 398U: Selected Topics 1-6 sem. hrs.
 ARCH 300U: Archaeology of Ancient Civilizations 3 sem. hrs.
 ARCH 305U: Images of the Past: Introduction to Archaeology 3 sem. hrs.
 ARCH 398U: Selected Topics 1-6 sem. hrs.
 HIST 308U: Social and Cultural History of Nineteenth- and Twentieth-Century American Women 3 sem. hrs.
 SOC 101U: Introduction to Sociology 3 sem. hrs.

Focus on Art

- ART 208U: Techniques and Aesthetics of Photography 3 sem. hrs.
 ART 209U: Photography as Art 3 sem. hrs.
 ART 212U: Art Appreciation 3 sem. hrs.
 ART 225U: History of French Art and Architecture 3 sem. hrs.
 ART 300U: Color Photography 3 sem. hrs.
 ART 301U: Introduction to Photoshop 3 sem. hrs.
 ART 302U: Advanced Photoshop for Photographers 3 sem. hrs.
 ART 313U: American Art: Colonial to 1890 3 sem. hrs.
 ART 314U: American Art: 1890 to Present 3 sem. hrs.
 ART 315U: Art of the Renaissance 3 sem. hrs.
 ART 317U: Nineteenth-Century Art 3 sem. hrs.
 ART 324U: Impressionism, Post Impressionism 3 sem. hrs.
 ART 328U: Women in the Arts 3 sem. hrs.
 ART 345U: Philanthropy in the Arts 3 sem. hrs.
 ART 347U: The Age of Jefferson 3 sem. hrs.

- ART 360U: Victorian England: Whistler, Ruskin and the Nature of Truth 3 sem. hrs.
 ART 398U: Selected Topics 1-6 sem. hrs.

Focus on Arts Management

- MUS 310U: Managing Performing Arts Organizations 3 sem. hrs.
 ACCT 300U: Survey of Accounting Principles 3 sem. hrs.
 MKT 321U: Marketing 3 sem. hrs.
 ART 345U: Philanthropy in the Arts 3 sem. hrs.

Focus on History

- HIST 300U: Women and the American Experience 3 sem. hrs.
 HIST 301U: Women in European Civilization 3 sem. hrs.
 HIST 305U: Richmond Across the Centuries 3 sem. hrs.
 HIST 308U: Social and Cultural History of Nineteenth- and Twentieth-Century American Women 3 sem. hrs.
 HIST 310U: An Age of Giants 3 sem. hrs.
 HIST 312U: Great Issues in American History 3 sem. hrs.
 HIST 315U: Great Disasters and Their Impact in the History of the U.S.: 1861 to the Present 3 sem. hrs.
 HIST 316U: The New South 3 sem. hrs.
 HIST 317U: The Old South 3 sem. hrs.
 HIST 320U: Virginia History 3 sem. hrs.
 HIST 321U: Moments in Time I: World History 3 sem. hrs.
 HIST 322U: Moments in Time II: History of the Americas 3 sem. hrs.
 HIST 323U: Westward Ho! 3 sem. hrs.
 HIST 324U: Women and the American West 3 sem. hrs.
 HIST 327U: Belles, Steel Magnolias and Good Ol' Gals 3 sem. hrs.
 HIST 328U: Southern Women's Civil War 3 sem. hrs.
 HIST 329U: Americans on the Move 3 sem. hrs.
 HIST 337U: Tudor England 3 sem. hrs.
 HIST 338U: Stuart England 3 sem. hrs.
 HIST 347U: The Age of Jefferson 3 sem. hrs.
 HIST 360U: Victorian England: Whistler, Ruskin and the Nature of Truth 3 sem. hrs.
 HIST 398U: Selected Topics 1-6 sem. hrs.

Focus on Literature

- ENGL 206U: Selected Readings in American Literature 3 sem. hrs.
- ENGL 222U: Short Fiction 3 sem. hrs.
- ENGL 229U: The Modern Novel 3 sem. hrs.
- ENGL 325U: All the World's A Stage 3 sem. hrs.
- ENGL 326U: Shakespeare and Film I 3 sem. hrs.
- ENGL 327U: Shakespeare and Film II 3 sem. hrs.
- ENGL 331U: Twentieth-Century American Literature 3 sem. hrs.
- ENGL 332U: The American Short Story 3 sem. hrs.
- ENGL 336U: Selected Works of Tennessee Williams 3 sem. hrs.
- ENGL 337U: Southern Drama 3 sem. hrs.
- ENGL 338U: Biblical Themes in Literature 3 sem. hrs.
- ENGL 340U: Black Women Writers 3 sem. hrs.
- ENGL 342U: The Family in Fiction 3 sem. hrs.
- ENGL 344U: Major Themes in Literature 3 sem. hrs.
- ENGL 345U: Gothic Literature 4 sem. hrs.
- ENGL 347U: Edgar Allan Poe 3 sem. hrs.
- ENGL 348U: The Legend of King Arthur 3 sem. hrs.
- ENGL 360U: Women of the Bible 3 sem. hrs.
- ENGL 368U: Creative Writing: Fiction 3 sem. hrs.
- ENGL 369U: Creative Writing: Poetry 3 sem. hrs.
- ENGL 398U: Selected Topics 1-6 sem. hrs.

Focus on Psychology

- PSYC 101U: Introductory Psychology 3 sem. hrs.
- PSYC 190U: Child Psychology 3 sem. hrs.
- PSYC 222U: Motivation and Emotion 3 sem. hrs.
- PSYC 230U: Psychology of Women 3 sem. hrs.
- PSYC 303U: Psychology of Gender 3 sem. hrs.
- PSYC 304U: Psychology of Relationships 3 sem. hrs.
- PSYC 305U: Stress and Its Management 3 sem. hrs.
- PSYC 313U: Social Psychology 3 sem. hrs.
- PSYC 327U: Organizational Psychology 3 sem. hrs.
- PSYC 337U: Psychological Development Across the Life Cycle 3 sem. hrs.
- PSYC 338U: Forensic Psychology 3 sem. hrs.
- PSYC 339U: Abnormal Psychology 3 sem. hrs.
- PSYC 398U: Selected Topics 3 sem. hrs.
- SOC 305U: Deviance 3 sem. hrs.
- SOC 309U: Social Problems 3 sem. hrs.
- HUM 301U: Intimate Relationships 3 sem. hrs.

Focus on Sociology

- SOC 101U: Introduction to Sociology 3 sem. hrs.
- SOC 305U: Deviance 3 sem. hrs.
- SOC 309U: Social Problems 3 sem. hrs.
- SOC 310U: Criminology 3 sem. hrs.
- SOC 316U: Race and Ethnicity in America 3 sem. hrs.
- SOC 320U: Alternative Lifestyles and Contemporary Families 3 sem. hrs.
- SOC 324U: Sociology of Law 3 sem. hrs.
- SOC 328U: Social Gerontology 3 sem. hrs.
- SOC 342U: Dying, Death and Grief 3 sem. hrs.
- SOC 398U: Selected Topics 1-6 sem. hrs.

Focus on Women's Studies

- ART 328U: Women in the Arts 3 sem. hrs.
- ENGL 230U: Women in Modern Literature 3 sem. hrs.
- ENGL 340U: Black Women Writers 3 sem. hrs.
- ENGL 360U: Women of the Bible 3 sem. hrs.
- HIST 300U: Women and the American Experience 3 sem. hrs.
- HIST 301U: Women in European Civilization 3 sem. hrs.
- HIST 308U: Social and Cultural History of Nineteenth- and Twentieth-Century American Women 3 sem. hrs.
- HIST 324U: Women and the American West 3 sem. hrs.
- HIST 327U: Belles, Steel Magnolias and Good Ol' Gals 3 sem. hrs.
- HIST 328U: Southern Women's Civil War 3 sem. hrs.
- HUM 398U: Selected Topics 1-6 sem. hrs.
- PSYC 230U: Psychology of Women 3 sem. hrs.
- PSYC 304U: Psychology of Relationships 3 sem. hrs.

Associate in Liberal Arts**General Education: Communications Core**

15 semester hours. Students must: 1) earn a grade of C or better in ENGL courses to receive credit toward graduation; 2) take all ENGL courses from the School of Continuing Studies; 3) take all three ENGL courses in sequence (ENGL 201U and ENGL 202U may be taken concurrently)

- ENGL 201U: Strategic Reading 3 sem. hrs.
- ENGL 202U: Advanced Academic Writing 3 sem. hrs.

ENGL 203U: Research Process 3 sem. hrs.

ISYS 203U: Collaborative Technologies
3 sem. hrs.

SPCH 105U: Interpersonal Communication
3 sem. hrs.

General Education: Areas of Study

18 semester hours. Students must take at least one 3-credit course from each area: 1) History; 2) Literature; 3) Symbolic Reasoning; Math and/or Logic; 4) Natural Science; 5) Social Sciences and Cultural Studies; 6) Arts.

General Distribution

15 semester hours from liberal arts and/or any other SCS program

Core Courses

12 semester hours

IDST 301U: The Realm of Ideas I: Context and Chronology 3 sem. hrs.

IDST 302U: The Realm of Ideas II: Self, Society and Science 3 sem. hrs.

IDST 303U: The Realm of Ideas III: Human Expression 3 sem. hrs.

IDST 395U: The Realm of Ideas IV: Capstone Seminar for Liberal Arts Majors
3 sem. hrs.

PARALEGAL STUDIES

BAS in Paralegal Studies

General Education: Communications Core

12 semester hours. Students must: 1) earn a grade of C or better in ENGL courses to receive credit toward graduation; 2) take all ENGL courses from the School of Continuing Studies; 3) take all three ENGL courses in sequence (ENGL 201U and ENGL 202U may be taken concurrently).

ENGL 201U: Strategic Reading 3 sem. hrs.

ENGL 202U: Advanced Academic Writing
3 sem. hrs.

ENGL 203U: Research Process 3 sem. hrs.

ISYS 203U: Collaborative Technologies
3 sem. hrs.

General Education: Areas of Study

18 semester hours. Students must take at least one 3-credit course from each area: 1) History; 2) Literature; 3) Symbolic Reasoning; 4) Natural Science; 5) Social Sciences; 6) Arts.

General Distribution

60 semester hours selected from across the curriculum. No more than 29 semester hours of business courses may count toward the General Distribution requirement. Minor(s) may be drawn from this area.

Core Courses

21 semester hours. LA 301U, LA 302U, LA 303U & LA 304U are required. Select 3 additional courses from LA 306U, LA 310U, LA 316U, LA 319U & LAW 303U.

LA 301U: Introduction to Paralegal Studies
3 sem. hrs.

LA 302U: The Judicial System 3 sem. hrs.

LA 303U: Legal Research
3 sem. hrs.

LA 304U: Legal Writing 3 sem. hrs.

LA 306U: Litigation 3 sem. hrs.

LA 310U: Real Estate 3 sem. hrs.

LA 316U: Contract Law 3 sem. hrs.

LA 319U: Paralegal Ethics 3 sem. hrs.

LAW 303U: Constitutional Law 3 sem. hrs.

Focus Courses

Select 9 semester hours from the courses listed

LA 307U: Corporate Law 3 sem. hrs.

LA 308U: Estate Planning 3 sem. hrs.

LA 309U: Administration of Decedents' Estates
3 sem. hrs.

LA 312U: Family Law 3 sem. hrs.

LA 313U: Evidence 3 sem. hrs.

LA 314U: Bankruptcy and Creditor's Rights
3 sem. hrs.

LA 315U: Torts 3 sem. hrs.

LA 320U: Environmental Law 3 sem. hrs.

LA 321U: Criminal Law 3 sem. hrs.

LA 398U: Selected Topics 1-6 sem. hrs.

LAW 300U: Business Law 3 sem. hrs.

LAW 303U: Constitutional Law 3 sem. hrs.

LAW 304U: First Amendment Law 3 sem. hrs.

LAW 305U: Consumer Law 3 sem. hrs.

LAW 321U: Land Use Law 3 sem. hrs.

LAW 322U:	Employment Law and Policy 3 sem. hrs.
LAW 325U:	CyberLaw 3 sem. hrs.
LAW 326U:	Intellectual Property 3 sem. hrs.
LAW 330U:	Terrorism Law 3 sem. hrs.
LAW 398U:	Selected Topics 1-6 sem. hrs.

Certificate in Paralegal Studies

Core Courses

18 semester hours

LA 301U:	Introduction to Paralegal Studies 3 sem. hrs.
LA 302U:	The Judicial System 3 sem. hrs.
LA 303U:	Legal Research 3 sem. hrs.
LA 304U:	Legal Writing 3 sem. hrs.
LA 306U:	Litigation 3 sem. hrs.
LAW 303U:	Constitutional Law 3 sem. hrs.

Elective

Select 3 semester hours from LA and LAW courses.

LA 307U:	Corporate Law 3 sem. hrs.
LA 308U:	Estate Planning 3 sem. hrs.
LA 309U:	Administration of Decedents' Estates 3 sem. hrs.
LA 312U:	Family Law 3 sem. hrs.
LA 313U:	Evidence 3 sem. hrs.
LA 314U:	Bankruptcy and Creditor's Rights 3 sem. hrs.
LA 315U:	Torts 3 sem. hrs.
LA 320U:	Environmental Law 3 sem. hrs.
LA 321U:	Criminal Law 3 sem. hrs.
LA 398U:	Selected Topics 1-6 sem. hrs.
LAW 300U:	Business Law 3 sem. hrs.
LAW 304U:	First Amendment Law 3 sem. hrs.
LAW 305U:	Consumer Law 3 sem. hrs.
LAW 321U:	Land Use Law 3 sem. hrs.
LAW 322U:	Employment Law and Policy 3 sem. hrs.
LAW 325U:	CyberLaw 3 sem. hrs.
LAW 326U:	Intellectual Property 3 sem. hrs.
LAW 398U:	Selected Topics 1-6 sem. hrs.

Minor in Paralegal Studies

Core Courses

12 semester hours

LA 301U:	Introduction to Paralegal Studies 3 sem. hrs.
LA 302U:	The Judicial System 3 sem. hrs.
LA 303U:	Legal Research 3 sem. hrs.
LA 304U:	Legal Writing 3 sem. hrs.

Focus Courses

Select 6 semester hours from the courses listed

LA 306U:	Litigation 3 sem. hrs.
LA 307U:	Corporate Law 3 sem. hrs.
LA 308U:	Estate Planning 3 sem. hrs.
LA 309U:	Administration of Decedents' Estates 3 sem. hrs.
LA 310U:	Real Estate 3 sem. hrs.
LA 312U:	Family Law 3 sem. hrs.
LA 313U:	Evidence 3 sem. hrs.
LA 314U:	Bankruptcy and Creditor's Rights 3 sem. hrs.
LA 315U:	Torts 3 sem. hrs.
LA 316U:	Contract Law 3 sem. hrs.
LA 320U:	Environmental Law 3 sem. hrs.
LA 321U:	Criminal Law 3 sem. hrs.
LA 398U:	Selected Topics 1-6 sem. hrs.

Course Descriptions

Accounting (ACCT)

ACCT 300U Survey of Accounting Principles

Analytical and interpretative approach to the study of financial and managerial accounting. Emphasizes effects of transactions on financial statements; inter-relationships among financial statements; use of financial statements, cost accounting, and budgets for decision-making. 3 sem. hrs.

ACCT 301U Fundamentals of Financial Accounting

Basic theory, concepts, and procedures necessary to develop and interpret publicly reported financial accounting data. 3 sem. hrs.

ACCT 302U Fundamentals of Managerial Accounting

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. Prerequisite: ACCT 300U or ACCT 301U recommended. 3 sem. hrs.

ACCT 398U Selected Topics

1-6 sem. hrs.

ACCT 399U Independent Study

1-6 sem. hrs.

Adult Education (ADED)

ADED 200U Experiential Learning and Portfolio Preparation

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. 3 sem. hrs.

ADED 201U Portfolio Submission/Assessment

For students who wish to seek credit for prior learning through the Portfolio program. Prerequisite: ADED 200U. Requires nonrefundable portfolio review fee. 0 sem. hrs.

ADED 299U Independent Study

1-3 sem. hrs.

ADED 300U Knowledge Management - Methods of Learning and Thinking

Exploring techniques of learning and developing access skills and opportunities for critical thinking. Required for accelerated Bachelor of Liberal Arts. Weekend College students only. 6 sem. hrs.

ADED 301U: Knowledge Management I

In the first semester of Knowledge Management, we explore the idea of information in the 21st century, while building a base of scholarly research tools. Using a series of articles and online publications, as well as the book "Everything is Miscellaneous," we'll learn deep reading strategies, and practice various forms of writing in response to these readings and our class discussion. We'll break down the process of scholarly communication, and see where we fit. 3 sem. hrs.

