



CHRISTOPHER NEWPORT  

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UNIVERSITY

**Undergraduate Catalog**  
**1997-98**



## Undergraduate Catalog

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Christopher Newport University, as an affirmative action/equal opportunity institution, does not discriminate in admission, employment, or any other activity, on the basis of race, sex, color, age, religion, veteran status, national origin, disability, or political affiliation.

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## FALL 1997

## 15-WEEK CALENDAR

Aug	23	Sat	Residence Hall move-in begins 8:00 a.m.
	25	M	Classes begin
	25-28	M-Th	Drop/Add and Late Registration
Sept	1	M	Labor Day - Holiday - Classes will meet
Oct	11	Sat	Fall Recess begins after last class meets
	15	W	Fall Recess ends 8:00 a.m.
	29	W	Last day to withdraw without Grade Penalty and elect Pass/Fail Option
Nov	10-13	M-Th	Early Registration for Spring 1998
	25	T	Thanksgiving recess begins after last class meets
Dec	1	M	Thanksgiving recess ends 8:00 a.m.
	8	Sat	Classes end
	8-13	M-Sat	Final Examinations
	15	M	Final Grades due 12:00 Noon

FALL SESSION A  
7-WEEK CALENDAR

Aug	25	M	Classes begin
	25-27	M-W	Drop/Add and Late Registration
	27	W	Last Day for 75% Refund
Sept	1	M	Labor Day - Holiday - Classes will meet
	5	F	Last Day for 50% Refund
	22	M	Last Day to Withdraw without Grade Penalty and elect Pass/Fail Option
Oct	6-11	M-Sat	Last Class meeting and Final Examinations
	13	M	Final Grades Due 12:00 Noon

FALL SESSION B  
8-WEEK CALENDAR

Oct	15	W	Classes begin
	15-17	W-F	Drop/Add and Late Registration
	17	F	Last Day for 75% Refund
	28	T	Last Day for 50% Refund
Nov	13	Th	Last Day to Withdraw without Grade Penalty and elect Pass/Fail Option
	25	T	Thanksgiving Holiday begins after last class
Dec	1	M	Thanksgiving Holiday ends at 8:00 a.m.
	8-13	M-Sat	Last Class meeting and Final Examinations
	15	M	Final Grades Due 12:00 Noon

## SPRING 1998

## (15-WEEK CALENDAR)

Jan	11	Sun	Residence Hall move-in begins 8:00 a.m.
	12	M	Classes begin
	12-16	M-F	Drop/Add and Late Registration
Feb	28	Sat	Spring Recess begins after last class meets
Mar	9	M	Spring Recess ends 8:00 a.m.
	20	F	Last Day to withdraw without Grade Penalty and elect Pass/Fail Option
Apr	6-9	M-Th	Early Registration for Fall 1998
	25	Sat	Classes end
	27-May 2	M-Sat	Final Examinations
May	4	M	Final Grades due 12:00 Noon
	9	Sat	Commencement

SPRING SESSION A  
7-WEEK CALENDAR

Jan	12	M	Classes begin
	12-14	M-W	Drop/Add and Late Registration
	14	W	Last Day for 75% Refund
	23	F	Last Day for 50% Refund
Feb	8	M	Last Day to withdraw without Grade Penalty and elect Pass/Fail Option
	23-28	M-Sat	Final Examination and last class meeting
Mar	2	M	Final Grades Due 12:00 Noon

SPRING SESSION B  
8-WEEK CALENDAR

Mar	9	M	Spring Recess ends 8:00 a.m.
	9-11	M-W	Drop/Add and Late Registration
	11	W	Last Day for 75% Refund
	20	F	Last Day for 50% Refund
Apr	6	M	Last Day to withdraw without Grade Penalty and elect Pass/Fail Option
	27-May 2	M-Sat	Final Examinations
May	4	M	Final Grades due 12:00 Noon

