

Course Syllabus:

**Instructor Name and UVa Email Contact Information:**

JOHN N. FORD (JF3N@ESERVICES.VIRGINIA.EDU)

**Class Description (Use the SIS 400 characters from catalog description):**

THIS COURSE COVERS THE MAJOR TOPICS IN CONTRACT ADMINISTRATION AND THE LAWS REGARDING THE FORMATION OF GOVERNMENT CONTRACTS. ALSO INCLUDED ARE SUBCONTRACT ADMINISTRATION AND ACQUISITION STRATEGIES.

**Learning Outcomes:**

This is a graduate level course. Therefore, it is anticipated that the students have a basic familiarity with the principles of contract formation and contract administration before enrolling. This course is intended to reinforce and increase the student's knowledge of these principles by including contract formation and contract administration topics in one course. Students who successfully complete this course will be able to accomplish the following based upon statutes, regulations, and sound business judgment:

• plan for a procurement (including acquisition planning, development of a formal source selection plan based upon an analysis of market research and requirements documents and consideration of recurring requirements, Government property, competition, contract type, and contract financing);

• create a contract (including preparation of a Request for Proposals, evaluation factors, competitive range determination, discussions, and processing of a request for final proposal revisions), prepare an award decision, conduct debriefings, and take steps to mitigate and/or resolve protests; and

• administer a contract (including administration planning, conducting a post-award orientation, contract surveillance and quality assurance, financial management, terminations, disputes resolution, and contract closeout).

**End-of-Class Evaluations:**

Students are expected to complete the online end-of-class evaluation. As the semester comes to a close, students will receive an email with instructions for completing this. Student feedback will be very valuable to the school, the instructor, and future students. We ask that all students please complete these evaluations in a timely manner. Please be assured that the information you submit online will be anonymous and kept confidential.

**Assessment Components: Please specify types of assignments, tests, papers, and projects that will be assigned.**

EXAMS ARE FOUND UNDER THE TESTS AND QUIZZES TAB AT THE COURSE WEBSITE. THEY ARE NOT CUMULATIVE. THE FINAL WILL ONLY COVER MATERIAL WE HAVE DISCUSSED SINCE THE MID-TERM. ALL EXAMS ARE OPEN BOOK, I.E., YOU MAY USE ANY NOTES YOU HAVE TAKEN, THE FAR, and THE THREADED DISCUSSIONS TO ASSIST YOU IN ANSWERING QUESTIONS. THE HONOR CODE APPLIES TO ALL EXAMS. UNDER THE HONOR CODE, THE ANSWERS A STUDENT PROVIDES IN RESPONSE TO AN EXAM MUST BE THE STUDENT'S OWN WORK AND NOT BE THE PRODUCT OF ANY UNAUTHORIZED ASSISTANCE OR COLLABORATION WITH ANY OTHER PERSON. A VIOLATION OF THE HONOR CODE WILL RESULT IN DISCIPLINARY ACTION AGAINST THE OFFENDING STUDENT(S), INCLUDING POSSIBLE REMOVAL FROM THE PROGRAM. SIMILARLY, THE HONOR CODE PROHIBITS STUDENTS FROM PROVIDING UNAUTHORIZED ASSISTANCE TO OTHER STUDENTS IN REGARD TO WORK COVERED BY THE HONOR CODE.

**Required Text (include ISBN, specific edition)**

YOU WILL NOT HAVE TO PURCHASE A TEXTBOOK FOR THIS COURSE. THE TEXT WE WILL USE IS THE FEDERAL ACQUISITION REGULATION (FAR), WHICH IS AVAILABLE ONLINE. THE ONLINE VERSION THAT I PREFER IS FOUND AT FARSITE.HILL.AF.MIL.

**Required Additional Resources and Technical Components**

LECTURES FOR EACH LESSON ARE POSTED UNDER THE RESOURCES TAB AT THE CLASS WEBSITE.