ADED 302U: Knowledge Management II

In the second semester, we'll dig deeper into the scholarly research resources. Current news, articles and online sources will provide a basis for continued and extended discussion about information in the 21st century, as will the book "The Shallows," by Nicholas Carr. A significant research project (paper and in-class presentation) on a topic of your choice relating to the readings will demonstrate your understanding of the research process and the ethical use of information. Prerequisite: ADED 301U. 3 sem. hrs.

ADED 350U Training Design and Facilitation

Design, implementation, and evaluation of adult training programs, with emphasis on increasing individual and organizational effectiveness. Includes adult learning theory, presentation methods, and techniques to measure trainer's effectiveness. Same as HRM 350U. 3 sem. hrs.

ADED 398U Selected Topics

1-6 sem. hrs.

ADED 399U Independent Study

1-6 sem. hrs.

ADED 598U Selected Topics

1-6 sem. hrs.

Anthropology (ANTH)**ANTH 301U North American Indians**

By 1492 Native Americans lived in wide variety of cultures all over North America. Focuses on specific groups in each region from Arctic hunters to South-eastern kingdoms and confederacies. Daily life before European contact discussed, along with what happened when cultures clashed. 3 sem. hrs.

ANTH 315U Introduction to Physical**Anthropology**

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. 3 sem. hrs.

ANTH 398U Selected Topics

1-6 sem. hrs.

ANTH 598U Selected Topics

1-6 sem. hrs.

Archaeology (ARCH)**ARCH 300U Archaeology of Ancient Civilizations**

The rise and fall of ancient civilizations through archaeological investigations. 3 sem. hrs.

ARCH 305U Images of the Past: Introduction to Archaeology

Around the world - across four million years. Focus on archaeological sites that have had major impact on knowledge of ourselves. Journey begins with origins of human beings and ends with rise of great civilizations in Asia, Europe, Africa, and the Americas. Investigation of how archaeologists have interpreted artifacts and bones to tell story of human prehistory. 3 sem. hrs.

ARCH 398U Selected Topics

1-6 sem. hrs.

ARCH 399U Independent Study

1-6 sem. hrs.

Art (ART)**ART 324U Impressionism, Post Impressionism**

Major European impressionists and post impressionists from 1860-1900. 3 sem. hrs.

ART 328U Women in the Arts

From Renaissance through twentieth century, course focuses on relationship of female artists to society and culture in which they lived and worked. While emphasis is on female artists, male artists' images related to women explored. 3 sem. hrs.

ART 345U Philanthropy in the Arts

Survey of strategies, tools and techniques involved in generating contributed income for arts organizations from private individuals, foundations, corporations, businesses and government agencies. Central issues addressed include the underlying psychological and practical bases of fundraising in the arts and exposure to the research methods involved in developing donor prospects. Students will learn a variety of techniques for soliciting contributions, including direct mail, telemarketing, grant writing, personal appeals, major gift solicitations, special events, capital campaigns, endowment campaigns, sponsorships and planning. Prerequisite: MUS 310U or permission of the instructor. 3 sem. hrs.

ART 347U The Age of Jefferson

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. Same as HIST 347U. 3 sem. hrs.

ART 360U Victorian England: Whistler, Ruskin and the Nature of Truth

Focuses on opposing concepts of truth in Victorian England as exemplified and espoused by two major cultural figures of the time, John Ruskin and James McNeill Whistler. Same as HIST 360U. 3 sem. hrs.

ART 398U Selected Topics

1-6 sem. hrs.

ART 399U Independent Study

1-6 sem. hrs.

ART 547U The Age of Jefferson

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. Cross-listed with HIST 547U. 3 sem. hrs.

ART 598U Selected Topics**Art Studio (ARTS)****ARTS 105U Art for Non-Majors: Introduction to Drawing**

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. 3 sem. hrs.

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

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. 3 sem. hrs.

ARTS 125U Art for Non-Majors: Introduction to Design

An introduction to the basic elements of design (line, shape, value, texture, and hue), the principles of design (unity and variety, balance, repetition, rhythm, movement, and emphasis), the elements of color (hue, value, and saturation), and the basics of drawing (proportion and tone) through lectures, demonstrations and assignments. 3 sem. hrs.

ARTS 198U Selected Topics

1-3 sem. hrs.

Biology (BIOL)**BIOL 221U Environmental Ethics**

Humankind's position in and influence on ecosystems of world viewed biologically and physically. 3 sem. hrs.

BIOL 299U Independent Study

1-3 sem. hrs.

BIOL 301U Environmental Ethics

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. 3 sem. hrs.

BIOL 398U Selected Topics

1-6 sem. hrs.

BIOL 598U Selected Topics

1-6 sem. hrs.

Culture and Language Across the Curriculum (CLAC)**CLAC 250U Spanish: Culture and Language Across the Curriculum**

Students will be guided in their study and discussion of authentic Spanish materials relevant to materials in the primary course. Prerequisite: 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. Graded pass/fail. 1 sem. hr.

CLAC 251U French: Culture and Language Across the Curriculum

Students will be guided in their study and discussion of authentic French materials relevant to materials in the primary course. Prerequisite: Proficiency in French 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. Graded pass/fail. 1 sem. hr.

CLAC 257U Culture and Language Across the Curriculum: Other

Students will be guided in their study and discussion of authentic materials in another language relevant to materials in the primary course. Prerequisite: Permission of department 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. Graded pass/fail. 1 sem. hr.

CLAC 299U Culture and Language Across the Curriculum: Independent Study

Prerequisite: Registration in the course to which the CLAC section is connected or having taken the primary course in the past. Graded pass/fail. 1 sem. hr.

CLAC 550U Spanish: Culture and Language Across the Curriculum

Students will be guided in their study and discussion of authentic Spanish materials relevant to materials in the primary course. Prerequisite: 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. Graded pass/fail. 1 sem. hr.

CLAC 551U French: Culture and Language Across the Curriculum.

Students will be guided in their study and discussion of authentic French materials relevant to materials in the primary course. Prerequisite: Proficiency in French 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. Graded pass/fail. 1 sem. hr.

CLAC 557U Culture and Language Across the Curriculum: Other

Students will be guided in their study and discussion of authentic materials in another language relevant to materials in the primary course. Prerequisite: Permission of department 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. Graded pass/fail. 1 sem. hr.

CLAC 599U Culture and Language Across the Curriculum: Independent Study

Prerequisite: Registration in the course to which the CLAC section is connected or having taken the primary course in the past. Graded pass/fail. 1 sem. hr.

Economics (ECON)**ECON 201U Microeconomics**

Study of supply and demand, market structure, production, market failure (e.g., pollution), and benefits and costs of government intervention. 3 sem. hrs.

ECON 202U Macroeconomics

Study of inflation, unemployment, GDP determination, money supply, balance of payments, currency markets, role of fiscal and monetary policies. 3 sem. hrs.

ECON 285U Teacher Summer Economics**Institute**

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. Open only to pre-registered special students. 3 sem. hrs.

ECON 377U Principles of Economics

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. 3 sem. hrs.

ECON 381U Public Budget and Finance

Introduction to theory and practice of public finance in areas of budgeting, revenues, and expenditures. 3 sem. hrs.

ECON 398U Selected Topics

1-6 sem. hrs.

ECON 507U Labor Economics

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. 3 sem. hrs.

ECON 598U Selected Topics

1-6 sem. hrs.

Education (EDUC)**EDUC 200U Foundations of Education**

Social and philosophical foundations of education from historical and contemporary perspectives; overview of roles and responsibilities of teachers and schools of present and future. 3 sem. hrs.

EDUC 306U Integrated Curriculum Methods

Comprehensive examination of curriculum, instruction, assessment and learning in pre K-6 science and social studies education. Requires 10 hours of field study in an elementary school. 3 sem. hrs.

EDUC 310U Secondary Curriculum Methods

Comprehensive introduction to pedagogy to include principles of learning; application of skills in discipline and grade-specific methodology; selection and use of materials; Virginia SOLs and national curriculum standards; and evaluation of student performance. Students will complete a 10-hour practicum that will include classroom observations in a secondary school, lesson plan development, and reflective analysis of the practicum experience. 3 sem. hrs.

EDUC 317U Foundations of Teaching and Learning

Series of forums for discussion and examination of critical issues related to teaching profession. Topics include orientation to the profession; microteaching (using the Speech Center); child development; teaching diverse learners, and legal issues in education. 3 sem. hrs.

EDUC 318U Diverse Learners

Designed to provide students with historical and contemporary perspectives on the critical issues, professional practices, and state and federal laws influencing the education of exceptional students; and an understanding of the characteristics and needs of children placed in the most prevalent disability categories. 3 sem. hrs.

EDUC 320U Reading Instruction and Classroom Application

Focus on practical teaching strategies that will accelerate a student's progress in reading. Phonemic awareness, phonics, fluency, vocabulary, and comprehension will be emphasized with the teacher using, in part, his/her own curricular materials to develop lessons that can be used in the classroom the next day. Needs of the reader will be explored with a comprehensive review of skills needed as student moves from primary grades to upper grades and how instruction changes to meet the needs of a diverse student population. 3 sem. hrs.

EDUC 324U The Teaching of Reading: Part I - Learning To Read

In-depth examination of the developmental nature of language and reading ability and its link to literacy development from birth through the primary grades. Study of methods, materials and assessment tools associated with emergent and beginning reading instruction. 3 sem. hrs.

EDUC 326U The Teaching of Reading: Part II - Reading to Learn

Reading, comprehension, vocabulary development and critical thinking in elementary classrooms. Study of methods, materials and assessment tools associated with comprehension instruction. 3 sem. hrs.

EDUC 327U The Teaching of Mathematics

In-depth examination of the strategies and methodologies of teaching elementary mathematics integrating state and national standards, problem solving, manipulatives, current research, and learning theories. 3 sem. hrs.

EDUC 328U Differentiated Instruction in the Regular Education Classroom

This course will provide the teacher with methods to differentiate instruction for students in the regular education classroom: students with special needs, whether gifted or academically weak. 3 sem. hrs.

EDUC 337U Technology in Today's Classroom

Focuses on appropriate integration of technology into the K-12 curriculum. Project-based learning and class activities will focus on utilization of various technologies to positively affect teaching and learning. Participants will produce numerous items including SOL-focused lesson plans for use in their own classrooms. Topics will include evaluating Web resources, creating Web pages and Webquests, using

various online resources including Blackboard and Beyond Books, using digital cameras, scanned images, and digital authoring software, and researching and defining best practices in technology integration. 3 sem. hrs.

EDUC 338U Instructional Technology Integration

Theory and pedagogy of integrating common and practical instructional technologies within the teaching and learning environment and across the curriculum. Includes current practice, skill building and exploration of resources to better prepare educators to fully understand the potential, the consequences and future uses of instructional technology to address the needs of all learners. 3 sem. hrs.

EDUC 340U Teaching of Phonics

Will provide students with an opportunity to examine most current theories and instructional strategies of teaching phonics. Emphasis will be on relationships between letters, sounds, spelling, and speech. The role of the teacher in formulating strategies of phonics instruction is explored. Meets the criteria for a licensure class and is provided for current K-12 teachers and teachers with expired teaching licenses to renew their Virginia Teaching License. 3 sem. hrs.

EDUC 344U Tools for Teaching

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. 3 sem. hrs.

EDUC 348U Emergent Reading Instruction

Designed for teachers who want to learn how best to nurture emerging reading and writing abilities of young learners, and how crucial early intervention of at-risk readers is for children who demonstrate need. Will examine developmental process of early reading and writing in children. Will also focus on sound educational practices for beginning readers and writers, intervention techniques for children who need more support, and what research says about the developmental nature of reading and writing. 3 sem. hrs.

EDUC 350U Content Area Reading

Reading and critical thinking in secondary content areas. Specific strategies are explored that enhance comprehension, concept development, and vocabulary knowledge. Effects of text organization and relationship between reading and writing are examined for all content areas. 3 sem. hrs.

EDUC 358U Classroom and Behavior Management

Behavioral principles and procedures for reducing classroom problems, increasing motivation, and strengthening desired classroom behavior. 3 sem. hrs.

EDUC 398U Selected Topics

3 sem. hrs.

EDUC 475U Student Teaching, Elementary (PreK-6)

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. Prerequisite: Completion of all core courses. Co-requisite: EDUC 485U. 12 sem. hrs.

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

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. Prerequisite: Completion of all core courses. Co-requisite: EDUC 485U. 12 sem. hrs.

EDUC 478U Student Teaching, Comprehensive (PreK-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. Prerequisite: Completion of all core courses. Co-requisite: EDUC 485U. 12 sem. hrs.

EDUC 485U Student Teaching Seminar

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. Co-requisite: EDUC 475U, 477U or 478U. 2 sem. hrs.

EDUC 500U Foundations of Education

This course is a graduate level course that explores the social, legal, and philosophical foundations of education from historical and contemporary perspectives. The roles and responsibilities of teachers and schools are examined. Emphasis is placed on using research to understand the evolution of education throughout American history. Meets the criteria for a licensure class and is provided for current K-12 teachers and teachers who are seeking initial licensure. 3 sem. hrs.

EDUC 506U Integrated Curriculum Methods

Comprehensive examination of curriculum, instruction, assessment and learning in pre K-6 science and social studies education. Requires 10 hours of field study in an elementary school. 3 sem. hrs.

EDUC 510U Secondary Curriculum Methods

Comprehensive introduction to pedagogy to include principles of learning; application of skills in discipline and grade-specific methodology; selection and use of materials; Virginia SOLs and national curriculum standards; and evaluation of student performance. Students will complete a 10-hour practicum that will include classroom observations in a secondary school, lesson plan development, and reflective analysis of the practicum experience. 3 sem. hrs.

EDUC 517U Foundations of Teaching and Learning

Series of forums for discussion and examination of critical issues related to teaching profession. Topics include orientation to the profession; philosophical, political and social issues in education; child development; teaching diverse learners, and legal issues in education. Prerequisite: EDUC 506U or EDUC 510U recommended. 3 sem. hrs.

EDUC 518U Diverse Learners

Designed to provide students with historical and contemporary perspectives on the critical issues, professional practices, and state and federal laws influencing the education of exceptional students; and an understanding of the characteristics and needs of children placed in the most prevalent disability cat-

egories. Prerequisite: EDUC 506U or EDUC 510U recommended. 3 sem. hrs.

EDUC 524U The Teaching of Reading: Part I - Learning To Read

In-depth examination of the developmental nature of language and reading ability and its link to literacy development from birth through the primary grades. Study of methods, materials and assessment tools associated with emergent and beginning reading instruction. Prerequisite: EDUC 506U recommended. 3 sem. hrs.

EDUC 526U The Teaching of Reading: Part II - Reading to Learn

Reading, comprehension, vocabulary development and critical thinking in elementary classrooms. Study of methods, materials and assessment tools associated with comprehension instruction. 3 sem. hrs.

EDUC 527U The Teaching of Mathematics

In-depth examination of the strategies and methodologies of teaching elementary mathematics integrating state and national standards, problem solving, manipulatives, current research, and learning theories. Prerequisite: EDUC 506U recommended. 3 sem. hrs.

EDUC 538U Instructional Technology Integration

Theory and pedagogy of integrating common and practical instructional technologies within the teaching and learning environment and across the curriculum. Includes current practice, skill building and exploration of resources to better prepare educators to fully understand the potential, the consequences, and future uses of instructional technology to address the needs of all learners. Prerequisite: EDUC 506U or EDUC 510U recommended. 3 sem. hrs.

EDUC 550U Content Area Reading

Reading and critical thinking in secondary content areas. Specific strategies are explored that enhance comprehension, concept development, and vocabulary knowledge. Effects of text organization and relationship between reading and writing are examined for all content areas. Prerequisite: EDUC 510U recommended. 3 sem. hrs.

EDUC 558U Classroom and Behavior Management

Behavioral principles and procedures for reducing classroom problems, increasing motivation, and

strengthening desired classroom behavior. Prerequisite: EDUC 506U or EDUC 510U recommended. 3 sem. hrs.

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

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. 3 sem. hrs.

EDUC 562U Special Populations of Gifted Students

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. 3 sem. hrs.

EDUC 563U Social and Emotional Needs of the Gifted Student

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. 3 sem. hrs.

EDUC 575U Student Teaching, Elementary (PreK-6)

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. Prerequisite: Completion of all professional studies coursework. Graded pass/fail; however a comprehensive evaluation is completed for each student teacher. EDUC 585U is co-requisite. 12 sem. hrs.