## SUMMER SESSION 1998

## TERM 2

May	5	T	Registration and Classes begin
	22	F	Classes end and Final Examinations

## TERM 3

May	26	T	Registration
	27	W	Classes begin
June	25	Th	Classes end
	26	F	Final Examinations

## TERM 4

May	26	T	Registration
	27	W	Classes begin
July	30	Th	Classes end
	31	F	Final Examinations

## TERM 5

June	30	T	Registration
July	1	W	Classes begin
July	30	Th	Classes end
	31	F	Final Examinations

**MISSION**

Christopher Newport University is a comprehensive, coeducational, state-assisted institution within Virginia's public university system. An academic community founded on the ideals of excellence, integrity, mutual respect, and service, the University is committed to the search for truth, and dedicated to the discovery, interpretation, dissemination, and application of knowledge. The University provides an education that develops the student's intellectual, ethical, spiritual, and physical attributes. It prepares its students to pursue lives with meaning and purpose and to become responsible and contributing members of society. As an American university with a global perspective, Christopher Newport University enhances student awareness and appreciation of the diversity that enriches us while building a community which unites us. It embodies the noble American maxim *E Pluribus Unum*, that is "From Many, One."

The University focuses on excellence in teaching and scholarship. The liberal arts provide the foundation for quality undergraduate programs in the humanities, in the natural and social sciences, and in business and the professional disciplines. Graduate programs provide students and faculty opportunities for advanced scholarship and learning. Graduate and undergraduate research brings students and faculty together to increase knowledge. Teaching, research, and community service benefit the constituencies of the University, the Virginia Peninsula, the Commonwealth, the nation, and the world.

**HISTORY**

Christopher Newport University is the youngest comprehensive university in the Commonwealth of Virginia. At the same time, it came into being as part of the oldest academic institution in the Commonwealth. For this reason, then, it combines the best of both king heritage and the contemporary. CNU was established and authorized by the Virginia General Assembly in its 1968 session as a two-year branch of the College of William and Mary. The University derives its name from Captain Christopher Newport, the English mariner who was among the most important men connected with the permanent settling of Virginia. It was Captain Newport who was put "in sole charge and command" of the small squadron of three ships which made the historic voyage, culminating with the landing at Jamestown in 1607. Established as a two-year college, Christopher Newport University became a four-year,

baccalaureate degree-granting institution in 1971 and, in July of 1977, became totally independent of The College of William and Mary. The University began offering graduate programs in July 1981. The University first enrolled 171 students in September of 1961 at its initial home, a former public school building in downtown Newport News, provided through the generosity of the City of Newport News and its school board. The City of Newport News then purchased the site of the present campus, a 75-acre tract deeded to the Commonwealth of Virginia in 1965.

**GENERAL ORGANIZATION**

The University is organized and instruction is provided to take into consideration the lifelong learning interests and needs of a largely part-time and mobile student body. The University offers programs of equivalency testing and other nontraditional means of earning college level academic credit, and it cooperates with other colleges and local agencies with diverse missions. In these ways the University expands its learning resources and offers programs and transfer credit policies to meet the needs of its students, many of whom transfer from other academic institutions. The University derives its financial support from the Virginia General Assembly and from the tuition and fees paid by its students. The affairs of the University are directed by the Board of Visitors of Christopher Newport University, appointed by the Governor of Virginia. The President of the University, appointed by the Board of Visitors, is the delegated authority over the administration and the courses of instruction of the University.

**ACADEMIC ORGANIZATION**

The academic areas of the University are divided into the College of Arts and Humanities, the College of Business and Economics, the College of Social Science and Professional Studies, and the College of Science and Technology, each administered by a College Dean. Individual faculty members are responsible to the college deans and to the Provost in all matters pertaining to instruction. The Graduate Program is administered by the Director of Graduate Studies, with teaching and research carried out by the graduate faculty.

Christopher Newport University maintains agreements with several international institutions. Information on these institutions can be obtained by contacting the Provost's Office, (757) 594-7050.