Access: UVA Collab: <https://collab.itc.virginia.edu/portal>

Student Technical Requirements:

* UVA Computing IDs and Passwords
* Internet Explorer (7.0 or above) or
* Mozilla Firefox
* Technical Specifications: Computer Hardware
* · Minimum Operating System
* o Windows 7 SP1 (Professional preferred)
* o Mac OS X 10.8 or 10.9
* · Minimum Processor Speed: Equivalent to an Intel Core 2 Duo (1.5 GHz)
* · Minimum RAM: 4 GB
* · Minimum Hard Disk Space: 150 GB of free hard disk space (after all programs are loaded)
* · Networking Capability: Wireless networking (802.11g or n) and an Ethernet port
* A power surge protector (recommended)
* CD/DVD drive and/or “thumb” or flash drive(s), plus a backup storage mechanism (recommended)

**Other Class Expectations (for Classroom/Internet and Web-Based classes, specify any live (synchronous) meetings dates, times, delivery mode)**

I RECOGNIZE THAT YOU ARE ADULTS AND HAVE OTHER RESPONSIBILITIES. THEREFORE, I REALIZE THAT THE TIME THAT YOU CAN DEVOTE TO THIS COURSE MAY BE IMPACTED BY EVENTS BEYOND YOUR CONTROL. NEVERTHELESS, WHILE YOU ARE FREE TO WORK ON THE COURSE AT YOUR OWN PACE, YOU WILL STILL BE EXPECTED TO MEET THE PARTICIPATION REQUIREMENTS FOR THE COURSE. FURTHER, YOU ARE EXPECTED TO TAKE THE EXAMS AT THE TIMES THEY ARE POSTED ON THE NET. THIS MEANS THAT YOUR PACE CANNOT FALL BEHIND THE TIMES SCHEDULED FOR EXAMS. IN THIS REGARD, EACH EXAM WILL BE POSTED FOR approximately ONE WEEK.

EACH UNIT OF INSTRUCTION WILL CONTAIN LEARNING OBJECTIVES AND POSE QUESTIONS YOU SHOULD ANSWER TO INDICATE THAT YOU HAVE ACHIEVED THOSE LEARNING OBJECTIVES. I WILL FACILITATE THREADED DISCUSSIONS ON EACH UNIT. THE TREADED DISCUSSIONS ARE TO BE CONDUCTED AT YOUR OWN PACE. HOWEVER, I SUGGEST THAT YOU TRY TO COVER ONE UNIT EACH WEEK. THAT WAY YOU WILL BE "ON TRACK" TO TAKE THE EXAMS. FURTHER, YOU ARE EXPECTED TO MEET THE GENERAL PARTICIPATION REQUIREMENTS FOR THIS COURSE. TO MEET YOUR PARTICIPATION REQUIREMENTS FOR THIS COURSE, YOU MUST MAKE A MINIMUM OF TWO SUBSTANTIVE POSTS FOR EACH DISCUSSION. BY SUBSTANTIVE, I MEAN SOMETHING THAT ADDS VALUE TO THE DISCUSSION AND CONSISTS OF SOMETHING MORE THAN "I AGREE" OR THAT MERELY REPEATS WHAT SOMEONE ELSE HAS ALREADY STATED.

THE COURSE WILL BE TAUGHT PRIMARILY THROUGH THREADED DISCUSSIONS. THESE CAN BE FOUND UNDER THE FORUMS TAB AT THE COURSE SITE. DURING THREADED DISCUSSIONS, EVERYONE IS TO TREAT EVERYONE ELSE WITH COURTESY AND RESPECT. FOR THIS COURSE, THERE ARE NO DUMB IDEAS OR DUMB STATEMENTS. REMEMBER, SOMETIMES THINGS ARE SAID MERELY TO STIMULATE A REACTION. THEREFORE, YOU SHOULD REACT INTELLECTUALLY, NOT EMOTIONALLY, TO EACH STATEMENT.