EDUC 577U Student Teaching, Secondary (6-12)

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. Prerequisite: Completion of all professional studies coursework. Graded pass/fail; however a comprehensive evaluation is completed for each student teacher. EDUC 585U is co-requisite. 12 sem. hrs.

EDUC 578U Student Teaching, Comprehensive (PreK-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. Prerequisite: Completion of all professional studies coursework. Graded pass/fail; however a comprehensive evaluation is completed for each student teacher. EDUC 585U is co-requisite. 12 sem. hrs.

EDUC 580U Methods of Teaching English as a Second Language

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. In addition to meeting renewal requirements, this course is also required for the ESL endorsement. 3 sem. hrs.

EDUC 585U Student Teaching Seminar

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. Prerequisite: Completion of all professional studies coursework. Co-requisite: EDUC 475U, 477U or 478U. 2 sem. hrs.

EDUC 598U Selected Topics

3 sem. hrs.

EDUC 601U Foundations of Educational Leadership Studies

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. 3 sem. hrs.

EDUC 602U Data for Decision-Making

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. Prerequisite: EDUC 601U. 3 sem. hrs.

EDUC 603U Leading and Supervising Instruction

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. Prerequisite: EDUC 601U. 3 sem. hrs.

EDUC 604U Communicating and Leading

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. Prerequisite: EDUC 601U. 3 sem. hrs.

EDUC 605U School Law and Ethics

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. Prerequisite: EDUC 601U. 3 sem. hrs.

EDUC 610U Reflective Leadership Seminar I

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. Prerequisite: EDUC 601U. 3 sem. hrs.

EDUC 611U Reflective Leadership Seminar II

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. Prerequisite: EDUC 601U. 3 sem. hrs.

EDUC 630U School Technology

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. Prerequisite: EDUC 601U. 3 sem. hrs.

EDUC 631U Human Resource and Fiscal Leadership

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. Prerequisite: EDUC 601U. 3 sem. hrs.

EDUC 632U Leading Change in Educational Settings

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. Prerequisite: EDUC 601U. 3 sem. hrs.

EDUC 633U Leadership and School Culture

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 which maximizes student performance, and managing relationships among groups operating within a school as well as the larger community. Prerequisite: EDUC 601U. 3 sem. hrs.

EDUC 634U Context of Educational Public Policy and Politics

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. Prerequisite: EDUC 601U. 3 sem. hrs.

EDUC 650U Advanced Educational Psychology

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. 3 sem. hrs.

EDUC 651U Assessment and Evaluation in Education

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. 3 sem. hrs.

EDUC 652U Differentiated Instruction

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. 3 sem. hrs.

EDUC 653U Issues, Ethics and Policy in Education

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. 3 sem. hrs.

EDUC 660U Curriculum Development

Identification and understanding of the underlying philosophical principles, societal expectations, and practical demands which must be reflected in the development, delivery and evaluation of school curricula. 3 sem. hrs.

EDUC 661U Instructional Leadership

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. 3 sem. hrs.

EDUC 675U Reflective Teaching Experience

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. 3 sem. hrs.

EDUC 676U Reflective Practitioner Seminar

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. Prerequisite: Co-requisite: EDUC 675U. 3 sem. hrs.

EDUC 680U Content Specialization and Action Research I

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. Prerequisite: Departmental approval required. Requires field work with content area specialist. 3 sem. hrs.

EDUC 681U Content Specialization and Action Research II

Field work and implementation of research project conceived during Content Specialization and Action Research I, to include the formal dissemination of research results. Prerequisite: EDUC 680U. 3 sem. hrs.

Education – Professional Development (EDUC)

EDUC 344U Tools for Teaching

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. 3 sem. hrs.

EDUC 500U Foundations of Education

This course is a graduate level course that explores the social, legal, and philosophical foundations of education from historical and contemporary perspectives. The roles and responsibilities of teachers and schools are examined. Emphasis is placed on using research to understand the evolution of education throughout American history. Meets the criteria for a licensure class and is provided for current K-12 teachers and teachers who are seeking initial licensure. 3 sem. hrs.

EDUC 510U Secondary Curriculum Methods

Comprehensive introduction to pedagogy to include principles of learning; application of skills in discipline and grade-specific methodology; selection and use of materials; Virginia SOLs and national curriculum standards; and evaluation of student performance. Students will complete a 10-hour practicum that will include classroom observations in a secondary school, lesson plan development, and reflective analysis of the practicum experience. 3 sem. hrs.

EDUC 528U Differentiated Instruction in the Regular Education Classroom

This course examines methods for differentiating instruction for students in regular education classrooms, students with special needs, whether gifted or in need of specialized academic support. Research on best practices, the history of differentiation, and use of data in instructional decision-making are employed. This course is recommended for professional educators seeking to expand their methodologies for successful teaching in a diverse classroom. 3 sem. hrs.

EDUC 536U Human Growth and Development

This course explores the theory and research related to education, human development and counseling. A strong emphasis is placed on the adolescent period of development and the psychological, emotional, physical and social changes that occur. Meets the criteria for a licensure class and is provided for current K-12 teachers and teachers who are seeking initial licensure. 3 sem. hrs.

EDUC 548U Emergent Reading

This course is designed for teachers to develop language acquisition skills and methodologies that nur-

ture emerging reading and writing abilities of young learners. Emphasis is placed on the critical issue of early intervention for students at-risk for falling behind in the development of reading and comprehension skills and on current research of the developmental nature of reading and writing. Sound educational practices for beginning readers and writers and intervention techniques for children who need support are explored. This course is recommended for professional educators seeking to expand their skills for working with young learners. 3 sem. hrs.

EDUC 550U Content Area Reading

Reading and critical thinking in secondary content areas. Specific strategies are explored that enhance comprehension, concept development, and vocabulary knowledge. Effects of text organization and relationship between reading and writing are examined for all content areas. 3 sem. hrs.

EDUC 555U Curriculum for Talented and Gifted Education

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. 3 sem. hrs.

EDUC 558U Classroom and Behavior Management

Behavioral principles and procedures for reducing classroom problems, increasing motivation, and strengthening desired classroom behavior. 3 sem. hrs.

EDUC 560U Behavior Is Language

This course is an interactive computer-based instruction (CBI) course designed to give you a new perspective on student behavior and effective tools for facilitating positive student change. The course provides a developmental framework for understanding what students are trying to tell you through the "language" of their behavior. The course teaches behavioral techniques and intervention strategies that remediate disruptive behaviors, reduce power struggles while increasing classroom control and reduce your workloads and burnout. This program helps you, as well as students, find creative, effective solutions to behavioral problems. 3 sem. hrs.

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

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. 3 sem. hrs.

EDUC 565U Foundations and Legal Aspects of Special Education

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. 3 sem. hrs.

EDUC 566U: Response to Intervention

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' needs, monitoring progress to make decisions about changes in instruction or goals, and applying child response data to important educational decisions. The emphasis of this course is the understanding of the RTI procedures and the various applications of RTI within schools and individual classrooms. 3 sem. hrs.

EDUC 570U Talented and Gifted: Working with High Achievers

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. 3 sem. hrs.

EDUC 598U Selected Topics

3 sem. hrs.

EDUC 650U Advanced Educational Psychology

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. 3 sem. hrs.

English (ENGL)

English (ENGL)**ENGL 112U Professional Communications**

Learn how to use the art of persuasion to get what you want (and where you want to be) in the business world. Emphasis on professional writing (memos, letters, e-mails, reports) and oral presentations. Prerequisite: ENGL 201U, 202U & 203U. 3 sem. hrs.

ENGL 201U Strategic Reading

Designed to support the development of critical reading skills across content areas. A transactional model of reading will be examined to enhance the importance of active, engaged reading for comprehension. Specific strategies to develop reading skills using a highly interactive approach. Students must pass ENGL 201U with a grade of C or better in order to advance to ENGL 203U. ENGL 201U is required and must be repeated if a grade of C or higher is not earned; grades of C- or lower will not meet the requirements of the course. Students who are assigned a grade of Y in ENGL 201U must successfully complete the course before progressing to ENGL 203U. 3 sem. hrs.

ENGL 202U Advanced Academic Writing

Course organized around academic writing including literary and critical essays. Students will practice the fundamentals of process writing including pre-writing, drafting, revising and peer response. Critical readings of essays on a variety of topics will be central to the course, as will attention to sentence structure, grammar and mechanics. No research paper will be required. Prerequisite: ENGL 201U; may be taken concurrently. Students must pass ENGL 202U with a grade of C or better in order to advance to ENGL 203U. ENGL 202U is required and must be repeated if a grade of C or higher is not earned; grades of C- or lower will not meet the requirements of the course. Students who are assigned a grade of Y in ENGL 202U must successfully complete the course before progressing to ENGL 203U. 3 sem. hrs.

ENGL 203U Research Process

This course will cover the process of researching and writing a documented argument paper. Topics covered will include forming a strategy, learning the library's resources, incorporating evidence, avoiding plagiarism and writing correct citations. Prerequisite: ENGL 201U and ENGL 202U. Students must pass ENGL 201U and 202U with a grade of C or better in order to take ENGL 203U. ENGL 201U and 202U are required and must be repeated if a grade of C or higher is not earned; grades of C- or lower will not meet the requirements of the course. Students who are assigned a grade of Y in ENGL 203U must successfully complete the course before progressing to the next level. 3 sem. hrs.

ENGL 222U Short Fiction

Analysis of short story from various critical perspectives. 3 sem. hrs.

ENGL 229U The Modern Novel

Selected works of 20th century including modern novelists' treatment of family life, rejection of traditional values, sense of alienation, and attempt of artist to create his or her own vision of modern world. 3 sem. hrs.

ENGL 325U All the World's A Stage

Study of Shakespeare's development as playwright through reading and analysis of selected comedies, histories, and tragedies. 3 sem. hrs.

ENGL 326U Shakespeare and Film I

Students will read Hamlet, Much Ado About Nothing, Romeo and Juliet, and A Midsummer Night's Dream and analyze alternative film versions of the plays. 3 sem. hrs.

ENGL 327U Shakespeare and Film II

Students will read Shakespearean drama, screen alternative film approaches to the plays, explore film analysis techniques and work in groups on a film project. 3 sem. hrs.

ENGL 331U Twentieth-Century American Literature

Development of literary form and thought from American experience. 3 sem. hrs.

ENGL 332U The American Short Story

Students will read selected short stories by American writers including, among others: Hawthorne, Poe, Twain, Gilman, Wharton, London, Hemingway, Faulkner, Hughes, Hurston, Bradbury, Walker,

Silko, and Leavitt. Through these readings both the development of the short story and the unfolding of the social and cultural history of our country will be examined. 3 sem. hrs.

ENGL 336U Selected Works of Tennessee Williams

Readings and analysis of selected major plays by Tennessee Williams and a comparative study of the plays adapted into screenplays and film. 3 sem. hrs.

ENGL 337U Southern Drama

Study and comparative analysis of plays and films set in South, written by Southerners. Focus on William Faulkner, Tennessee Williams, Carson McCullers, Beth Henley, and Robert Harling. 3 sem. hrs.

ENGL 338U Biblical Themes in Literature

Examines selected texts from Paradise Lost to the modern novel. 3 sem. hrs.

ENGL 340U Black Women Writers

Exploration of literary careers of Zora Neale Hurston, Alice Walker and Toni Morrison. 3 sem. hrs.

ENGL 342U The Family in Fiction

Students explore representation of family life from variety of genres and literacy periods. 3 sem. hrs.

ENGL 344U Major Themes in Literature

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. 3 sem. hrs.

ENGL 345U Gothic Literature

Overview of Gothic classics and their connection to gender politics, depth psychology, and the anti-realistic character of both romantic and modernist writings. 4 sem. hrs.

ENGL 347U Edgar Allan Poe

Examines the work of a writer who, although one of the remarkable rationalists of his time, has become a popular symbol of the deranged and depraved. Focuses on Poe's fiction, poetry, and criticism and explores roots of Poe's art, as well as the interplay between rational and irrational forces in that art. Central questions: Within the world of a given Poe tale or poem, which things actually exist and which things are only illusions? Within Poe's created worlds, what are the true sources of knowledge? What can be known with certainty? What must be doubted and why? 3 sem. hrs.

ENGL 348U The Legend of King Arthur

Examines evolution of the legend from medieval times to present, with special emphasis on Malory, Tennyson, and the modern novel. 3 sem. hrs.

ENGL 360U Women of the Bible

The Bible presents many cases in which women took active roles in the history of Ancient Israel, which is often regarded as having been a repressive social and political environment for women. The course will examine how women of the Bible transcended the traditional roles of wives, mothers, and daughters. Students will examine the depiction of women in the Old and New testaments, and how they have contributed to gender construction in western religion and society. 3 sem. hrs.

ENGL 368U Creative Writing: Fiction

3 sem. hrs.

ENGL 369U Creative Writing: Poetry

Examines characteristics and functions of artistic invention and poetic form through analysis of literary models and students' own poetry. 3 sem. hrs.

ENGL 398U Selected Topics

1-6 sem. hrs.

ENGL 399U Independent Study

1-6 sem. hrs.

ENGL 538U Biblical Themes in Literature

Examines selected texts from Paradise Lost to the modern novel. 3 sem. hrs.

ENGL 547U Edgar Allan Poe

Examines the work of a writer who, although one of the remarkable rationalists of his time, has become a popular symbol of the deranged and depraved. Focuses on Poe's fiction, poetry, and criticism and explores roots of Poe's art, as well as the interplay between rational and irrational forces in that art. Central questions: Within the world of a given Poe tale or poem, which things actually exist and which things are only illusions? Within Poe's created worlds, what are the true sources of knowledge? What can be known with certainty? What must be doubted and why? 3 sem. hrs.

ENGL 598U Selected Topics

1-6 sem. hrs.

Emergency Services Management (ESM)**ESM 101U When Disaster Strikes - Introduction to Emergency Management and Homeland Security/Summer Scholars**

When bad things happen to good communities the emergency management and homeland security programs are responsible for effective actions to control the impacts and return the community to stable functionality. This course presents a detailed view of the knowledge set required for local governmental emergency managers in dealing with disasters. Open only to pre-accepted Summer Scholars students. 4 sem. hrs.

ESM 199U Emerging Knowledge and Technology in Emergency Services

Offered at selected major emergency services educational conferences to provide students exposure to new and developing theories, practices, and technology in the emergency services. Students who complete a minimum of 15 hours in conference presentations document their learning in a reflective workbook. Completion of the workbook provides insights into the most effective ways to learn from professional symposia. 1 sem. hr.

ESM 300U Integrated Emergency Services in the Community

Basic overview of roles and functions of emergency services. Explores major issues in their management. 3 sem. hrs.

ESM 301U Technologies for Emergency Management

Explores how to select, implement, manage, and employ technology systems (including Internet applications) to increase the effectiveness of incident detection and location, response management, and recovery. Prerequisite: ISYS 203U. 3 sem. hrs.

ESM 302U Emergency Planning

Exposes students to basic emergency planning concepts at federal, state, local, and business level. Also introduces students to design and use of exercises to test and refine plans. 3 sem. hrs.

ESM 303U Research Practicum

Introduction to formal research in emergency services, including guided research project. 3 sem. hrs.

ESM 304U Current Issues in Emergency Services Management

Examination of current issues in field, such as volunteers, emergency communications, grants and fund raising, staffing levels, etc. Prerequisite: ESM 300U or permission of ESM Academic Program Director. 3 sem. hrs.

ESM 305U Disasters, Characteristics and Physical Impacts

Overview of characteristics of disasters, their impact on population, infrastructure, and economy, and disaster management cycle. 3 sem. hrs.

ESM 306U Law and Ethics for the Emergency Services Manager

Current legal principles and ethical issues which impact emergency services, including both provision of care and services and management of service. 3 sem. hrs.

ESM 307U Managing Emergency Operations

Covers management of complex emergency operations in field using incident management systems and role of emergency operations centers in directing disaster response. 3 sem. hrs.

ESM 308U Terrorism

Examines political basis for terrorism and identifies potential motivations of terrorists and their operational implications. Explores terrorist weapons and tactics. Discusses courses of action for terrorism prevention, detection, and response. 3 sem. hrs.

ESM 309U Social Dimensions of Disaster

Examines how populations respond to disasters including such areas as response to warnings, evacuation reactions, and looting. Suggests strategies for management of formal and emergent organizations and disaster stressors on individuals, organizations, and groups. Discusses development of effective programs for management of community change to increase disaster resistance. 3 sem. hrs.