**UNIVERSITY PRESIDENTS**

H. Westcott Cunningham

1943-1979

James C. Windsor

1979-1979

John E. Anderson, Jr.

1980-1986

Anthony R. Saxton

1987-1996

President Emeritus

Paul S. Tribie, Jr.

1996-Present

**ACCREDITATION**

Christopher Newport University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; telephone number (404) 679-4501) to award degrees at the baccalaureate and master's degree levels.

**LOCATION**

The University is located in suburban Newport News, midway between Williamsburg and Norfolk. The campus is accessible to residents of the cities of Newport News, Hampton, Williamsburg, Virginia Beach, Chesapeake, Portsmouth, Smithfield, Gloucester, Poquoson, and the many surrounding counties. Air service is available at the nearby Newport News/Williamsburg International Airport and the Norfolk International Airport.

**ORGANIZATION OF THE ACADEMIC YEAR**

The University year is divided into two semesters, August to December (fall semester) and January to May (spring semester); a mini session beginning in early May and ending in late May; and three summer sessions. Each fall semester is further subdivided into two seven-and-one-half week subsemesters both to accommodate students enrolled in the CNU Online program and to allow students to reduce the time needed to graduate. Students may enter the University at the opening of either semester, subsemester, mini session, or summer session. Those entering during the regular academic year (fall or spring semester) must apply for admission to the University's regular session.

**LEWIS ARCHER MCMURRAN, JR. HALL**

Built in 1964 as the University's first structure, this building was named after Lewis Archer McMurrin, Jr., whose efforts as a legislator led the Virginia General Assembly to bring Christopher Newport University into being in 1960. The

building houses the Department of Arts and Communication, the Department of History, the Music Program, classrooms, the H. Westcott Cunningham Lecture Hall, the Computer Center, the Canon Language Center, and three general purpose computer laboratories.

**GOSNOLD HALL**

Completed in 1965, this classroom building was named after Captain Bartholomew Gosnold, Christopher Newport's vice admiral in command of the Godspeed on the Jamestown voyage. The building houses the associated art studios, the Falk Art Gallery, the Office of the Dean of the College of Arts and Humanities, the Office of Graduate Studies, the Office of the Dean of the College of Science and Technology, the Department of Mathematics, clinical laboratories, the Department of Physics and Computer Science, the Hunter Creek Computer Laboratory, physics laboratories, a large lecture hall, and the Gosnold Commons, a study and discussion area for faculty, staff, and students.

**RATCLIFFE GYMNASIUM**

Captain John Ratcliffe commanded the third ship on the Jamestown voyage, the Discovery. Ratcliffe Gymnasium was named in his honor. Completed in 1965, this building serves as the center of the University's intercollegiate and intramural athletic activities. The building contains two basketball courts, classrooms, a weight training room, physical activities rooms, and the Department of Military Science.

**SCIENCE BUILDING**

Opened for use in the fall semester of 1984, this building contains 19 modern science laboratories with associated support facilities. The building houses the offices and laboratories for the Department of Biology, Chemistry and Environmental Science.

**WINGFIELD HALL**

Completed in 1970, this building was named in honor of Edward Maria Wingfield, the first president (governor) of the Jamestown Colony. The building houses classrooms and the Department of Psychology.

**STUDENT CENTER**

Built in two phases, in 1973 and 1984, the Student Center is the focal point for most student social activities. The building houses two dining facilities, a banquet room, the Office of Student Life, the Office of Career and Counseling Services, the Office of Multicultural Student Affairs, the University Bookstore, the John W. Gaines Theatre, game and television rooms, Student Government Association offices, an information desk, and the offices of Dining Services, Packing Administration, and University Housing.