In regard to the threaded discussions, I need to make sure everyone understands the applicability of the FAR. The FAR is primarily a regulation designed to provide guidance to contracting officers. This is principally true for FAR Parts 1-51. Those Parts do not apply to contractors unless they are included in a solicitation provision or a contract clause. On the other hand, FAR Part 52 contains solicitation provisions and contract clauses that are binding and applicable to contractors when included in a solicitation or contract. Consequently, during the first half of the course when we are discussing contract formation, I expect most of your answers to be based upon what is in FAR Parts 1-51. However, when we get to contract administration in the second half of the course, I expect most of your answers to be based upon contract clauses found in FAR Part 52. I generally do not expect to see answers that cite FAR sections from Parts 1-51. When I see an answer from the wrong source, I will call you out on it.

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| Class Instruction | UVACOLLAB SITE NAME AND INSTRUCTIONS FOR ACCESSING THE COURSECOLLAB LOG IN:1. GO TO: HTTP://WWW.SCPS.VIRGINIA.EDU/GETONLINE.HTM 2. UNDER UVACOLLAB, CLICK ON “LOG IN TO UVA COLLAB”3. LOG IN USING YOUR COMPUTING ID AND PASSWORD 4. CLICK ON THE COURSE SITE NAME – PC 504 SPRING 2014THE CLASS SYLLABUS, RESOURCES, ASSIGNMENTS, AND END OF SEMESTER EVALUATIONS WILL BE ACCESSIBLE THROUGH UVACOLLAB.Instruction will be provided in the form of threaded discussions. For each unit (lesson), I will post a series of questions. Unless a question is asked of a specific student, anyone may answer. I Have also posted a lecture and required readings for each lesson. It is strongly suggested that you read these before answering questions in the threaded discussions.  |
| Class Requirements: | PLEASE NOTE THAT CLASS PARTICIPATION MAKES UP 10% OF YOUR OVERALL CLASS GRADE. THEREFORE, I ENCOURAGE EVERYONE TO PARTICIPATE VIGOROUSLY IN THE THREADED DISCUSSIONS FOUND IN THE FORUM TAB AT THE COURSE WEBSITE. TO MEET THE CLASS PARTICIPATION REQUIREMENT, YOU MUST MAKE TWO SUBSTANTIVE POSTS TO EACH LESSON. BY SUBSTANTIVE, I MEAN POSTS THAT ADD TO THE DISCUSSION AND DO NOT MERELY REPEAT WHAT SOMEONE ELSE HAS SAID.YOU CAN MOVE THROUGH THE COURSE AT YOUR OWN PACE, BUT I SUGGEST THAT YOU TRY TO COVER ONE LESSON PER WEEK. THAT WAY, YOU WILL BE CURRENT FOR THE EXAMS.EXAMS ARE FOUND UNDER THE TESTS AND QUIZZES TAB AT THE COURSE WEBSITE. THEY ARE NOT CUMULATIVE. THE FINAL WILL ONLY COVER MATERIAL WE HAVE DISCUSSED SINCE THE MID-TERM. ALL EXAMS ARE OPEN BOOK, I.E., YOU MAY USE ANY NOTES YOU HAVE TAKEN, THE FAR, and THE THREADED DISCUSSIONS TO ASSIST YOU IN ANSWERING QUESTIONS. THE HONOR CODE APPLIES TO ALL EXAMS. UNDER THE HONOR CODE, THE ANSWERS A STUDENT PROVIDES IN RESPONSE TO AN EXAM MUST BE THE STUDENT'S OWN WORK AND NOT BE THE PRODUCT OF ANY UNAUTHORIZED ASSISTANCE OR COLLABORATION WITH ANY OTHER PERSON. A VIOLATION OF THE HONOR CODE WILL RESULT IN DISCIPLINARY ACTION AGAINST THE OFFENDING STUDENT(S), INCLUDING POSSIBLE REMOVAL FROM THE PROGRAM. SIMILARLY, THE HONOR CODE PROHIBITS STUDENTS FROM PROVIDING UNAUTHORIZED ASSISTANCE TO OTHER STUDENTS IN REGARD TO WORK COVERED BY THE HONOR CODE. |
| Evaluation Standards | THE GRADING FOR THIS COURSE IS COMPUTED ON A WEIGHTED AVERAGE. THE MID-TERM COUNTS 40%; THE FINAL 50% AND CLASS PARTICIPATION COUNTS 10%. YOU SATISFY THE CLASS PARTICIPATION REQUIREMENT THROUGH YOUR PARTICIPATION IN THE THREADED DISCUSSIONS. TO SATISFY THIS REQUIREMENT, YOU MUST MAKE AT LEAST TWO SUBSTANTIVE POSTS TO THE THREADED DISCUSSION FOR EACH LESSON. THAT DOES NOT MEAN YOU HAVE TO MAKE TWO SUBSTANTIVE POSTS TO EACH THREAD IN A LESSON. BY SUBSTANTIVE POST, I MEAN A POST THAT ADDS VALUE TO THE DISCUSSION, NOT ONE THAT REPEATS WHAT HAS ALREADY BEEN SAID OR THAT MERELY STATES “I AGREE” OR WORDS TO THAT EFFECT. CLASS PARTICIPATION CAN BE A “MAKE OR BREAK” FACTOR IN DETERMINING WHETHER YOU MAKE A HIGHER OR LOWER GRADE. THEREFORE, IT IS IMPERATIVE THAT YOU PARTICIPATE IN THE THREADED DISCUSSIONS.  