ESM 310U Business Continuity Planning

Explores the role, organization, and management of business continuity planning in surviving the impact of disaster, continuing to operate to serve clients or customers, and rapidly recovering to full operations. 3 sem. hrs.

ESM 311U Advanced Planning Practicum

Focus on complete planning process for an organization or community resulting in the drafting of a

complete agency or jurisdiction emergency operations plan or business continuity plan. Prerequisite: ESM 302U or instructor permission. 3 sem. hrs.

ESM 312U Emergency Management Systems and Theory

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. 3 sem. hrs.

ESM 313U Disaster Exercises

Examines the role of disaster exercises and tests in an emergency management or business continuity program and addresses how to design and conduct exercises for training and for evaluation. Identifies strategies for use of lessons learned to improve operations and teaches principles of management of an exercise program. 3 sem. hrs.

ESM 314U Defending Communities - Integrating Mitigation, Preparedness and Recovery

The integration of mitigation, preparedness and recovery activities is critical to protecting communities from disaster impacts. Addresses value of each phase of emergency management and discusses strategies for effective plans and linkages in building community disaster resistance. 3 sem. hrs.

ESM 315U Business Community Program Management

Addresses management of business continuity programs and activities in both the corporate and public sector environments. Discusses components of a business continuity program and their relationships to the overall enterprise. Identifies the role of business continuity as a key component of strategy, and highlights areas of concern in ensuring a business continuity program supports the entire organization in its response to disaster. 3 sem. hrs.

ESM 316U Information Technology Disaster Recovery

Information technology applications now routinely handle hundreds of millions of dollars in commerce

in large corporations. Addresses the issues of information technology risk and examines the technical alternatives to protect critical data and information services from loss or disruption in disasters. 3 sem. hrs.

ESM 317U Risk, Hazard and Impact Analysis

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. 3 sem. hrs.

ESM 318U Weapons of Mass Destruction

Nuclear, biological, and chemical weapons offer both terrorists and rogue states a powerful selection of tools to swing the correlation of forces in their direction. Understanding range and characteristics of these weapons, how they are most effectively employed, and potential impacts are critical to defending communities against them. Provides detailed look at history, capabilities, and tactics and explores options available to both attacker and defender. 3 sem. hrs.

ESM 319U Writing for Decisions

Emergency management requires skills in preparing a wide variety of written communications that will be used for decision by varied audiences from senior elected officials to members of the general public. This scenario based course requires students to develop skills in identifying information requirements for decision making, analyzing the ways information can be presented, identifying outside factors that influence how communications are perceived, and selecting the right format for the message. Addresses both routine day to day situations and emergency operations. 3 sem. hrs.

ESM 321U Crisis Communications

Overview of the strategies, tactics and tools needed to identify audiences for crisis communications, select the appropriate media, method and time table for communications and frame the message for maximum positive impact. Identification of hostile agendas and methods for reducing the effectiveness of media driven campaigns against the organization will also be addressed. 3 sem. hrs.

ESM 322U Emergency Operations Center Design, Management and Operation

Emergency operations centers are the core of governmental and business response to disaster. The course examines how they are designed, organized, managed, and operated to coordinate response during a disaster. 3 sem. hrs.

ESM 323U Protecting the Responder: Managing Safety and Health During Emergency Response

The public looks to emergency services for protection and response during times of crisis. But, who is protecting the protector? This course explores occupational safety and health regulatory requirements and management aspects necessary for the successful protection of first responders and disaster site workers. Issues specific to private sector, non-governmental and volunteer organizations including all branches of public emergency response will be addressed. 3 sem. hrs.

ESM 331U Homeland Defense Policy and Programs

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. 3 sem. hrs.

ESM 350U Externship

Basis for student's entry into the emergency management workforce as a recognized professional. Through development of a professional portfolio, certification, professional training series completion, active participation in professional organizations, and a professional reading program, the student develops and reflects on specific skills and knowledge required by working emergency managers. New students should enroll in this course immediately upon acceptance and declaration of the major, as it is designed to take one year to complete. 3 sem. hrs.

ESM 351U Internship in the Emergency Services

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. Prerequisite: Completion of half of degree and 18 hours of ESM course work. 3 sem. hrs.

ESM 352U Internship in the Emergency Services

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 o Prerequisite: Completion of half of degree and 18 hours of ESM course work. 3 sem. hrs.

ESM 353U Voluntary Agency Disaster Response and Recovery

Provides managers of voluntary agencies with disaster roles examination of current issues in identification of agency roles and missions, the influence of evolving characteristics of disasters, government and public response to disasters, and resource planning and management. 3 sem. hrs.

ESM 354U Management and Organization of Public Agencies

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. 3 sem. hrs.

ESM 355U Management by Fact

When faced with a critical decision how do you separate fact from fantasy, determine what is relevant to your problem, and decide when you have enough information to make a choice? Examines the critical analysis of information and its use as the basis for administrative and operational decision making. 3 sem. hrs.

ESM 398U Selected Topics

1-6 sem. hrs.

ESM 399U Independent Study

1-6 sem. hrs.

ESM 401U Honors Directed Research

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. Prerequisite: Invitation of the instructor as approved by the Program Director. 3 sem. hrs.

ESM 495U Hazards and Threats for the Future

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. Prerequisite: For undergraduates, completion of required core and focus courses. 3 sem. hrs.

ESM 499U Post-Baccalaureate Practicum

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. 1 sem. hr.

ESM 503U Research Practicum

Introduction to formal research in emergency services, including guided research project. 3 sem. hrs.

ESM 505U Disasters, Characteristics and Physical Impacts

Overview of characteristics of disasters, their impact on population, infrastructure, and economy, and disaster management cycle. 3 sem. hrs.

ESM 509U Social Dimensions of Disasters

Examines how populations respond to disasters including such areas as response to warnings, evacuation reactions, and looting. Suggests strategies for management of formal and emergent organizations and disaster stressors on individuals, organizations, and groups. Discusses development of effective programs for management of community change to increase disaster resistance. 3 sem. hrs.

ESM 524U Economic Impacts of Disaster

Will examine impact of disasters on economy of impacted areas and relative costs and benefits of various strategies for disaster mitigation, response, and recovery. 3 sem. hrs.

ESM 539U Professional Seminar

An introduction to writing, reading, basic statistics, research, and critical thinking at the graduate level

for students returning to college after an extended absence. 3 sem. hrs.

ESM 540U The History of Emergency Management Organizations and Theory

Will examine how organizations have evolved to protect people, infrastructure, and the environment from war and disasters, and how changes in organization and threat have related to changes in the theory of how to respond to such events. 3 sem. hrs.

ESM 541U The Politics of Disaster

Will examine how disasters have shaped political process and institutions, and how political considerations at the organizational, national, and international level have influenced disaster responses. 3 sem. hrs.

ESM 542U Economic Impacts of Disaster

Will examine impact of disasters on economy of impacted areas and relative costs and benefits of various strategies for disaster mitigation, response, and recovery. 3 sem. hrs.

ESM 543U Religion in Disaster

Examines the role of disasters in shaping religious beliefs, how modern religions transmit memories of ancient disasters, and the role of religion in preparing for, responding to, and recovering from disaster events. 3 sem. hrs.

ESM 544U The Law of Disaster

Examines the structure and sources of national and international law and identifies major trends affecting both. Case studies will be used to examine significant incidents and their legal outcomes. Students will be presented with sources and methods for research applicable to disaster laws and the impact of law on governmental service delivery. 3 sem. hrs.

ESM 546U Concentration I

Review of current literature, theory, management practices, and evolving issues of a particular area of professional application. Comparison with other disaster management disciplines. Areas of concentration may include governmental emergency management, business continuity, health care contingency planning, and voluntary agency disaster response. 3 sem. hrs.

ESM 547U Concentration II

Review of current literature, theory, management practices, and evolving issues of a particular area of professional application. Comparison with other disaster management disciplines. Areas of concentration may include governmental emergency management, business continuity, health care contingency planning, and voluntary agency disaster response. Prerequisite: ESM 546U. 3 sem. hrs.

ESM 548U Thesis

Individual research and writing of a thesis representing original research in the field of disaster science under the supervision of a director and two committee members from the SCS graduate studies faculty. 6 sem. hrs.

ESM 549U Comparative International Disasters

Examines and compares disasters in the developing world with those in the developed world. Focus on the impacts on infrastructure and transportation systems, hazardous industries, natural disasters in resource-poor nations, famine, war, and climate change. 3 sem. hrs.

ESM 550U War, Terrorism, and Conflict and Their Impact

This course explores the spectrum of conflict from civil discord to regional and global war. It focuses on the third type of disaster and highlights the impact of conflict on natural and built environments, economic, social, and political systems, and national response to disaster. 3 sem. hrs.

ESM 551U Disasters and the Corridors of Production - Globalism and its Impact

This course examines how globalization has made international commerce and communication vital to any single nation and explores how these systems are increasingly vulnerable to disruption by disaster. A focus on case studies allows the student to better understand the effectiveness of various disaster prevention strategies. 3 sem. hrs.

ESM 560U Sources of Knowledge: How to Understand and Apply Research and the Sciences to Disaster Problems

The course examines how we know what we know and whether what we know to be true is really true in the context of emergency management problems. Students learn how to read, evaluate, and apply research findings and how to identify shortfalls in

knowledge that may be productive areas for further study. 3 sem. hrs.

ESM 561U Managing Governmental Organizations

Emergency managers work in the context of the organization and culture of the government that employs them. This course addresses the interplay of organization, legislation, staffing, the budget, and politics on emergency management. 3 sem. hrs.

ESM 562U Volunteer Organizations in Disaster

The role of volunteers in emergencies is complex. This course addresses the nature of voluntary agencies and their response, and the differences between non-governmental disaster programs and governmental efforts to mobilize volunteers for a variety of reasons. 3 sem. hrs.

ESM 563U Hazard, Vulnerability, and Risk Analysis

Emergency management is a profession of risk - risk definition, risk acceptance, and risk management. This course examines the interplay between hazards, threats, vulnerabilities, impacts, and risk with an emphasis on the development of effective tools the emergency manager can use to address these key factors in the context of the community. 3 sem. hrs.

ESM 564U Defense of Communities: An Integrated Approach

How we prepare communities to resist disaster impacts determines how bad the outcome of the disaster will be. The course addresses how to integrate mitigation and preparedness activities and to use the recovery and reconstruction periods to prevent future disaster impacts as part of an overall strategy for community survival. 3 sem. hrs.

ESM 565U Disaster Planning

Disasters impose significant stress on managers and lead to confused decision making. This course addresses how to make critical decisions ahead of the event and how to incorporate those decisions in an effective emergency operations plan. 3 sem. hrs.

ESM 566U Disaster Exercises and Tests

Exercises provide a vital tool for improving plans and operations. This course examines the exercise process and highlights ways in which exercises can be better designed to meet specific training and testing needs. 3 sem. hrs.

ESM 567U Managing Emergency Operations

When bad things are happening emergency managers must be able to implement their plans, use the organization and physical facilities of the emergency operations center to manage the response, and effectively allocate resources and track task completion. The course provides an overview of current practice and challenges students to develop more effective models. 3 sem. hrs.

ESM 568U Disaster Logistics

Disasters require stuff, lots of it, for their resolution. Integrating and supporting internal and outside resources, displaced persons, and the emergency recovery, and reconstruction of impact communities is a demanding logistics task. The course examines the role of emergency management agencies as logistics coordinators. 3 sem. hrs.

ESM 595U Hazards and Threats for the Future

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. 3 sem. hrs.

ESM 598U: Selected Topics

1-6 sem. hrs.

Finance (FIN)

FIN 360U Financial Management

The foundations and tools of finance, including examination of financial markets, investments, and financial management in large corporations, small businesses, and personal financial planning. Prerequisite: MATH 103U or higher, and ACCT 301U or equivalent preparation in financial accounting are required. Statistics course also recommended; may be taken concurrently. 3 sem. hrs.

FIN 398U Selected Topics

3 sem. hrs.

French (FREN)

FREN 399U Independent Study

1-6 sem. hrs.

Geography (GEOG)

GEOG 201U World Geography

Study of world by regions, with emphasis on cultural differences among nations. 3 sem. hrs.

GEOG 202U Introduction to Geo-Politics

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, cultural and ethnic conflict. 3 sem. hrs.

GEOG 215U Urban Geography

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. 3 sem. hrs.

GEOG 299U Independent Study

1-6 sem. hrs.

GEOG 399U Independent Study

1-6 sem. hrs.

Geology (GEOL)

GEOL 320U The Geology of Disaster

On completing this course, students will have a clear overview of how basic geological principles may be applied to help predict the occurrence and impact of natural disasters. Students will be encouraged to consider the application of basic scientific principles to earth science. Exploration of the impact of the earth's varied internal processes will give students a new perspective on environmental change and human evolution. 3 sem. hrs.

GEOL 321U Volcanology

This course is an introduction to the fascinating topic of volcanoes. Students will study the origins, ascent, crystallization, emplacement, and eruption of molten rock (magma) and the impact of volca-

nic activity on earth resources, the environment, and civilization. This course can be taught either on-line or in the classroom. 3 sem. hrs.

GEOL 322U: The Global Impact of Climate Change

Recent climate change and concern about global warming has been described as a threat to global security by some and as a great hoax by others. This course takes a dispassionate look at the evidence for climate change and considers the charge that man-made greenhouse gas emissions are to blame. First, students will review the evidence for global warming and climate change. Then they will explore the science behind climate change and investigate the impact of global warming around the world. Students will contrast the development of climate change policy in the United States, United Nations, Europe, and the developing world, and identify some of the economic and ethical issues involved. Next, they will use their knowledge to suggest changes in energy policy that could help mitigate the worst impacts of climate change and then finally recommend how society can adapt to climate change in the future. Note: The course is open to all students. No background in science or mathematics is required. 3 sem. hrs.

GEOL 598U Selected Topics

1-6 sem. hrs.

General Science (GSCI)

GSCI 301U The Role of Science and Technology in Shaping the Modern Era

The opportunities and perils of scientific inquiry. Required for accelerated Bachelor of Liberal Arts. Weekend College students only. 6 sem. hrs.

GSCI 302U: Great Ideas in Science

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. 3 sem. hrs.

GSCI 398U Selected Topics

1-6 sem. hrs.

GSCI 399U Independent Study

1-6 sem. hrs.

Health Care Administration (HCA)**HCA 398U Selected Topics**

3 sem. hrs.

History (HIST)**HIST 300U Women and the American****Experience**

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. 3 sem. hrs.

HIST 301U Women in European Civilization

In-depth study of place of women in European civilization and how ideas, institutions and practices of civilization determined and/or changed that place. 3 sem. hrs.

HIST 305U Richmond Across the Centuries

Survey of history of city of Richmond as it developed between 1660 and 1960. 3 sem. hrs.

HIST 308U Social and Cultural History of Nineteenth- and Twentieth-Century American Women

Place and role of women in family, religion, education, reform movements, entertainment, literature and the arts. Impact of institution of slavery in women's lives. Particular attention given to work of women writers and artists in their historic context. 3 sem. hrs.

HIST 310U An Age of Giants

Washington, Adams, Jefferson, Madison, Marshall, Hamilton, and Franklin as representative of their age and its ideas and their roles in shaping a new nation. Topical approach includes such issues as structure of society, women, slavery, the Constitution, and development of political parties. 3 sem. hrs.

HIST 312U Great Issues in American History

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. 3 sem. hrs.

HIST 315U Great Disasters and Their Impact in the History of the U.S.: 1861 to the Present

Certain terrible catastrophes/disasters that America suffered in the approximately century and a half from 1861 to 2001 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, art forms, literature, and government action will be analyzed. 3 sem. hrs.

HIST 316U The New South

Growth of New South from Reconstruction to present. Examines life in South under Reconstruction, economic, social, and political developments that created New South. Race relations, Jim Crow laws, segregation, civil rights and integration examined historically as well as the changing role of women. Works of Southern writers examined as sources of norms and values and as agents for changing them. 3 sem. hrs.

HIST 317U The Old South

Historical examination of South from colonial days through Civil War. The Southern family, role of women, importance of religion in region, literature, arts, and architecture as both expression of values and tastes and as agent to form them. Political life. Development and impact of slavery. 3 sem. hrs.

HIST 320U Virginia History

Social, cultural, and political history of Virginia from Colonial period to present. 3 sem. hrs.

HIST 321U Moments in Time I: World History

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. 3 sem. hrs.

HIST 322U Moments in Time II: History of the Americas

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. 3 sem. hrs.

HIST 323U Westward Ho!

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. 3 sem. hrs.