**CAROL K. AND ANTHONY E. SANTORO RESIDENCE HALL**

Completed in the Spring of 1994, this four-story, 112,000 square-foot building can accommodate 432 students. The facility features rooms with individual heat and air conditioning systems, lockable furnishings, free cable TV hook-ups, free local telephone service, in-room computer connections to the campus network and the Internet, window blinds, microfridge unit, wall-to-wall carpeting, and four-student suites with a shared bath. The building is staffed 24 hours a day and offers state-of-the-art door access, as well as entry surveillance. Approximately 35 students reside in separate floor "houses," with three houses comprising one floor. A full-time residence life coordinator lives in the building to coordinate hall programs and services.

**SERVICES BUILDING**

Completed in 1979, this building houses Plant Operations, the University supplies warehouse, and a facilities repair shop.

**ADMINISTRATION BUILDING**

Completed in 1980, this facility houses the John E. Anderson, Jr. Auditorium, the Office of Admissions, the Office of the Registrar, the Business Office, the Office of Financial Aid, the Personnel Office, approximately 40 faculty offices, the Office of the Provost, the Office of the Executive Vice President, the Office of the Vice President for Development, the Office of the President, the Office of University Relations, and the Office of Alumni Affairs. Among the academic departments housed in this building are those of Accounting, Economics and Finance, and Management and Marketing.

**AUXILIARY LOCATIONS**

Ferguson Hall houses the departments of English, Modern and Classical Languages and Literatures, the offices for CNU Online, and the departments of Philosophy and Religious Studies, Sociology, Social Work and Anthropology, and Government and Public Affairs. The University Campus Police are housed at 26 Shoe Lane.

**ALICE E. RANDALL WRITING CENTER**

The Alice E. Randall Writing Center, located in Ferguson Hall Room 113 provides free writing assistance to all CNU students. Highly-trained undergraduate writing tutors are available to help students with writing assignments for any course at the University. The Writing Center also has computers on which students may write and revise papers. For additional information or to make an appointment call 594-7484.

**CAPTAIN JOHN SMITH LIBRARY/SMITH HALL**

Built in three phases—1967, 1979, and 1994—the library was named in honor of Captain John Smith, adventurer, explorer, and author, who was an organizer and promoter of the Virginia Company of London and who landed with colonists in Jamestown in 1607. The Smith Hall annex at the south end of the building houses the Department of Education, the Department of Nursing, the Office of Sponsored Programs, and the Office of the Dean of Students.

**UNIVERSITY BOOKSTORE**

Located in the Student Center, the University Bookstore provides textbooks and other supplies for classroom use, including art supplies. The store contains a stationery and greeting cards department, soft goods, and a gift department. The following services are also offered. Special orders for any book not in stock, pins and jewelry for clubs and organizations, graduation invitations, and class rings.

**COMPUTER CENTER**

McMurrin, Room 115 / (757) 594-7180

Director: Michael L. Russell

The University is committed to realizing the vision of the "University of the 21st Century" as described by the Commonwealth. The University's strategic plan for Information Technology is an essential part of this commitment. The recent completion of a fiber optics (ATM) network electronically links all parts of the campus to the worldwide network of educational and research institutions. Nodes currently on the campus network include the Santoro Residence Hall, Administration Building, Library, Wingfield Hall, McMurrin Hall, Smith Hall, New Science Building, Gosnell Hall, Student Center, Radcliff Gym, and the Ferguson complex. All students will be given academic accounts with access to the INTERNET. Electronic mail is a major feature of connection to the campus net and provides an efficient alternative to both paper and voice communication.

**ADMINISTRATIVE SERVICES**

Financial as well as all student data is maintained on databases resident on a Hewlett Packard 3000/950. Because of enhancements made to the online registration system, the enrollment period is now spread over several weeks rather than concentrated into two or three days. Monitors have been placed at easily accessible areas throughout the campus. These monitors display the enrollment status of every course offered, thereby making it easy to determine which classes are open or closed.