FINAL GRADES WILL BE AVAILABLE IN THE STUDENT INFORMATION SYSTEM AS SOON AS POSSIBLE AFTER THE COURSE ENDS, HOPEFULLY WITHIN A WEEK.GRADING WILL BE ON A SCALE OF 89.5+ =A; 79.5-89.4=B, ETC. FOR THOSE OF YOU WHO ARE “ON THE BUBBLE” FOR A HIGHER GRADE, I DO PERMIT YOU TO DO EXTRA CREDIT PROJECTS. THESE USUALLY CONSIST OF RESEARCH PAPERS ON ANY TOPIC HAVING TO DO WITH Government CONTRACTing, SUCH AS A CRITIQUE OF A BOARD, COURT OR GAO DECISION. SUCH PROJECTS MUST BE IN NO LATER THAN TWO WEEKS AFTER THE COURSE ENDS AND SHOULD BE AT LEAST 10 DOUBLE SPACED TYPEWRITTEN PAGES USING TIMES NEW ROMAN 12 FONT. SUCH A PROJECT CANNOT HURT YOU. IN OTHER WORDS, IT WILL NOT LOWER YOUR GRADE. |
| Class Schedule | The topics, learning objectives and readings for this course are set forth below. Please note that most of the reading assignments reference the FAR. That will be the primary text for this course. Because the FAR can be accessed online at various sites, I strongly suggest that you do not buy a hard copy. The site I prefer is the Hill AFB FARsite (FARSite.hill.af.mil). It is updated to the most recent FAC and is easier to use than the official site at ACQnet. Occasionally, you will be required to review sections of the United States Code. The Code can be accessed at the following website <http://www.attny.com/>. When you access the site, check on the Statutes and Treaties link, then U.S. Code Searchable. The topics covered by the reading assignments will be discussed in threaded discussions concerning each lesson. The time indicated after each lesson is an approximation of the time that you should spend reading the assigned material and participating in the threaded discussions. Lesson 1: Market Research and Documentation of Requirements (6 hrs.) Reading: FAR 2.101, FAR Parts 7.2, 10 and 11. Learning Objectives: At the end of this unit, the student will be able to:1. Determine the extent of and techniques for conducting market research.2. Assess the impact of market research on an acquisition including the availability of commercial items.3. Determine the information needed to create/improve requirements documents.4. Determine when it is appropriate to authorize acceptance of a variation in quantity, the use of reconditioned material, Government surplus property or residual inventory. Lesson 2: Acquisition and Source Selection Planning. (6 hrs.) Reading: FAR 3.104, 7.1, 15.1, 15.2 and 15.302-304. Learning Objectives: At the end of this unit, the student will be able to:1. Determine if a written acquisition plan is required.2. Determine how to update an existing acquisition plan.3. Distinguish the roles and responsibilities of acquisition personnel in forecasting requirements and acquisition planning.4. Determine how to develop an effective acquisition strategy using market research and other tools.5. Determine the roles and responsibilities of source selection team members, including non-Government personnel.6. Identify key elements of a source selection plan, including those to be included in the RFP.7. Institute procedures for safeguarding source selection information. Lesson 3: Contract Types and Contract Financing. (12 hrs.) Reading: FAR Parts 16, 17.2 and 32 except Subparts 6, 7, 9 and 11, 52.216-29, -30 and -31, 31 U.S.C. §1341. Learning Objectives: At the end of this unit, the student will be able to:1. Determine the appropriate contract type, including the use of options, and pricing arrangement.2. Identify the steps required to definitize letter contracts within the required time frame.3. Select the appropriate financing method and related provisions for the acquisition of a commercial item and for the acquisition of non-commercial items.4. Determine when an assignment of claims should be permitted. Lesson 4: Special Issues in Contract Formation (14 hrs.) Reading: FAR 2.101, 19.5, 19.8, 19.13, 19.14, 19.15; FAR Subpart 22.10; FAR Subparts 37.1, 2 & 6, Subparts 3.11, 7.5, 9.5, Part 45 through Subpart 2, FAR Subparts 28.1 & 2. Learning Objectives: At the end of this