HIST 324U Women and the American West

American Women - White, Native American, Black, Hispanic, and Asian - played important and varied roles in the settlement and development of the American west. Women and the American West examines and assesses their lives, influences, and contributions - especially during the second half of the 19th century - in the larger context of the history of the American west. 3 sem. hrs.

HIST 327U Belles, Steel Magnolias and Good Ol' Gals

The history of Southern women from the colonial period to the present. Understanding class differences and regional differences within the south, the institution of slavery and its impact on the lives of all southern women, the Civil War, emancipation, Reconstruction, and modern issues of race, class, and gender that uniquely affect southern women are among the topics to be examined. 3 sem. hrs.

HIST 328U Southern Women's Civil War

Southern Women's Civil War is designed to examine what in their pre-war lives shaped the views of southern women - white and black, free and slave - on slavery, secession, and the war; some of the many ways in which those women experienced the Civil War years; and something of the impact of the war and its outcome on their post-war lives. 3 sem. hrs.

HIST 329U Americans on the Move

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 Ameri-

cans 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. 3 sem. hrs.

HIST 337U Tudor England

Political, institutional, social, and cultural study emphasizing reigns of Henry VIII and Elizabeth I. 3 sem. hrs.

HIST 338U Stuart England

Emphasis on conflict between Stuarts and Parliament. Cromwell and the Civil War, the Restoration and Revolutionary settlement. 3 sem. hrs.

HIST 345U The History of Ideas

Exploring the intellectual development within the western tradition. Required for accelerated Bachelor of Liberal Arts. Weekend College students only. 6 sem. hrs.

HIST 347U The Age of Jefferson

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. Same as ART 347U. 3 sem. hrs.

HIST 360U Victorian England: Whistler, Ruskin and the Nature of Truth

Focuses on opposing concepts of truth in Victorian England as exemplified and espoused by two major cultural figures of the time, John Ruskin and James McNeill Whistler. Same as ART 360U. 3 sem. hrs.

HIST 398U Selected Topics

1-6 sem. hrs.

HIST 537U Tudor England

Political, institutional, social and cultural study emphasizing the reigns of Henry VII and Elizabeth I. 3 sem. hrs.

HIST 547U The Age of Jefferson

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. Cross-listed with ART 547U. 3 sem. hrs.

HIST 598U Selected Topics

1-6 sem. hrs.

Human Resource Management (HRM)

HRM 343U Human Resource Management

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. 3 sem. hrs.

HRM 345U Human Resource Development

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. 3 sem. hrs.

HRM 388U Internship

Applied experience in Human Resource Management in an organizational setting. Working closely with an assigned faculty member and a site supervisor, 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 Continuing Studies. Prerequisite: Student must complete the HRM Core Courses (15 credits) prior to being considered for an internship. At the discretion of the student, this course may be credited as a focus course or as an elective. 3 sem. hrs.

HRM 399U Independent Study

1-6 sem. hrs.

HRM 452U Quality Management

History and origin of quality movement explored, along with basic tools and hands-on techniques necessary for successful quality and process improvement. 3 sem. hrs.

HRM 454U Compensation and Benefits

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. 3 sem. hrs.

HRM 460U HR in an IT World

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. 3 sem. hrs.

HRM 467U International Human Resource Management

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. Prerequisite: Complete a minimum of 18 hours in the HRM curriculum to include HRM 343U and ECON 377U before enrolling. 3 sem. hrs.

HRM 496U 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. 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. Prerequisite: Students must be in their senior year of undergraduate study with a minimum GPA of 3.25 or above. Departmental approval required. 3 sem. hrs.

HRM 498U Selected Topics

1-3 sem. hrs.

HRM 499U Senior Seminar in HRM

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. Prerequisite: Complete a minimum of 18 hours in the HRM curriculum to include HRM 343U and ECON 377U before enrolling. 3 sem. hrs.

HRM 531U Human Resource Management

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. 3 sem. hrs.

HRM 532U Legal Issues in Human Resource Management

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. 3 sem. hrs.

HRM 533U Quantitative Analysis and Research in HRM

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. 3 sem. hrs.

HRM 534U Strategic Human Resource Development

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. 3 sem. hrs.

HRM 635U Managing Compensation and Benefits

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. Prerequisite: HRM 531U. 3 sem. hrs.

HRM 638U HRM Leadership Theory and Application

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. Prerequisite: HRM 531U. 3 sem. hrs.

HRM 639U Recruitment and Retention

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. Prerequisite: HRM 531U. 3 sem. hrs.

HRM 647U Human Resource Information Systems

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. Prerequisite: HRM 531U. 3 sem. hrs.

HRM 650U Labor Relations

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. Prerequisite: HRM 531U. 3 sem. hrs.

HRM 657U HRM in the Global Environment

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. Prerequisite: Complete a minimum of 18 hours in the MHRM curriculum to include ECON 507U and HRM 531U before enrolling. 3 sem. hrs.

HRM 696U 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. 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. Prerequisite: Students must be in their second year of graduate study with a minimum GPA of 3.25 or above. Departmental approval is required. Prerequisite: 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. 3 sem. hrs.

HRM 697U Strategy and Policy

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. Prerequisite: Complete a minimum of 18 hours in the MHRM curriculum to include ECON 507U and HRM 531U before enrolling. 3 sem. hrs.

Humanities (HUM)

HUM 201U Introduction to Iconology

Introductory approach to understanding symbols, allusions, and metaphors in art and literature. Prerequisite: ENGL 100U & ENGL 101U, ENGL 201U, 202U & 203U. 3 sem. hrs.

HUM 202U The World of Enchantment: Legends, Romances, and Tales

Exploration of folklore from many lands, from medieval romances to popular worlds of J.R.R. Tolkien and C.S. Lewis. 3 sem. hrs.

HUM 212U Applied Ethics

Study of ethics and ethical decision making in professional world. Examination of current ethical issues such as privacy and information systems, workplace ethics, responsible journalism, and trends in corporate and governmental ethics. Particular emphasis on how individual decision making can have broad ethical consequences, both positive and negative. 3 sem. hrs.

HUM 300U: Applied Ethics

Examination of ethical choices, omissions, dilemmas and crises faced by individuals and organiza-

tions 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. Prerequisite: ADED 300U or ADED 301U/302U. 3 sem. hrs.

HUM 301U Intimate Relationships

Basic concepts and ideas in marriage and family to help students understand better their individual attitudes, behavior, socialization experiences, and present and future life options as they relate to their particular families and general social order. 3 sem. hrs.

HUM 303U Partners in the Arts Summer

Institute

Directs teachers through a guided discovery of the arts and its incorporation into the traditional K-12 curriculum (e.g., math, science, language arts, history, etc.). Involves a combination of lectures, workshops, hands-on activities, field trips to arts resources and lesson plan development. Departmental approval required. Open only to special preregistered students. 3 sem. hrs.

HUM 311U Advanced Iconology

Further investigate signs, symbols, metaphors and allusions that pervade Western culture. Integrates class readings and independent research. HUM 201U not required, but highly desirable. 3 sem. hrs.

HUM 313U Career and Life Development

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. 3 sem. hrs.

HUM 345U The History of Ideas

Exploring the intellectual development within the western tradition. Required for accelerated Bachelor of Liberal Arts. Weekend College students only. Equivalent to HUM 345U. 6 sem. hrs.

HUM 346U The History of Human Expression

Examination of the arts in their wide variety: visual, literary, plastic and melodic. Required for accelerated Bachelor of Liberal Arts. Weekend College students only. 6 sem. hrs.

HUM 398U Selected Topics

1-6 sem. hrs.

Interdisciplinary Studies (IDST)

IDST 301U The Realm of Ideas I: Context and Chronology

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. 3 sem. hrs.

IDST 302U The Realm of Ideas II: Self, Society and Science

An introduction for liberal arts majors to important ideas in selected modern natural and social sciences, and methodologies used in their study and application. Prerequisite: IDST 301U. 3 sem. hrs.

IDST 303U The Realm of Ideas III: Human Expression

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. Prerequisite: IDST 302U. 3 sem. hrs.

IDST 304U: Understanding Culture and Language I

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. 3 sem. hrs.

IDST 305U: Understanding Culture and Language II

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 politi-

cally, economically, and socially. Prerequisite: IDST 304U. 3 sem. hrs.

IDST 310U The Examined Life

Exploring human behavior and the uniqueness of the human condition. Required for accelerated Bachelor of Liberal Arts. 6 sem. hrs.

IDST 395U The Realm of Ideas IV: Capstone Seminar for Liberal Arts Majors

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. Prerequisite: IDST 303U. Should be taken during the student's last semester of study. 3 sem. hrs.

IDST 398U Selected Topics

1-6 sem. hrs.

IDST 399U Independent Study

1-6 sem. hrs.

IDST 495U Capstone Course: Senior Seminar

Capstone course for Weekend College. Required for accelerated Bachelor of Liberal Arts. Weekend College students only. 6 sem. hrs.

IDST 598U Selected Topics

1-6 sem. hrs.

International Studies (ISTY)

ISTY 149U International Studies/Global Economics

Focuses on providing an overview of basic economic principles and their application to analyzing the world's economic order. Prerequisite: By special admission only. 3 sem. hrs.

ISTY 249U International Studies/Global Economics

Introduces student to world of international studies and global economics. Covers such factors as U.S. and foreign trade policies, sociocultural factors, international marketing, and impact of international trade on domestic economy. 3 sem. hrs.

ISTY 301U Understanding the Global Village

Interdisciplinary course focusing on the trends in an increasingly interdependent yet fragmented world. Required for accelerated Bachelor of Liberal Arts. Weekend College students only. 6 sem. hrs.

ISTY 399U Independent Study

1-6 sem. hrs.

Information Systems (ISYS)

ISYS 101U Using Campus Technologies

Basic computer competencies needed to succeed in college academics, live and work efficiently in the digital age. Microsoft Word and PowerPoint, browsers, anti-virus software, Adobe Reader, file and folder management on campus network servers. Blackboard online course tools for obtaining assignments, collaborating, and exchanging files with instructors or classmates. Orientation to the Help Desk and Academic Technology Services. Prerequisite: Departmental permission required. 1 sem. hr.

ISYS 198U Selected Topics

1-3 sem. hrs.

ISYS 201U Software Tools - Office 2007

Application of basic and advanced software features for research papers, advanced documents, and oral presentations in Word and PowerPoint 2007. Basic spreadsheet features for data tables and reporting in an academic or business environment using Excel 2007. Computer assignments required. 3 sem. hrs.

ISYS 202U Software Tools for Business

Computer lab course using software and online tools supporting business decision-making. Emphasis on using Microsoft Excel spreadsheets for data display, cell addressing, formulas; commonly-used statistical, logical, and data management functions; data analysis tools. Online business library reference databases for economic, marketing, financial, technology and human resource information. Basic proficiency using Microsoft Word, PowerPoint, and email. 2 sem. hrs.

ISYS 203U Collaborative Technologies

The application of information technologies in organizations to work collaboratively, facilitate decision-making, and achieve competitive advantage. Use of multimedia, storage, and mobile devices, networks, databases, and collaborative Internet technologies supporting work and academics. Computer assignments required. 3 sem. hrs.

ISYS 301U Global Telecommunications Tech and Policy

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. Prerequisite: College writing and mathematics, and foundation coursework or experience in IT. With approval, students from any major at the university may take this course without a prerequisite barrier. 4 sem. hrs.

ISYS 302U Local Area Networks

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. Prerequisite: College writing and mathematics and foundation course work or experience in IT. With approval, students from any major at the university may take this course without a prerequisite barrier. 4 sem. hrs.

ISYS 303U IT Security

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. Prerequisite: ISYS 302U or LAN background/experience. 3 sem. hrs.

ISYS 306U Systems Analysis and Design

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. Prerequisite: College writing and mathematics and foundation course work or experience in IT. Computer assignments required. With approval, students from any major at the university may take this course without a prerequisite barrier. 3 sem. hrs.

ISYS 307U IT Evaluation and Selection

Junior-level course on guidelines and techniques for the selection and acquisition of computer hardware

and software. Methods of computer device evaluation, vendor selection, and development of system requirements for both hardware and software, from management and technical perspectives. The Request for Proposal (RFP) process in universal use by firms acquiring IT equipment and systems is used as a practical method of demonstrating commercial practices. Prerequisite: College writing and mathematics and foundation course work or experience in IT. With approval, students from any major at the university may take this course without a prerequisite barrier. 4 sem. hrs.

ISYS 311U Database Design/Business Intelligence

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. Prerequisite: College writing and mathematics and foundation course work or experience in IT. Computer assignments required. With approval, students from any major at the university may take this course without a prerequisite barrier. 4 sem. hrs.

ISYS 351U Web Design and Development

Focus on planning and development of Web sites using proper design techniques, with design elements such as page layouts using CSS, graphics, color, lists, tables, formatting, links, basic forms, and templates. Topics include graphics techniques and editing modification of digital pictures. XHTML coding will be used during the first half of the semester and Dreamweaver after midterm. 3 sem. hrs.

ISYS 353U Advanced Tools for Web Design and Development

Contemporary advanced tools for web design and development. Each student selects tools for a major semester project, with approval and supervision by the instructor. Prerequisite: ISYS 351U or equivalent proficiency. 3 sem. hrs.

ISYS 355U Computer Programming in Java

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. Prerequisite: MATH 103U, college algebra or higher, or programming experience. 4 sem. hrs.

ISYS 360U Electronic Commerce

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. Prerequisite: College writing and mathematics, and foundation course work or experience in IT. 3 sem. hrs.

ISYS 398U Selected Topics

1-6 sem. hrs.

ISYS 399U Independent Study

1-6 sem. hrs.

ISYS 450U Project Management

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. Prerequisite: College writing and mathematics and foundation course work or experience in IT; ISYS 306U preferred as pre- or co-requirement. 3 sem. hrs.

ISYS 490U Managing IT

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. Prerequisite: Senior status or extensive IT or business experience. 3 sem. hrs.

Journalism (JOUR)

JOUR 205U Photojournalism

Theory and practice of news and feature photography, darkroom technique, and properties of light and film. Prerequisite: Student must have a 35mm single lens reflex camera. 3 sem. hrs.

JOUR 399U Independent Study

1-6 sem. hrs.

Legal Assistant/Paralegal Studies (LA)

LA 301U Introduction to Paralegal Studies

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. 3 sem. hrs.

LA 302U The Judicial System

Structure and meaning of courts and their jurisdiction, procedure, and appeal; history and introduction to judicial process. 3 sem. hrs.

LA 303U Legal Research

Law libraries and basic legal research methods; where and how to gather information 3 sem. hrs.

LA 304U Legal Writing

Legal terminology and writing styles, case analysis, development of analytical skills, exercises in legal composition and drafting. 3 sem. hrs.

LA 306U Litigation

Basic elements of substantive law; investigation of facts, discovery and preparation for trial, commencement of law suit and trial, decision and settlement, file maintenance, and docket control. 3 sem. hrs.

LA 307U Corporate Law

Types of businesses or organizations, formation and structure of corporations, shareholders' and directors' meetings, bylaws, corporate distributions and securities. 3 sem. hrs.

LA 308U Estate Planning

The study of the laws governing wills, trusts, gifts, intestacy, probate administration, Federal and state taxation, insurance, property and employee benefits with the purpose of estate planning being to identify, preserve, and expand or increase the assets owned by an individual and to provide for distribution of those assets, with the least possible tax expense, to those persons and charities the owner wishes to benefit during life and after death. Course content also includes an overview of crucial aspects of elder law. 3 sem. hrs.

LA 309U Administration of Decedents' Estates

Probate and administration of decedents' estates, preparation of federal and state death tax returns, and maintenance of fiduciary records. 3 sem. hrs.

LA 310U Real Estate

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. 3 sem. hrs.

LA 312U Family Law

This course will cover all areas of family law, including marriage, divorce, annulment, division of property, child custody and support, spousal support and adoption. This course may be used as a focus course for Paralegal Studies majors. 3 sem. hrs.

LA 313U Evidence

In-depth study of selected Rules of Evidence and overview of Code of Professional Responsibility (Ethics). Prerequisite: LA 306U. 3 sem. hrs.

LA 314U Bankruptcy and Creditor's Rights

Legal processes for enforcing creditors' rights including warrants-in-debt, motions for judgment, liens, levies, attachments and garnishments. Debtor exemptions such as homestead. Bankruptcy law including Chapter 7 (Liquidation), Chapter 11 (Business Reorganization), and Chapter 13 (Wage Earner Plans). 3 sem. hrs.

LA 315U Torts

Survey of the three categories of torts: intentional, negligent, and strict liability and the impact they have on every day society and in the courtroom. 3 sem. hrs.