Currently administrative services include admissions, registration, financial aid, housing, and an integrated financial accounting system. Work is in progress for a degree audit system by which advisors and students can

manage academic progress toward fulfilling graduation requirements. Also installed is a data base of available sources for financial aid.

**INTERNET SERVICES**

The University holds a class B internet address and maintains a T1 connection through a local ISP (Internet Service Provider). CNU plans to upgrade this connection during the 1997-98 term. All students, faculty, and staff are given access to the internet via the campus network and limited dial-in service.

**ACADEMIC COMPUTING**

A SUN Enterprise System 5000 services the central academic computer needs of the University. Full Unix shell accounts with remote access and electronic mail are available to all faculty and students. Software available on the SUN include: Oracle, SAS SPSSc, Statist, Pascal, IFFS+, ADA, Linda, COBOL, FORTRAN, C, and C++.

**ACADEMIC COMPUTER FACILITIES**

There are several general purpose computer labs on the campus:

**McMurrin Hall Open Labs:** Thirty-five state-of-the-art workstations are available in the Unix Computer Lab and provide students with a choice of any of the academic software packages. A second PC lab of thirty-two Pentium 100 microcomputers provide word processing, spreadsheets, database, and course-specific software to all students.

**Ferguson Hall Open Labs:** There are two Pentium PC Labs located in Ferguson 115 and Ferguson 117. These computers are configured exactly like those in McMurrin Hall using identical software.

**The College of Business and Economics Computer Lab:** Located in room 308 of the administration building, the lab offers a laser printer and a network of ten Pentium compatible computers. Similar software has been installed in each of the IBM compatible labs to maximize the availability of appropriate computer resources.

**Electronic Classrooms:** There are two electronic classrooms that offer support for the University's programs which require "hands on" instruction. One is located in Gosnell Hall and contains 30 Pentium PC computers. The other one is in McMurrin Hall 204 and has 21 PC 486DX6 computers running Windows 95.

**Specialized Computer Resources:**

- The Department of Philosophy and Religious Studies supports a computer bulletin board which

students may access from the student labs on campus.

- The Department of Biology, Chemistry, and Environmental Sciences as well as the Department of Physics and Computer Science provide specialized computer laboratories for their student majors. These labs include Macintosh Plus computers as well as SUN SPARC workstations.
- The Legal Studies Program has access to LEXIS and WESTLAW in the Captain John Smith Library.
- The Department of Education and Leisure Studies provides an Apple and Macintosh cooperative learning center to develop teaching skills using education software and utilities.

Most of the labs are open 45-hours-a-week with student consultants available to assist students in using the hardware and software. The DEC 5000 is available to remote users 156 hours per week.

**Installation and Maintenance of Personal Computers**

The Computer Center provides support for the installation and maintenance of the University's personal computers. Service includes the configuration, design, and installation of new systems and system components, new software and software upgrades, and the repair of failed hardware. The staff is available to assist in the selection of personal computers, software, and data communication equipment.

**CAPTAIN JOHN SMITH LIBRARY**

(757) 594-7133

Interim University Librarian: Catherine Doyle

The Captain John Smith Library is the intellectual center of Christopher Newport University. The library staff helps students interrelate research skills (information finding) with the subject curriculum and interacts with the faculty to build the resources which support and enhance the essential elements of the University curriculum and instruction. Students find collections geared to their areas of study, as well as broader collections supporting the intellectual and personal growth an essential to a core of liberal arts studies. Smith Library maintains an open stack policy for its almost 340,000 volumes and 1,516 periodical titles. It owns approximately 172,000 microform and software items and has special facilities for viewing and copying microforms, videotaping and playback, micro-computer use, sound recording, and listening to records and audio cassettes. The library is organized into six departments, with eight librarians and 13 library assistants to provide students and faculty easy access to its resources and services. Through its instructional programs, Smith Library seeks to reach all students on the campus. The goal of library instruction is to provide basic orientation in the use of the library and to lead students to deal critically with

the information available. These programs address the information needs of all academic disciplines and the ability of the library to provide this information through traditional and electronic means. This service orientation is implemented by the provision of several public services. These of particular interest to Christopher Newport University students are:

#### Reference

Smith Library offers full-time professional reference services in support of student information needs. It contains a reference collection of over 9,000 volumes, which includes encyclopedias, dictionaries, atlases, business and statistical sources, as well as the major indexing services, both electronic and print, appropriate to undergraduate liberal arts study. A professional librarian staffs the area to provide assistance with the library's resources for students and faculty and to give them individual aid with their questions and projects. Several special services are offered through reference. One that is popular with Christopher Newport University students is individualized consultation on term papers and research projects.

Christopher Newport University is located in a region rich in library resources. Through the scholarly needs of the University have, in the past, transcended the collection, the information explosion has enabled Smith Library to develop new links to library and information networks. The most recent, the Virtual Library of Virginia (VIVA), a consortium of 39 academic libraries, facilitates the sharing of library collections and electronic resources. In effect, the library resources of the nation are available to Christopher Newport University students through these networks.

#### Online Services

Smith Library provides access to numerous automated information retrieval systems. These include approximately 500 bibliographic and full-text databases in the areas of science, technology, medicine, business, law, economics, the social sciences, and the humanities. Materials are indexed from journals, books, symposia, reviews, popular magazines, and selected institutional/government publications. Students may contact any of the University's librarians to determine if this service is appropriate for their research needs. If appropriate, an electronic search will be performed to produce a printed bibliography on the subject in which information is sought.

#### Interlibrary Loan

If materials needed for library research are not located in Smith Library, they may be requested through Interlibrary Loan. The library uses one of the major bibliographic networks, OCLC, to process interlibrary loans efficiently. It takes about two weeks for the materials to be in the hands of the requester.

#### Media Services

Media Services provides audiovisual materials and equipment. Special areas within the department offer individual and group viewing/listening. The preview room is used for video cassette previewing, on-air viewing (via cable), and limited television production. Media Services also provides facilities for production of AV materials.

#### Browsing Collection

The browsing collection of popular reading material ranges from fiction and mysteries to cookbooks, biographies and critical works on American society. These materials provide recreational reading for both students and faculty.

In his book *Megatrends*, John Naisbett postulates that we now mass produce information the way we formerly mass produced cars. He believes that the new source of power is not money in the hands of a few but information in the hands of many. The library staff is committed to meeting information needs by providing the services and skills necessary to handle information critically, so that it may be used to form valid conclusions and to make informed decisions.

#### CNU ONLINE

Christopher Newport University offers general education, elective, and major courses leading to the Bachelor of Science Degree in Governmental Administration (BSGA) and a Bachelor of Arts (BA) degree in Philosophy and Religious Studies entirely online. Degree concentrations for the BSGA program include Public Management, Criminal Justice, and International Studies. The B.A. in Philosophy also includes a concentration in Religious Studies. Students may enroll for a combination of online and classroom courses. Online courses may be used to fulfill requirements for any university degree program, transfer to other institutions, or satisfy full degree requirements for the Government and Philosophy departments.

#### CNU ONLINE Instruction

The online programs deliver all courses over a computer-managed telecommunication system that networks the student's computer with CNU ONLINE. Online courses do not meet in a classroom or at scheduled times of day. This instruction is defined as "Computer Mediated Instruction" (CMI) which requires the student to send and receive class assignments, participate in class discussion, and interact with students and the instructor Online. Online courses are identified by the suffixes of -70, -71, or -72.

#### Hybrid Computer Mediated Instruction (H-CMI)

A course that is taught simultaneously Online and in the classroom. During registration, students must choose between taking the course entirely Online (70 suffix), or

entirely in the classroom. Both Online and classroom students will be required to interact with each other to complete online assignments and participate in online class discussions.