unit, the student will be able to:1. Identify inherently Governmental functions2. Recognize an unauthorized personal services contract.3. Determine when a potential organizational conflict of interest may exist.4. Identify the various classes of Government property that might be furnished contractors in an acquisition for non-commercial items.5. Develop property related evaluation factors for award.6. Identify the need for bonds in other than construction contracts.7. Recognize situations which require bonding terms and conditions due to high-risk markets.8. Assess the impact socio-economic programs (e.g., HUBZone, 8(a), SDVOSB) may have on the acquisition. Lesson 5: Non-Price Factors and Requests for Proposals. (10 hrs.) Reading: FAR Part 12, 5.201-203, 15.1, 2, 19.5, 19.8, 19.13-15, 52 (Matrix).  Learning Objectives: At the end of this unit, the student will be able to:1. Determine the appropriate solicitation and contract clauses and source selection criteria for a commercial item acquisition.2. Determine the appropriate solicitation and contract provisions and clauses and source selection criteria for a complex non-commercial item acquisition.3. Analyze non-cost factors used in prior or comparable acquisitions.4. Recognize how to develop and use the evaluation factors for a new or complex requirement.Lesson 6: Proposal Evaluation and Discussions. (10 hrs.) Reading: FAR Part 15.305, 306, 307, 404-1, 406-1, 407-2, 52.215-20 & 21, 19.7. Learning Objectives: At the end of this unit, the student will be able to:1. Recognize appropriate procedures for evaluating past performance.2. Critique instructions to technical evaluation teams for adequacy.3. Identify the effects of contractors' make or buy decisions on the acquisition.4. Recognize the required elements of a small business subcontracting plan.5. Assess technical evaluation reports6. Prepare a prenegotiation objective using the results of audit reports and input from other specialists.7. Determine the competitive range.8. Analyze discussion records and proposal revisions.9. Prepare a notification for offerors excluded from the competitive range.10. Prepare a Procurement Negotiation Memorandum (PNM). Lesson 7: Source Selection, Responsibility, CAS and Protests. (14 hrs.) Reading: FAR 9.1, 19.6, 15.3 & 5, 30.2 and 33.1 FAR Appendix 1. Learning Objectives: At the end of this unit, the student will be able to:1. Identify the criteria that determine an appropriate award recommendation.2. Identify the criteria that determine an appropriate debriefing agenda.3. Assess the results of a pre survey.4. Recognize the elements of a responsibility determination.5. Know how to prepare an agency report in response to a bid protest to the GAO.6. Assess recommended actions from a successful protest. Lesson 8: Mid-Term Exam (3hrs.) Lesson 9: Assignment and Initiation of Contract Administration, Subcontract Management (8 hrs.) Reading: FAR 42.2, 3, & 5, 19.7, Part 44 52.219-10, & 16. Learning Objectives: At the end of this unit, the student will be able to:1. Determine which contract administration functions must be delegated to a CAO.2. Identify the contract administration issues raised by the contract requirements.3. Identify the appropriate topics to be included in a post award orientation.4. Identify when subcontract consent is required and when such consent may be withheld.5. Recognize notification requirements when a potential subcontract problem exists.6. Identify remedies for noncompliance with a small business subcontracting plan. Lesson 10: Administration of Contract Financing and Debt Collection (12 hrs.) Reading: FAR 32.000-007 and Subparts 1-6, 8 and 10, 52.232-16, 17, & 32. Learning Objectives: At the end of this unit, the student will be able to:1. Determine the procedures for administering cost based and performance based progress payments.2. Identify the procedures for administering advance payments.3. Assess the situation and apply the proper procedures for debt collection. Lesson 11: Contract Payments and Prompt Payments. (12 hrs.) Reading: FAR Part 30, Part 