LA 316U Contract Law

Law of formation, legal construction, execution, and enforcement of and remedies under contracts. 3 sem. hrs.

LA 319U Paralegal Ethics

This course will provide the tools to understand the ethical requirements governing both attorneys and paralegals. Classes will use 'real world' experiences with studies and hypotheticals addressing, to name

a few, the unauthorized practice of law, confidentiality, conflicts of interest, law firm management, attorney advertising, and maintaining the integrity of the paralegal profession. This class may be used as a focus course for Paralegal Studies majors. 3 sem. hrs.

LA 320U Environmental Law

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. 3 sem. hrs.

LA 321U Criminal Law

Addresses substantive knowledge, practical skills and competencies and ethical guidelines needed to work in criminal law area. 3 sem. hrs.

LA 398U Selected Topics

1-6 sem. hrs.

LA 399U Independent Study

1-6 sem. hrs.

Law (LAW)**LAW 300U Business Law**

Principles of law relating to legal problems encountered in work environment, including contracts, business organizations, and secured transactions. This class may be used as a focus course for Paralegal Studies majors and may be used for the Business minor. 3 sem. hrs.

LAW 303U Constitutional Law

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. This class may be used as a focus course for Paralegal Studies majors. 3 sem. hrs.

LAW 304U First Amendment Law

An overview and analysis of the laws protecting freedom of speech, religion, the press and privacy. This course may be used as a focus course for Paralegal Studies majors. 3 sem. hrs.

LAW 305U Consumer Law

Overview of consumer protection, privacy, credit and banking laws. Special focus on Internet/E-commerce issues and the elderly, disabled and military as the 'special classes of consumers.' This course may be used as a focus course for Paralegal Studies majors. 3 sem. hrs.

LAW 321U Land Use Law

A study of comprehensive plans and the planning process of land. Topics will include land use control by zoning, including history, power and purposes of zoning, types of zoning and uses. Types of zoning relief, historic and agricultural preservation, private land use controls and eminent domain will also be discussed. Particular emphasis will be placed on Virginia law and procedure and field trips to local Planning Commission and Board of Zoning hearings may be included. This class may be used as a focus course for Paralegal Studies majors. 3 sem. hrs.

LAW 322U Employment Law and Policy

Survey of federal and state statutes and laws which 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. This class may be used as a focus course for Paralegal Studies majors. 3 sem. hrs.

LAW 325U CyberLaw

Overview of federal and state laws, regulations and policies regarding operation and security of the Internet. Includes copyright, e-commerce and privacy issues. This class may be used as a focus course for Paralegal Studies majors. 3 sem. hrs.

LAW 326U Intellectual Property

Focus on building an understanding of trademarks, copyrights, patents and trade secrets and ownership thereof. This class may be used as a focus course for Paralegal Studies majors. 3 sem. hrs.

LAW 330U Terrorism Law

Examines current state of national and international law on terrorism, including aviation and maritime

law as applicable. Considers practical issues involved in enforcing laws on terrorism, and studies the interaction of law and policy in the context of protection of society from its enemies while preserving the essential fabric of law. 3 sem. hrs.

LAW 398U Selected Topics

1-6 sem. hrs.

LAW 399U Independent Study

1-6 sem. hrs.

Leadership Studies (LDSP)**LDSP 200U Introduction to Leadership Studies**

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. 3 sem. hrs.

LDSP 278U Communication in Leadership

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. Prerequisite: LDSP 200U. 3 sem. hrs.

LDSP 302U Leadership and Ethical Action and the Law

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. Prerequisite: LDSP 200U. 3 sem. hrs.

LDSP 310U Leadership and Ethical Decision Making

Role of leader in commerce and service is examined. Required for accelerated Bachelor of Liberal Arts. 6 sem. hrs.

LDSP 348U Leadership, Conflict Management and Group Dynamics

Examines the factors which 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. Prerequisite: LDSP 200U. 3 sem. hrs.

LDSP 358U Historical Perspective of Leadership

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. Prerequisite: LDSP 200U. 3 sem. hrs.

LDSP 368U Leadership in the Global Environment

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. Prerequisite: LDSP 200U. 3 sem. hrs.

LDSP 398U Selected Topics
3 sem. hrs.**LDSP 478U Strategic Thinking for Leaders**

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. Prerequisite: LDSP 200U. 3 sem. hrs.

LDSP 499U Post-Baccalaureate Practicum

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. 1 sem. hr.

Mathematics (MATH)**MATH 103U Finite Mathematics**

Logical thinking and problem-solving using sets, logic, numeration and mathematical systems, real number system, algebra, counting methods. 3 sem. hrs.

MATH 140U Algebra with Applications

Sets, functions, exponents, logarithms, matrix algebra, systems of linear equations, inequalities, binomial theorems, sequences, series, complex numbers and linear programming. Prerequisite: Departmental approval required. 3 sem. hrs.

MATH 150U Pre-calculus and Trigonometry

Concepts and applications of algebra and trigonometry. Topics include graphics, transformations and inverses of functions, linear, exponential, logarithmic, power, polynomial, rational and trigonometric functions. Prerequisite: College algebra or departmental permission. 3 sem. hrs.

MATH 265U Applied Statistics

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. Prerequisite: MATH 103U or higher recommended. 3 sem. hrs.

MATH 270U Applied Calculus

Course content includes limits, continuity, differentiation, partial differentiation and integration of single and multi-variable functions with applications to managerial, life and social sciences. Prerequisite: Pre-calculus or permission of the instructor. 3 sem. hrs.

MATH 300U: Critical Thinking and Analysis

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. Prerequisite: MATH 103U or college algebra or higher. Pre- or co-requisite: ADED 300U or ADED 301U/302U. 3 sem. hrs.

MATH 307U Quantitative Methods in Social Science

This course introduces the skills needed in order to analyze data pertaining to the HRM field such as retention patterns, compensation differences, per-

formance 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. 3 sem. hrs.

MATH 398U Selected Topics

1-6 sem. hrs.

MATH 399U Independent Study

1-6 sem. hrs.

Management (MGMT)

MGMT 341U Principles of Management

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. 3 sem. hrs.

MGMT 342U Managing Business Processes

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. Prerequisite: MATH 103U (finite math) or higher. 4 sem. hrs.

MGMT 345U Business Literacy

Providing an overview of the issues facing those involved in domestic and international commerce. Required for accelerated Bachelor of Liberal Arts. Weekend College students only. 6 sem. hrs.

Marketing (MKT)

MKT 321U Marketing

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. MKT 321U is not open to majors or minors in the Business School. 3 sem. hrs.

Master of Liberal Arts (MLA)

MLA 500U Methods and Themes in Liberal Studies

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. To be offered in fall and summer semesters. Must be taken no later than the second course credited toward the student's program. 3 sem. hrs.

MLA 506U Humanities Seminar

An interdisciplinary graduate seminar in the humanities. Topics vary from semester to semester. May be repeated for credit. 3 sem. hrs.

MLA 507U Social Sciences Seminar

An interdisciplinary graduate seminar in the social sciences. Topics vary from semester to semester. May be repeated for credit. 3 sem. hrs.

MLA 508U Science Seminar

An interdisciplinary graduate seminar in science. Topics vary from semester to semester. May be repeated for credit. 3 sem. hrs.

MLA 570U Independent Research

Requires prior approval of coordinator. 1-3 sem. hrs.

MLA 598U Selected Topics

1-6 sem. hrs.

MLA 599U Seminar in Liberal Arts

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. Course to be offered both spring semester and summer term each year and should be taken as final course in student's program. 3 sem. hrs.

Music (MUS)

MUS 111U Appreciation of Music

For general student. Introduction to listening; present-day repertory and its historical development. 3 sem. hrs.

MUS 310U Managing Performing Arts**Organizations**

Reviews topics essential for successful management of performing arts organizations. Studies will include organizational structure, budget development and management, strategic planning, trustee development, trustee/staff relations, marketing, audience development, development of outreach programming, box-office management, mailing list and membership management, human resource management, union labor relations and contract negotiation. 3 sem. hrs.

MUS 398U Selected Topics

1-6 sem. hrs.

MUS 598U Selected Topics

1-6 sem. hrs.

Public Administration (PBAD)**PBAD 301U Increasing the Productivity of Government**

Growth, development, and characteristics of bureaucracy; its strengths and advantages; its particular weaknesses; and strategies for improving performance of bureaucracy. 3 sem. hrs.

PBAD 338U Decision Making in Public Administration

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. 3 sem. hrs.

PBAD 398U Selected Topics

1-6 sem. hrs.

PBAD 399U Independent Study

1-6 sem. hrs.

Public Relations (PBRL)**PBRL 309U Public Relations in Government**

Public relations as legislative tool in political campaigns. Role of public relations at all government levels. Case histories of how governments and governmental agencies promote issues and bring about legislation through effective public relations. 3 sem. hrs.

PBRL 330U Introduction to Mass Media

Identification of the media, development of print and the press, broadcasting, television, public relations and advertising, and restraints on the media. 3 sem. hrs.

PBRL 331U Introduction to Public Relations

History, principles, and practice of public relations in business, social welfare, governmental agencies, and education; responsibilities and demands on public relations practitioner; how practitioner relates to employer, media, and public. 3 sem. hrs.

PBRL 332U Copy Editing

Basics of editing copy for print media and electronic media; preparation of copy with emphasis on style, grammar, clarity, and reader interest. 3 sem. hrs.

PBRL 334U Advanced Public Relations

Analysis of public relations procedures, organizing campaigns, solving company public relations problems, corporate identity, preparation of annual reports, and SEC regulations. 3 sem. hrs.

PBRL 335U Graphics

Variations in printing, type design and harmony, printing practices, copy fitting, usage of color, and theme carry-over. 3 sem. hrs.

PBRL 398U Selected Topics

1-6 sem. hrs.

PBRL 399U Independent Study

1-6 sem. hrs.

Philosophy (PHIL)**PHIL 302U Thinking About the Paranormal**

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. 3 sem. hrs.

PHIL 303U: Beyond Death

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? 3 sem. hrs.

Physics (PHYS)

PHYS 398U Selected Topics

1-3 sem. hrs.

Political Science (PLSC)

PLSC 205U Introduction to American Government

A multimedia, high-tech approach to the study of basic roles, structures, and functions of American political institutions; and introduction to American political process. 3 sem. hrs.

PLSC 207U Virginia Government and Politics

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. 3 sem. hrs.

PLSC 301U The Rights and Responsibilities of Citizenship

Exploring the history and importance of civic participation in the American tradition. Service learning component. Required for accelerated Bachelor of Liberal Arts. Weekend College students only. 6 sem. hrs.

PLSC 302U: Modern Conservative Political Philosophy

An examination of the concepts of modern conservative political philosophy, their importance and influence. 3 sem. hrs.

PLSC 303U Metropolitan Problems and Politics

Analysis of and practical involvement with major issues affecting metropolitan governments. 3 sem. hrs.

PLSC 598U Selected Topics

1-6 sem. hrs.

Psychology (PSYC)

PSYC 101U Introductory Psychology

Scientific principles of behavior. Survey emphasizing psychological methods and research involved in understanding human behavior. Research participation or equivalent required. 3 sem. hrs.

PSYC 190U Child Psychology

Introduction to biological, social, cognitive, and emotional processes of development during prenatal to preadolescent developmental periods. 3 sem. hrs.

PSYC 222U Motivation and Emotion

Explanations of behavior and its likelihood of occurrence as well as physiological, cognitive, and social-interactive responses which have tendency to facilitate or obstruct that behavior. 3 sem. hrs.

PSYC 230U Psychology of Women

Analysis of gender as function of biological and environmental forces. Emphasis on traditional and modern roles, developmental patterns of women, and psychological problems unique to women. 3 sem. hrs.

PSYC 303U Psychology of Gender

Overview of current theory and empirical research on gender, exploring origins of gender identity and impact of gender on systems, individuals, attitudes, and behavior. 3 sem. hrs.

PSYC 304U: Psychology of Relationships,

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. 3 sem. hrs.

PSYC 305U Stress and Its Management

Physiological and psychological aspects of stressors and the stress response. Review of principles, research, and methods of stress management. 3 sem. hrs.

PSYC 313U Social Psychology

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. 3 sem. hrs.

PSYC 327U Organizational Psychology

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. 3 sem. hrs.

PSYC 336U Human Growth and Development

The purpose of this course is to provide the student with a foundation in the study of human growth and development. Theory and research related to education, human development and counseling will be examined. A strong emphasis will be placed on the adolescent period of development and the psychological, emotional, physical and social changes that occur. The goal for students is to examine ways in which research in human development contributes to an understanding of their field of study. 3 sem. hrs.

PSYC 337U Psychological Development Across the Life Cycle

Developmental changes and psycho-biosocial processes from adolescent through adult life. 3 sem. hrs.

PSYC 338U Forensic Psychology

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. 3 sem. hrs.

PSYC 339U Abnormal Psychology

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. 3 sem. hrs.

PSYC 398U Selected Topics

3 sem. hrs.

PSYC 399U Independent Study

1-6 sem. hrs.

PSYC 530U Organizational Psychology

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. 3 sem. hrs.

PSYC 538U Forensic Psychology

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. 3 sem. hrs.

PSYC 598U Selected Topics

1-6 sem. hrs.

Religion (RELG)

RELG 200U Patterns in Religion

Methodologies for study of religion, recurring themes and issues, religious expression in both individual and communal focus. 3 sem. hrs.

RELG 201U Introduction to Religion

Religious dimensions of human existence with special attention to basic Jewish-Christian religious motifs, their historical development, and their subsequent impact on Western culture. 3 sem. hrs.

RELG 398U Selected Topics

1-6 sem. hrs.

RELG 598U Selected Topics

1-6 sem. hrs.

Social Analysis (SA)**SA 320U How to Be a Skeptic: Critical Thinking for Critical Times**

Techniques to separate the probable from the unlikely and to acquire and interpret the information necessary to think logically. Addresses current issues, urban legends, invented traditions, and ancient mysteries. Prerequisite: ENGL 100U & ENGL 101U or ENGL 201U, 202U & 203U. 3 sem. hrs.

SA 398U Selected Topics

1-6 sem. hrs.

SA 399U Independent Study

1-6 sem. hrs.

Sociology (SOC)**SOC 101U Introduction to Sociology**

Fundamental concepts and principles of sociology; culture, socialization, social structure, stratification, social control, institutions, population, and social change. 3 sem. hrs.

SOC 305U Deviance

Social deviance at microsociological 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. 3 sem. hrs.

SOC 309U Social Problems

Personal-social disorganization and maladjustment: physical and mental handicaps; economic inadequacies; programs and methods of social treatment and control. 3 sem. hrs.

SOC 310U Criminology

Laws, prevalence and distribution of crime; theories of crime; types of criminal behavior; police actions; court actions; the penal system. 3 sem. hrs.

SOC 316U Race and Ethnicity in America

Native peoples; immigration and settlement of U.S.; racial and ethnic groups; prejudice and discrimination; race relations in racially and culturally diverse society. Prerequisite: SOC 101U. 3 sem. hrs.

SOC 320U Alternative Lifestyles and**Contemporary Families**

Alternative Lifestyles and Contemporary Families: changes in the family as a social institution and the impact on society, blended families, inter-racial and same-sex marriages, gender roles and divorce are among the topics to be examined. 3 sem. hrs.

SOC 324U Sociology of Law

Introduction to development of laws within societies, including philosophy and development of U.S. Court System. Laws regarding both criminal and civil proceedings, legal terms and concepts, and issues within legal system today. Strongly recommended for students planning career in law or criminal justice. 3 sem. hrs.

SOC 328U Social Gerontology

Processes of aging and problems of aged; social adjustment, retirement, mobility, living arrangements, and public and private programs of finance and care. 3 sem. hrs.

SOC 342U Dying, Death and Grief

Analysis of current American attitudes toward death and dying. Social/emotional responses of dying patient, relatives, friends, and various helping professionals. Meaning and function of grief. Cross-cultural data included where possible. 3 sem. hrs.

SOC 398U Selected Topics

1-6 sem. hrs.

SOC 399U Independent Study

1-6 sem. hrs.

SOC 542U Death, Dying and Grief

Analysis of current American attitudes toward death and dying. Social/emotional responses of dying patient, relatives, friends, and various helping professionals. Meaning and function of grief. Cross-cultural data included where possible. 3 sem. hrs.

SOC 598U Selected Topics

1-6 sem. hrs.

Spanish (SPAN)**SPAN 100U Practical Everyday Spanish**

Multifaceted course designed to appeal to individuals interested in using Spanish language for business or for travel. 3 sem. hrs.