#### Advantages of Online Education

Students are expected to be online on a daily basis but not at any particular time. Students enjoy high levels of participation in the learning process with fellow students and instructors because of the interactive environment of computer-managed telecommunications. Participants learn the skills necessary to succeed in an increasing computerized telecommunication environment. In addition to regular instruction in individual courses, students have access to experts in such areas as critical thinking and professional writing which fosters acquisition of skills and knowledge expected in the job market. Individual interactive tutorials with the instructor and discussions with other class members are available 24 hours a day, 7 days a week. Learners are not blocked from pursuing a college degree because of distance from the classroom, care of children, shift work, employment, travel, or disability.

#### Online Degrees and the Job Market

Employers from many career fields seek graduates who are broadly educated and specifically trained in professional writing, statistics, computer software packages, electronic communication, interpersonal communication, small group dynamics, conflict resolution, and research skills. Online courses integrate these skills both across degree programs and into courses where appropriate.

#### Online Training and Preparation

Written instructions are provided to all online students who register for an online course. Training sessions are offered in the CNU ONLINE computer lab (Ferguson Hall, Rm. 115) the week before each course begins. Please call (757) 594-7607 for reservations. A voice "Help Line" is available by calling (757) 594-7680. Online help is available by sending an E-mail message to the systems staff at the WWW homepage (<http://cnuonline.cnu.edu>). Students registering the week before classes start or during late registration must contact CNU ONLINE staff at (757) 594-7607 for instructional materials needed to immediately master the necessary online skills. These skills are essential for effective online performance.

CNU ONLINE requires a minimal computer skills to include basic understanding of online communication via modem, word processing, and basic E-mail skills. If a student cannot master these basic skills before the end of the first week of class, he or she should withdraw from online classes and seek classroom sections.

#### Registration for CNU ONLINE Courses

Students may enroll in online courses through the Registrar's Office by telephone, U.S. mail, or in person via

WWW according to the published registration dates and times.

Additionally, students must register with CNU ONLINE by leaving and E-mail message at our First Class server site (after installing the First Class Client provided by CNU ONLINE via US Mail) or by phoning our offices at (757) 594-7607.

CNU ONLINE can be contacted through:

- Utilizing the Internet via WWW <http://cnuonline.cnu.edu>
- Utilizing Internet via First Class Client software (137.155.33.100) or [online@cnu.edu](mailto:online@cnu.edu).
- Calling local access phone number using a PPP dialer with First Class Client software at (757) 594-7608.

Students are strongly encouraged to obtain an Internet Access Provider to facilitate better access to CNU ONLINE.

#### Credit Restrictions

A student may register for a maximum of 18 credits (online and classroom) in the 15 week and 7 1/2 week sessions unless there are other limitations. No student will be allowed to register for more than 30 credits in one 7 1/2 week term. Students who wish to take more than 18 credit hours must obtain permission from the Academic Status Committee before registration.

#### CNU ONLINE Bookstore

Most CNU ONLINE courses require textbooks. It is the responsibility of the student to contact the campus bookstore (757) 599-5190 to make purchase arrangements. Textbooks for online courses may be ordered by calling the CNU bookstore. The Bookstore will ship purchases by UPS the next day. Additionally, materials may also be purchased in person at the Bookstore.

#### Administrative Support Services

Administrative support services are available by mail or telephone for online courses. Students should identify themselves as online students when calling, writing or visiting the University web site at <http://www.cnu.edu>. Services include:

- Admission to the University, academic advising, and Veterans' Affairs - 1-800-333-4CNU or (757) 594-7015,
- Academic advising for Government majors (757) 594-7264,
- Registration, schedule changes, withdrawing, drop/add, course withdrawal, and declaration of major must be filed and confirmed at (757) 594-7135,
- Financial aid - (757) 594-7170,
- Academic Management Services - (757) 594-7330,
- Payment - (757) 594-7042,
- Bookstore - (757) 599-5170,
- Active Duty Military and family members contact Lyn Sawyer, Coordinator of Military Affairs for classes at (757) 784-3662.