31 through 31.204, 32.9, 52.216-7, -16, 232-7, -20, -22, & -25, 31 U.S.C. §§3729 et. seq. Learning Objectives: At the end of this unit, the student will be able to:1. Recognize what a contractor is entitled to be paid under cost reimbursement and time-and-materials contracts.2. Identify the compliance requirements for full or modified CAS coverage.3. Determine how to compute the final payment due under a fixed price incentive contract.4. Recognize what constitutes an invoice payment for Prompt Payment Act purposes5. Determine the procedures for making payments based on cost.6. Choose an appropriate course of action when a contractor is approaching or has exceeded a cost or funding limit.7. Recognize the types of price or fee adjustments.8. Identify the circumstances permitting approval of or requesting a change to a contractor's accounting or estimating system.9. Recognize what constitutes a false claim. Lesson 12: Terminations and Government Caused Delays. (12 hrs.) Reading: FAR 52.212-4, 52.249-6, 8, & 9, 52.242-14, 15, & 17. Learning Objectives: At the end of this unit, the student will be able to:1. Recognize the factors to be considered when terminating a contract.2. Recognize what constitutes an excusable delay.3. Identify the Government's financial obligations to the contractor when a contract is terminated.4. Know how to administer terminated contracts.5. Identify the procedures applicable when terminating a contract for a commercial item.6. Identify procedures applicable when terminating a contract for a non-commercial item.7. Identify the circumstances when the Government is monetarily liable to a contractor for Government caused delays. Lesson 13: Property Administration and Quality Assurance (8 hrs.) Reading: FAR 42.15, 46.8, 52.245-1, 52.246-2 through 6, 23-25. Learning Objectives: At the end of this unit, the student will be able to:1. Recognize what constitutes an adequate property control system.2. Determine the procedures for permitting a contractor to acquire or rent Government property.3. Determine contractor liability for loss, damage, or destruction of Government property.4. Identify the methods of disposing of Government property.5. Identify appropriate remedies for a contractor's poor quality control on contracts for commercial and non-commercial items. Lesson 14: Changes, Claims and Closeout. (12 hrs.) Reading: FAR 43, 33.2, 50, 52.212-4, 52.243-2, 3 & 4, 52.233-1 FAR 4.7 and 804. Learning Objectives: At the end of this unit, the student will be able to:1. Recognize the procedures for processing a contract modification.2. Analyze a request to modify a contract.3. Determine the impact of the proposed modification and consideration required, if any.4. Determine whether to recommend granting extraordinary relief and the nature and extent of such relief.5. Recognize the distinction between a request for an equitable adjustment and a claim.6. Understand the disputes process as set forth in the Contract Disputes Act of 1978.7. Determine when a contract is a candidate for closeout.8. Identify the circumstances prohibiting contract closeout.9. Recognize what is necessary to resolve issues prohibiting closeout.10. Determine if quick closeout procedures are appropriate in a particular case. Lesson 15: Final Exam. (3 hrs.) |
| Communication | I WILL COMMUNICATE WITH THE CLASS SEVERAL TIMES WEEKLY USING ONE OR MORE OF THE FOLLOWING TOOLS IN UVACOLLAB:• ANNOUNCEMENTS • DISCUSSION BOARD/DISCUSSION FORUM• COURSE (CLASS) EMAIL• VIRTUAL OFFICE HOURSIF YOU CONTACT ME BY E-MAIL, I WILL MAKE EVERY EFFORT TO RESPOND TO YOU IN SOME FORM WITHIN 24 HOURS. |
| Assignments | ALL ASSIGNMENTS AND THREADED DISCUSSION PROMPTS WILL BE POSTED IN UVACOLLAB AT THE COURSE SITE FOR STUDENT REFERENCE. |
| Resources | **I** WILL UPLOAD ANY NECESSARY RESOURCES FOR ALL COURSE MATERIALS. |
| Gradebook | THE GRADEBOOK WILL BE USED FOR RECORDING GRADES ONLY. |
| Technical Support | * Login/Password: scpshelpdesk@virginia.edu
* UVaCollab: collab-support@virginia.edu
* BbCollaborate (Elluminate) Support: idtteam@virginia.edu