SPAN 101U Elementary Spanish

Introduction to Spanish language with special emphasis on skills of reading, writing, speaking and understanding. 3 sem. hrs.

SPAN 102U Elementary Spanish

Introduction to Spanish language with special emphasis on skills of reading, writing, speaking and understanding. Prerequisite: SPAN 101U. 3 sem. hrs.

SPAN 198U Selected Topics

3 sem. hrs.

SPAN 300U Culture and Conversation

Study of Hispanic civilization with emphasis on Spanish America, through readings in Spanish and discussion in both English and Spanish. Students should expect gradual increase in use of Spanish in classroom. Prerequisite: SPAN 101U or equivalent. 3 sem. hrs.

Speech Communication (SPCH)**SPCH 101U Principles of Speech Communication**

Confidence in delivering public speeches. Logical structure of ideas, effective use of language, application of evidence to arguments. Classroom speeches and critiques. 3 sem. hrs.

SPCH 105U Interpersonal Communication

Analysis of complex and interacting factors that contribute to effective transmission of ideas; emphasis on understanding underlying principles. 3 sem. hrs.

SPCH 206U Group Communication

Modern theory and methodology; student participation in group discussion relating theory to specific communication problems. 3 sem. hrs.

SPCH 222U Business and Professional Speech

Making business presentation and giving corporate advocacy speech. Application to workplace of skills in listening, problem solving, interviewing, conducting meetings. 3 sem. hrs.

SPCH 328U Gendered Relationships - An Overview

Investigation of relatively informal interpersonal and social relationships between same and opposite gen-

ders in friendships, romantic relationships, families and the workplace. Central organizing theory base is that of interpersonal communication theory. Seminar style where student participation maximized. 3 sem. hrs.

SPCH 340U Cross-Cultural Communications

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. 3 sem. hrs.

SPCH 398U Selected Topics

1-6 sem. hrs.

SPCH 399U Independent Study

1-6 sem. hrs.

Theatre (THTR)**THTR 300U: Theater Appreciation**

Course offers students the opportunity to develop understanding of the roles of theater practitioners, of the collaborative nature of theater, of the manner in which theater mirrors society, and of theater theory and vocabulary. Attendance at specified Modlin Center performances will be required as part of the course content. 3 sem. hrs.

THTR 398U Selected Topics

1-6 sem. hrs.

Woman's Studies (WMST)**WMST 598U Selected Topics**

1-6 sem. hrs.

Discontinued Programs

EDUCATION

Post-Baccalaureate Certificate in Applied Studies in Teacher Licensure Preparation

Group I. Must be completed by elementary and secondary Teacher Licensure students before taking classes from Group II.

- EDUC 317U Introductory Seminar, 2
- EDUC 310U Curriculum Methods, 3
- EDUC 358U Classroom Management, 3
- EDUC 318U Seminar in Special Education, 2

Group II. Courses from Groups II and III may be taken concurrently.

Elementary ONLY

- EDUC 324U The Teaching of Reading, 3
- EDUC 327U The Teaching of Mathematics, 3

Secondary ONLY

- EDUC 350U Content Area Reading, 3

Group III

- EDUC 338U Instructional Technology Integration, 3

Group IV. Courses from Group IV must be taken in the Fall or Spring Semester immediately before completion of the program.

- EDUC 475U Student Teaching, Elementary (PreK-6), 12 or
- EDUC 477U Student Teaching, Secondary (6-12), 12 or
- EDUC 478U Student Teaching Comprehensive (PreK-12), 12
- EDUC 485U Student Teaching Seminar, 2

All course work must be completed prior to Student Teaching (EDUC 475U, 477U or 478U) and the accompanying Student Teaching Seminar (EDUC 485U).

Passing scores on Praxis I and II are required for admission to the Teacher Licensure Preparation program.

Because of the nature of course work in the Teacher Licensure Preparation program, many college courses might not be acceptable for transfer to the Program. All requests to transfer courses into the TLP must include the course description and be submitted to the Director of the Teacher Licensure Preparation program at least four weeks prior to the student beginning the program. No more than two courses, not to exceed six semester hours, may be transferred into the program.

A grade point average of 3.0 must be achieved for completion of the Teacher Licensure Preparation program and before applying for a Virginia teaching license. No more than one "C" grade will be permitted in classes taken for credit in the program at the University of Richmond.

All candidates seeking a teaching license in Virginia must complete the Virginia Communication and Literacy Assessment test. Additionally, all candidates for an Elementary Education Teaching License must complete the Virginia Reading Assessment before applying for an elementary education license.

Note: Students who have earned a bachelor's degree from a regionally accredited college or university and desire admission to the Post-Baccalaureate Certificate in Applied Studies in Teacher Licensure Preparation may call (804) 289-8427 for an application packet. Students who have not yet earned a bachelor's degree must first apply to the Bachelor of Liberal Arts (BLA) program. These students may apply to the Certificate in Applied Studies in Teacher Licensure Preparation after earning approximately 50 semester hours towards the BLA.

EMERGENCY MANAGEMENT AND DISASTER SCIENCE

Master of Disaster Science

Required

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

- ESM 503U: Research Practicum 3 sem. hrs.

- ESM 505U: Disasters, Characteristics and Physical Impacts 3 sem. hrs.
- ESM 509U: Social Dimensions of Disasters 3 sem. hrs.
- ESM 540U: The History of Emergency Management Organizations and Theory 3 sem. hrs.
- ESM 541U: The Politics of Disaster 3 sem. hrs.
- ESM 542U: Economic Impacts of Disaster 3 sem. hrs.
- ESM 543U: Religion in Disaster 3 sem. hrs.
- ESM 544U: The Law of Disaster 3 sem. hrs.
- ESM 549U: Comparative International Disasters 3 sem. hrs.
- ESM 550U: War, Terrorism, and Conflict and Their Impact 3 sem. hrs.
- ESM 551U: Disasters and the Corridors of Production - Globalism and its Impact 3 sem. hrs.
- ESM 595U: Hazards and Threats for the Future 3 sem. hrs.

Master of Emergency Management

Context and Management

12 semester hours

- ESM 540U: The History of Emergency Management Organizations and Theory 3 sem. hrs.
- ESM 560U: Sources of Knowledge: How to Understand and Apply Research and the Sciences to Disaster Problems 3 sem. hrs.
- ESM 561U: Managing Governmental Organizations 3 sem. hrs.
- ESM 562U: Volunteer Organizations in Disaster 3 sem. hrs.

The Disaster Environment

12 semester hours

- ESM 505U: Disasters, Characteristics and Physical Impacts 3 sem. hrs.
- ESM 563U: Hazard, Vulnerability, and Risk Analysis 3 sem. hrs.
- ESM 564U: Defense of Communities: An Integrated Approach 3 sem. hrs.
- ESM 595U: Hazards and Threats for the Future 3 sem. hrs.

Disaster Operations

12 semester hours

- ESM 565U: Disaster Planning 3 sem. hrs.
- ESM 566U: Disaster Exercises and Tests 3 sem. hrs.
- ESM 567U: Managing Emergency Operations 3 sem. hrs.
- ESM 568U: Disaster Logistics 3 sem. hrs.

Graduate Certificate in Disaster Science

Required

Select 12 semester hours from the courses listed

- ESM 503U: Research Practicum 3 sem. hrs.
- ESM 505U: Disasters, Characteristics and Physical Impacts 3 sem. hrs.
- ESM 509U: Social Dimensions of Disasters 3 sem. hrs.
- ESM 540U: The History of Emergency Management Organizations and Theory 3 sem. hrs.
- ESM 541U: The Politics of Disaster 3 sem. hrs.
- ESM 542U: Economic Impacts of Disaster 3 sem. hrs.
- ESM 543U: Religion in Disaster 3 sem. hrs.
- ESM 544U: The Law of Disaster 3 sem. hrs.
- ESM 549U: Comparative International Disasters 3 sem. hrs.
- ESM 595U: Hazards and Threats for the Future 3 sem. hrs.

PARALEGAL STUDIES

Minor in Law & Public Policy Studies

Required

Select 18 semester hours from the courses listed

- LAW 300U: Business Law 3 sem. hrs.
- LAW 302U: Law and Economics 3 sem. hrs.
- LAW 303U: Constitutional Law 3 sem. hrs.
- LAW 304U: First Amendment Law 3 sem. hrs.
- LAW 305U: Consumer Law 3 sem. hrs.
- LAW 321U: Land Use Law 3 sem. hrs.
- LAW 322U: Employment Law and Policy 3 sem. hrs.
- LAW 325U: CyberLaw 3 sem. hrs.
- LAW 326U: Intellectual Property 3 sem. hrs.
- LAW 398U: Selected Topics 1-6 sem. hrs.

Directory

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 Jada Banks, Portfolio Coordinator
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 Charlotte M. Cassada, Fiscal/Data Technician
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 Christina Draper, Program Specialist, Personal Enrichment
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 Teresa Glassman, Coordinator, External Relations
 Martin Gravely, Manager, Center for Culinary Arts
 Debra P. Guild, Administrative Coordinator, Osher Lifelong Learning Institute
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 Eric Loepp, Program Coordinator, Center for Leadership in Education
 Carrie B. Ludovico, Instruction Librarian
 Philip J. Melita, Marketing/Communications Coordinator
 Claudia Mills, Administrative Coordinator, Center for Leadership in Education
 Vivian Marcoccio, Graphic Design Coordinator
 Gretchen Morris, Program Coordinator, Human Resource Management
 Tom Parfitt, Culinary Center Specialist
 Kathy A. Powers, Coordinator, Institute on Philanthropy
 Jenny Neff, Administrative Assistant, Teacher Licensure
 Mary C. Raymond, Program Specialist, Youth and Education Programs

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Lee Stevens, Coordinator, Research Instruction
Anna Kay Travis, Registration and Operations Coordinator
Linda M. Tucker, Program Assistant, Community Education
Thelma D. Wheeler, Director, Field Placements, Teacher Licensure
Lois A. Willis, Graduate Advisor & Off-Campus Programs Coordinator
Elisabeth Wray, Program Coordinator, Liberal Arts
John A. Zinn, III, Director, Enrollment Management & Student Services

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Slaughter, Ray, Associate Professor of Accounting, Robins School of Business
Stohr-Hunt, Tricia, Assistant Professor, Education (A&S)
Strait, Patricia, SCS, HRM Program Chair
Swartz, Ned, SCS, Assistant Dean
Taylor, Porcher, SCS, Paralegal Program Chair
Walk, Ellen, SCS, ISYS Program Chair

Williams, Clark, Professor of Law, Law School
Zinn, John*, SCS, Enrollment Management

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Judy Brushwood from the SCS

Denard Hall from the SCS

Christine Contrada from the SCS

Erik Nielson from the SCS

Kristen Ball from the Registrar's Office

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1 Representative The Jepson School of Leadership Studies

1 Representative Richmond School of Law

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Patricia J. Brown, SCS

SCHOOL OF CONTINUING STUDIES FACULTY

Alexander, Tammy T., *Program Coordinator, Paralegal Studies and Information Systems*, 2007, B.A.S. (School of Continuing Studies, University of Richmond)

Allan, Mark R., *Adjunct Assistant Professor*, 2009, B.S. (Taylor University), M.Ed. (George Mason University), Ph.D. (Virginia Polytechnic Institute and State University), Director of Office of Standards, Curriculum and Instructor for the Virginia Department of Education

Allen, Nancy H., *Adjunct Instructor*, 2007, B.F.A., M.F.A. (Virginia Commonwealth University);

- Teacher in the Intellectual Disabilities
Department at Robious Middle School
(Chesterfield County).
- Alley, John R.**, *Adjunct Professor*, 1995, B.A.
(University of Richmond), M.A. (George Mason
University), M.F.A. (Virginia Commonwealth
University), Instructor, The Steward School, Free-
lance Web Designer and Photography Researcher
- Alley, Victoria**, *Adjunct Assistant Professor*, 2008,
B.A. (George Mason University), M.Ed.
(University of Richmond), Ed.D. (University
of Virginia), Lower School Assistant Head, St.
Christopher's School
- Amann, Patricia**, *Adjunct Associate Professor*, 2006,
B.S. (Averett College), M.Ed. (University of
Virginia), Ed.D. (East Tennessee State), Teacher
Education Coordinator, University of Richmond,
School of Continuing Studies
- Armbruster, Eric T.**, *Adjunct Instructor*, 2010,
B.A. (Old Dominion University), M.T. and Post
Masters Certificate (Virginia Commonwealth
University), Principal, Henrico County Public
Schools
- Ashley, Sheila S.**, *Adjunct Assistant Professor*, 2010,
B.A. (Salve Regina—The Newport College),
M.Ed. and Ph.D. (College of William and Mary)
Collaborative Instruction Specialist, Colonial
Heights Public Schools
- Baker, Elizabeth**, *Adjunct Assistant Professor*,
2005, B.A. (University of North Carolina),
M.B.A. (University of Arizona), Ph.D. (Virginia
Commonwealth University), Assistant Professor,
Virginia Military Institute
- Banks, Jada P.**, *Adjunct Professor*, 1993-1996, 1999,
B.A. (University of Richmond), M.Ed. (Virginia
Commonwealth University), Independent
Consultant and Trainer
- Barnhill, Jerry R.**, *Adjunct Associate Professor*, 1999,
B.A. (University of Texas-Austin), M.A. (Central
Michigan University), Certificate (National War
College), Emergency Management Consultant
- Barr, John M.**, *Adjunct Assistant Professor*, 2007,
B.A. (Wabash College), J.D. (Harvard Law
School), Partner in LeClair Ryan, P.C., Jackson
Lewis
- Bickford, Beth**, *Adjunct Assistant Professor*, 2003,
B.S. (University of Richmond), M.B.A. (Virginia
Commonwealth University), Director of Finance,
Virginia Society of CPAs
- Bland, Lynne**, *Adjunct Instructor*, 2010,
B.S. (Virginia Commonwealth University), M.E.
(University of Virginia), Teacher Consultant,
History and Social Sciences for Chesterfield
County Public Schools
- Blumenthal, Martha**, *Adjunct Assistant Professor*,
2008, B.A. (College of William and Mary),
M.U.R.P. and Ph.D. (Virginia Commonwealth
University), Director of Research and Planning
for Henrico County Public Schools
- Bray, Scott E.**, *Director of Instructional Technology
for the TLP*, 2008, B.A. (Randolph Macon
College), M.T. (University of Richmond), Ed.S.
(University of Virginia)
- Briding, Alan J.**, *Adjunct Instructor*, 2009, B.S.
(U.S. Air Force Academy), M.S. (Air Force
Institute of Technology), M.A. (Webster
University Graduate, Air War College), Principal
Consultant, CIBER, Inc.
- Brown, J. Dewey**, *Adjunct Assistant Professor*, 2000,
B.S. (University of Georgia), M.S. (University of
Maryland)
- Brown, Patricia Joy Johnson**, *Associate Professor
and Senior Associate Dean*, 1995, B.S. (Michigan
State University), M.S. (Indiana University),
Ed.D. (Virginia Polytechnic Institute and State
University)
- Brown, Steven D.**, *Adjunct Assistant Professor*, 2005,
B.S. (James Madison University), J.D. (Brooklyn
Law School), Partner and Vice President, LeClair
Ryan Law Firm
- Bruny, Kevin W.**, *Adjunct Instructor*, 2004,
B.A. (West Virginia Wesleyan College),
M.Ed. (Virginia Commonwealth University),
Chief Learning Officer and University Dean,
Chesterfield County

- Brushwood, Richard A.**, *Adjunct Instructor*, 2006, B.S. (Virginia Polytechnic Institute and State University), M.S. (Indiana State University), Retired Director of Intelligence and Security with the Department of Defense
- Bunting, Kenneth P.**, *Adjunct Assistant Professor*, 2004, B.A. (Lebanon Valley College), M.A. (Eastern Kentucky University), Ed.D. (The College of William and Mary), Retired Director of Exceptional Education, Henrico County Public Schools
- Burgess, David G.**, *Adjunct Assistant Professor*, 2004, B.S. (Bloomsburg State University), M.P.S. (Western Kentucky University), Principal, Henrico County Public Schools
- Burnes, Kathryn**, *Adjunct Assistant Professor*, 2003, B.A. (Duke University), M.Ed. (Virginia Commonwealth University), Administrator of Homebound Instruction, Chesterfield County Public Schools
- Burton, Raymond A.**, *Adjunct Instructor*, 2006, B.S., M.S. (Virginia State University), Assistant Professor of Biology, Science Department Chair, (Germanna Community College)
- Carvelli, Deborah J.**, *Adjunct Instructor*, 2006, B.S. (Salem College), M.A. (West Virginia University), Instructor, York County School System
- Cash, Carol S.**, *Adjunct Assistant Professor*, 2007, B.S., M.A. (University of South Alabama), Ed.S. (George Washington University), Ed.D. (Virginia Polytechnic Institute and State University), Assistant Clinical Professor for Virginia Tech
- Champlin, Michael J.**, *Adjunct Professor*, 1990, B.A. (Wake Forest University), J.D. (Cumberland School of Law, Samford University), Attorney/ Partner, Bowen, Champlin, Foreman and Rockecharlie
- Chavez, Raul A.**, *Adjunct Assistant Professor*, 2005 B.S. (Catholic University of Guayaquil, Ecuador), M.S. (Oregon State University), D.B.A. (University of Sarasota – Argosy), Assistant Professor of Leadership and Management, College of Graduate and Professional Studies, Chair of Management and Marketing for the College of Business, University of Mary Washington
- Childers, Gayle E.**, *Adjunct Professor*, 1997, B.S. (James Madison University), M.Math (University of South Carolina), Ed.D. (University of Virginia), Retired as Assistant Dean, School of Math and Science, J. Sargeant Reynolds Community College
- Chmura, Christine**, *Adjunct Assistant Professor*, 2008, B.S. and M.S. (Clemson University), Ph.D. (Virginia Commonwealth University), President and Chief Economist of Chmura Economics & Analytics
- Cisek, James E.**, *Adjunct Assistant Professor*, 2004, B.S. (University of Michigan), M.D. (Wayne State University School of Medicine), Emergency Physician, ECI
- Clements, Janet L.**, *Adjunct Assistant Professor*, 1997, B.A. (Longwood College), M.Ed. (Virginia Commonwealth University), Retired Deputy State Coordinator, Virginia Department of Emergency Management; Emergency Management Consultant
- Cohen, Mark A.**, *Adjunct Assistant Professor*, 2009, B.S. (Old Dominion University), B.S. (Villa Julie College), J.D. (University of Baltimore School of Law), Ph.D. (Nova Southeastern University), Professor of Information Technology at John Tyler Community College
- Contrada, Christine**, *Adjunct Instructor*, 2006, B.A. (James Madison University), M.A. (State University of New York at Stony Brook), Assistant Professor of History at Germanna Community College
- Cook, Nancy D.**, *Adjunct Associate Professor*, 2000, B.S. (University of Alabama), J.D. (T. C. Williams School of Law, University of Richmond), Attorney, Family Law Associates, PC
- Corallo, Christopher**, *Adjunct Assistant Professor*, 2009, B.S. (Hartwick College), C.A.S. (State University of New York-Cortland), M.S. (Ithaca College), Ed.D. (Virginia Polytechnic Institute and State University), Director of Staff Development, Henrico County Public Schools

- Cowlbeck, Brenda F.**, *Adjunct Assistant Professor*, 2008, B.S. (Longwood University), M.A.T. (University of Virginia), C.A.G.S. and Ed.D. (Virginia Polytechnic Institute and State University), Retired Superintendent from King William County Public School System
- Czapracki, Allison**, *Instructor*, 2008, B.S. (University of Richmond), M.Ed. (George Mason University), Academic Technology Consultant, University of Richmond
- Dalton, William F.**, *Adjunct Associate Professor*, 1994, B.S. (North Carolina State University), M.S. (Virginia Polytechnic Institute and State University), Learning Tree International
- Dance, Dallas**, *Adjunct Assistant Professor*, 2008, B.A. (Virginia Union University), M.Ed. and Ph.D. (Virginia Commonwealth University), Chief School Officer, Houston ISD
- Davis, J. Kennerly, Jr.**, *Adjunct Assistant Professor*, 2009, A.B. (Cornell University), M.A. (Pembroke College), M.B.A. (Virginia Commonwealth University), J.D. (Harvard Law School), Attorney with Hunton and Williams
- Davis, Kimberly R.**, *Adjunct Instructor*, 2006, B.S. (University of Virginia), M.S. (University of North Carolina at Chapel Hill), Director of Design & Technology, TeachersBox, LLC
- Davis, McDonald, III**, *Adjunct Professor*, 1997, A.A.S. (Wake Technical Institute), B.S. (Campbell University), M.B.A., Ph.D. (Virginia Commonwealth University); CCP, CDP, CSP; IT Management Consultant
- Decker, Marla Graff**, *Adjunct Associate Professor*, 2001, B.A. (Gettysburg College), J.D. (University of Richmond School of Law), Secretary of Public Safety, Office of the Governor of Virginia
- DeGroat, Wendy**, *Adjunct Instructor*, 2007, B.A. (George Mason University), M.S. (Virginia Commonwealth University), M.S. (Florida State University), Librarian for Maggie L. Walker Governor's School
- Dertinger, Thomas D.**, *Adjunct Professor*, 1995, B.S. (SUC at Oswego), M.S., Certificate of Specialist in Curriculum-Instruction (SUNY at Albany), M.B.A. (University of Richmond), Ed.D. (SUNY at Albany), Principal, Saint Mary's Catholic School, Richmond
- Dobbs, Mary T.**, *Adjunct Professor*, 1983, B.A. (The College of William and Mary), M.Ed. (University of Virginia), Assistant Professor, J. Sargeant Reynolds Community College
- Duffee, Timothy M.**, *Adjunct Associate Professor*, 2003, B.S. (James Madison University), M.B.A. (University of Richmond), Assistant Vice President, Commercial Lending, Peoples Bank of Virginia
- Earle, Laura B.**, *Adjunct Assistant Professor*, 2007, B.A. (University of Richmond), M.Ed. (University of Virginia)
- Eichman, Carmen A.**, *Adjunct Instructor*, 2010, B.S. and M.A. (Kansas State University), Assistant Professor of English, Danville Community College
- Edinger, Matthew J.**, *Adjunct Assistant Professor*, 2008, B.A. (Dickinson College), B.S. (Shippensburg University), M.Ed. (Coppin State College), Ph.D. (The College of William and Mary), Assistant Professor of Education, Virginia State University
- Face, Jeanne**, *Adjunct Associate Professor*, 2006, B.A. (College of William and Mary), M.S. and Ph.D. (Virginia Commonwealth University)
- Faigle, Christopher T.**, *Adjunct Associate Professor*, 2004, B.A. (The University of Virginia), M.S. (Syracuse University), Ph.D. (Cambridge University), Network Security Specialist, University of Richmond
- Faucette, L. Joseph**, *Adjunct Assistant Professor*, 2009, B.A. (Campbell University), M.Div. and D. Min. (Southeastern Baptist Theological Seminary), President/Founder of Listen to Life

- Feagans, Shannon L.**, *Adjunct Instructor*, 2009, B.S., M.S. (Radford University)
- Fellows, Brian P.**, *Adjunct Assistant Professor*, 2010, B.A. (Emory and Henry College), M.Ed. and Ph.D. (Virginia Commonwealth University), Principal, Henrico County Public Schools
- Fisher, Catherine S.**, *Assistant Professor and Program Chair, Teacher Licensure Program*, 2004, B.S. (James Madison University), M.Ed. (Virginia Commonwealth University), Ed.D. (Virginia Polytechnic Institute and State University), Retired Director of High School Education, Henrico County Public Schools
- Fitzgerald, Mary C.**, *Adjunct Instructor*, 2009, B.S. (James Madison University), M.P.A. (George Mason University), Director of Public Affairs for Fairfax County Government
- Flynn-Morris, Gretchen**, *Program Coordinator, Human Resource Management and Adjunct Instructor*, 2009, B.A. (Randolph Macon Woman's College), International M.B.A. (University of Denver, Daniels College of Business)
- Forbes, Marcus R.**, *Adjunct Associate Professor*, 2006, B.A. and M.S. (University of North Carolina, Chapel Hill), Ph.D. (Indiana State University), Staff Psychologist, Petersburg Correctional Complex
- Foreman, Gregory D.**, *Adjunct Professor*, 1980, B.A. (Hampden-Sydney College), J.D. (The T.C. Williams School of Law, University of Richmond), Attorney/Partner, Bowen, Champlin, Foreman and Rockecharlie
- Gates, Thomas M.**, *Adjunct Professor*, 1990, B.A. (University of Richmond), M.A. (Webster University), M.S. (Virginia Commonwealth University), Senior Vice President, U.S. Trust/Bank of America
- Gautam, Tanvi**, *Adjunct Instructor*, 2009, B.A. (Lady Shri Ram College – Delhi), M.A., (La Trobe University)
- Geary, Daniel J.**, *Adjunct Professor*, 2000, B.S.E. (University of Wisconsin), M.Ed. and Ph.D. (Virginia Commonwealth University), Henrico County Public Schools
- Geiger, Jeffrey H.**, *Adjunct Associate Professor*, 2001, B.A. and J.D. (The College of William and Mary), Attorney, Sands Anderson P.C.
- Gibson, Marcia**, *Adjunct Associate Professor*, 2004, B.S. (Old Dominion University), M.S. and Ed.D. (Virginia Polytechnic Institute and State University), Senior Program Manager for Chenega Government Consulting Services
- Gillespie, Lynda V.**, *Adjunct Assistant Professor*, 2006, B. S. (Longwood College), M.Ed. (American University), Ph.D. (Virginia Commonwealth University), Director of Technology, Chesterfield County Public Schools
- Gilliam, Linda H.**, *Adjunct Professor*, 2001, B.A. and M.A. (Virginia State University), Ph.D. (Virginia Commonwealth University), Retired Disciplinary Review Director, Henrico County Public Schools
- Gordon, Paula D.**, *Adjunct Assistant Professor*, 2007, B.A. and M.A. (University of California at Berkeley), Ph.D. (American University), Educator, Consultant and Writer; Principal, GordonHomeland.com and GordonPublicAdministration.com
- Green III, Walter G.**, *Adjunct Professor*, 1996, B.A. (Duke University), M.P.A. (University of West Florida), M.B.A.A. (Embry Riddle Aeronautical University), Ph.D. (Capella University), Retired Program Chair, Emergency Services Management, Disaster Science
- Gregory, J. Mark**, *Adjunct Associate Professor*, 2001, B.S.B.A. (University of Richmond), J.D. (T. C. Williams School of Law, University of Richmond), Vice President & Trust Advisor, SunTrust Bank
- Gregory, Joel P.**, *Adjunct Instructor*, 2008, B.S. (The College of William and Mary), M.S. (University of North Carolina, Chapel Hill), Adjunct Instructor, Danville Community College

- Hall, Carolee D.**, *Adjunct Assistant Professor*, 2005, B.A. (Westhampton College, University of Richmond), M.Ed. (University of Richmond), Retired from Henrico County Public Schools; Student Teacher Supervisor, UR
- Hall, W. Rich**, *Adjunct Associate Professor*, 2002, B.A. (Wake Forest University), M.Ed. and Ph.D. (Virginia Commonwealth University), Principal, Henrico County Public Schools
- Hanson, Debra Williams**, *Adjunct Professor*, 1978, B.A. (Mary Washington College), M.F.A. (East Carolina University), Ph.D. (Virginia Commonwealth University), Virginia Museum of Fine Arts
- Harris, Wallace G.**, *Assistant Professor of Emergency Services Management and Interim Program Chair*, 2000, B.A. and M.B.A. (University of Richmond), Ph.D. (Virginia Commonwealth University)
- Hearn, Jessica E.**, *Adjunct Assistant Professor*, 2010, B.S. (James Madison University), M.Ed. (University of Virginia), Ph.D. (Virginia Commonwealth University), Instructor, Virginia Commonwealth University
- Helms, James M., III**, *Adjunct Professor*, 1976, B.A. (University of Richmond), M.A. (American University), President, Telecom Management Group
- Henry, Meredith**, *Supervisor in the TLP Program*, 2007, B.S. (Madison College), M.Ed. (Virginia Commonwealth University), Retired Principal, Henrico County Public Schools
- Herbert, S. Happy**, *Adjunct Associate Professor*, 2003, B.A. (Mary Washington College), M.A. (University of Richmond), SCS Online Writing Lab Coordinator and Tutor, Legal Assistant at The Oulton Law Firm
- Herndon, Sheryl L.**, *Adjunct Associate Professor*, 1999, B.A. (Virginia Polytechnic Institute and State University), J.D. (The T.C. Williams School of Law, University of Richmond), formerly Assistant Commonwealth's Attorney for Henrico County, presently Elder Law and Estate Planning Attorney with Davidson, White and Lesniak, LLP
- Herweyer, Cathy**, *Adjunct Associate Professor*, 2003, B.A.S. (School of Continuing Studies, University of Richmond), M.L.A. (University of Richmond), Director of Education and Curriculum, Construction Aggregates, Luck Stone Corporation
- Hiller, George L.**, *Adjunct Associate Professor*, 2001, B.A. (University of New Mexico), M.B.A. (Thunderbird School of Global Management), J.D. (University of Richmond School of Law), International Business Consultant and Director of International Programs, Southwest Virginia Higher Education Center
- Hillgrove, Sara M.**, *Adjunct Associate Professor*, 1999, A.B. (Sweet Briar College), M.S. (Boston University), Public Relations/Communications Consultant, Adjunct for Robins School of Business
- Hocutt, Daniel L.**, *Adjunct Professor*, 1999, B.A. and M.A. (University of Richmond), Freelance Web Developer, Formulated Phrase, LLC
- Hodal, Rebecca Z.**, *Adjunct Instructor*, 2009, B.A. (Bennington College), M.I.S. (Virginia Commonwealth University), Adjunct Faculty Member in the Department of Theater and Dance for the University of Richmond and Director of Dance, Appomattox Regional Governor's School
- Kelley, Robert S.**, *Adjunct Professor*, 1987, B.A. (Florida State University), M.Ed. (Virginia Commonwealth University), Ed.D. (The College of William and Mary), President and Principle Consultant, Pure Culture Consulting, Inc.
- Kellison, Karen F.**, *Adjunct Associate Professor*, 2001, B.A. (Virginia Commonwealth University), M.Ed. (Virginia Commonwealth University), Ed.D. (The University of Virginia)
- King, Bradford A.**, *Adjunct Assistant Professor*, 2010, B.A. (Virginia Polytechnic Institute and State University), J.D. (University of Virginia), Lawyer/Director, Thompson-McMullen
- Kitchen, David E.**, *Adjunct Associate Professor; Associate Dean for Planning and Director of Summer Programs*, 2002, B.S. and Ph.D. (Queen's University, Belfast)

- Koebler, Andrew C.**, *Adjunct Professor*, 1997, B.Mus. (Westminster Choir College), M.A. (The College of New Jersey), Organist and Choirmaster, All Saints Episcopal Church
- Lane, Kelley**, *Adjunct Professor*, 2000, B.A. (Williams College), M.F.A. (The School of the Art Institute of Chicago)
- Lanham, James W., III**, *Adjunct Professor*, 2004, B.S. (The University of Virginia), M.Ed. (Virginia Commonwealth University), Ed.D. (Virginia Polytechnic Institute and State University), Director of Teacher Licensure and School Leadership, Virginia Department of Education
- Leahy, Susan B.**, *Adjunct Assistant Professor*, 2006, B.A. (Middlebury College), M.Ed. (Lesley College), Ed.D. (University of Virginia), Director of Reading, Department of Education, University of Richmond
- Leatherman, Richard W.**, *Adjunct Professor*, 1996, B.S, M.E. and Ph.D. (Virginia Commonwealth University), Senior Consultant, International Leadership Consultants
- Lee, Christopher D.**, *Adjunct Associate Professor*, 2006, B.A. (Auburn University), M.S. (Golden Gate University), Ph.D. (Georgia State University), Associate Vice Chancellor for Human Resources, Virginia Community College System
- Leeper, Angela S.**, *Adjunct Assistant Professor*, 2010, B.A. (College of William and Mary), M.L.I.S. (University of Rhode Island), University of Richmond, Director of Curriculum Materials Center
- Leinenbach, Stuart C.**, *Adjunct Assistant Professor*, 2005, B.A. (St. Leo University), M.A. (The George Washington University), Manager, Human Resources, Alstom Power Services
- Lemacks, Jodi E.**, *Adjunct Professor*, 2001, B.A. (Randolph-Macon College), J.D. (T. C. Williams School of Law, University of Richmond), Mended Little Hearts, National Program Coordinator
- Leonard, Jana Price**, *Adjunct Professor*, 2001, B.A. (Valparaiso University), J.D. (University of Kansas), Senior Charter Examiner, Virginia State Corporation Commission
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