or <http://support.blackboardcollaborate.com> |
|  | **University of Virginia Honor Code:** All work should be pledged in the spirit of the Honor System of the University of Virginia.The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: “I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)”. The pledge should be signed by the student. Students should refer to the University Graduate Record (pages 36 & 37) for more information concerning the Honor Code. **You must also attach the university honor council statement.****Special Needs:** If you are a student with special needs you should let the instructor know within the first week of class. Written documentation will be required. You should also visit the following website to review your rights and responsibilities as a student (<http://www.virginia.edu/vpsa/rights.html>) and the following website for the Learning Needs and Evaluation Center (<http://www.virginia.edu/studenthealth/lnec/>).**Purpose Statement:** The central purpose of the University of Virginia is to enrich the mind by stimulating and sustaining a spirit of free inquiry directed to understanding the nature of the universe and the role of mankind in it. Activities designed to quicken, discipline, and enlarge the intellectual and creative capacities, as well as the aesthetic and ethical awareness, of the members of the University and to record, preserve, and disseminate the results of intellectual discovery and creative endeavor serve this purpose. In fulfilling it, the University places the highest priority on achieving eminence as a center of higher learning.**Content and Discourse in Professional Education Courses (Classes):** Students are expected to discuss issues respectfully and to honor differing points of view. The University and its School of Continuing and Professional Studies do not discriminate in any of their programs, procedures, or practices against any person on the basis of age, citizenship, color, handicap, national origin, political affiliation, race, religion, sex, sexual orientation, or status as a disabled veteran or veteran of the Vietnam era. The University operates equal opportunity and affirmative action programs for faculty, staff, and students. The University of Virginia is an Equal Opportunity/Affirmative Action Employer. Any applicant for admission or employment, or any student who feels discriminated against should contact the University’s Office of Equal Opportunity Programs (EOP) at Poe Alley, West Lawn, Charlottesville, Virginia , 22903.**FERPA**Academic Policy–<http://www.virginia.edu/registrar/privacy.html>Family Educational Rights & Privacy Act (FERPA)Annual NotificationStudents attending, or who have attended, the University of Virginia are given certain rights under the Family Educational Rights and Privacy Act of 1974 as amended (20 U.S.C. 1232g) and Rules of the Department of Education (34 C.F.R. Part 99) implementing this Act. |