## OFFICE OF CONTINUING EDUCATION AND SPECIAL PROGRAMS

28 Shore Lane  
(757) 994-7158

Director of Curriculum: Lisa Curry  
Acting Director of Conferences: Lucy Latham

The Office of Continuing Education and Special Programs is an integral part of Christopher Newport University's mission to be involved in the community. We extend the academic resources of CNU to the people on the Virginia Peninsula and in surrounding areas by offering programs that serve their educational, professional, cultural and social interests.

We recognize that today, education is an on-going process. Whether an individual's educational needs are driven by career or personal factors, our goal is to meet the needs of many constituencies. We serve business, industry, government, military, education, cultural and civic communities, in addition to individuals who are interested in expanding their horizons and potential. Course topics are varied and include how to use computers, financial planning, learning a new language, and preparing for GRE & SAT. There's everything from Great Books to Golf. University admission is not required for programs offered through the Office of Continuing Education and Special Programs. Cost of courses and workshops vary.

The Office also offers Continuing Education Unit (CEU) certificates. The CEU is a nationally recognized verification of the student's active participation in an approved continuing education program. Permanent records are kept by the Office of Continuing Education according to the requirements of the Southern Association of Colleges and Schools.

To be placed on the office's mailing list or for further information, please call the office at (757) 994-7158.

### PROGRAMS

#### THE LIFELONG LEARNING SOCIETY

Established in the fall of 1988, it is a strong component of the University's commitment to the retired community. The society's academic curriculum is designed by its own committees. Classes, lectures, and field trips are held several times a week throughout the fall and spring semesters. Membership is open to everyone of retirement age. For more information, or to become a member call (757) 994-7568.

#### THE ANNUAL WRITERS' CONFERENCE

It has become one of the outstanding conferences of its kind in the region. The conference features prominent local writers and helps people who are trying to get their manuscript published. A bimonthly newsletter published by CNU's Office of Continuing Education keeps area writers in touch with each other and with writing programs throughout the community.

#### THE LEADERSHIP INSTITUTE OF THE VIRGINIA PENINSULA

Sponsored by the University with the Virginia Peninsula Chamber of Commerce, it was established in 1984. It has graduated more than 200 men and women who are assuming leadership positions throughout the Peninsula's business, cultural and governmental arenas. Admission to this program is by application. For more information call (757) 994-7158.

#### THE COMMUNITY SCHOOL OF THE ARTS

This program opened in January 1993 in cooperation with the Department of Arts and Communication. This program provides quality non-credit, private and group instruction by University faculty in most instruments, voice, dance and theory. It is available to all qualifying members of the community seeking to develop their artistic skills and enhance their appreciation or further their exposure to the fine and performing arts.

#### CONFERENCES, SEMINARS AND WORKSHOPS

They are offered throughout the year on a variety of topics. Working with organizations on the Peninsula, the Office sponsors ongoing programs such as the Service Systems Forum for providers of social services for youth and the Middle School Health Conference and Teen Health Conference, which involves more than 800 students from all Peninsula school systems. We also co-sponsor community educational opportunities such as the annual Forum on Aging and the Newport News Public Schools' Summer Institute of the Arts. We are developing conferences on parenting, getting your child in college, how to get your first job, and many others.

#### THE PENINSULA BUSINESS BREAKFASTS

A free series providing monthly discussions of current business topics.

The variety of offerings through the Office of Continuing Education and Special Programs shows the University's commitment to serving the citizens of the Commonwealth.

## OFFICE OF STUDENT LIFE

Student Center, Room 109  
(757) 994-7260

Director: Catherine Banks, Acting

The Office of Student Life provides structured co-curricular experiences for students, promoting growth and development throughout their college careers, and offers involvement for the community at large. The office assists all registered student organizations in their leadership, internal operations, and programs and provides information concerning student health insurance.

### SERVICES

#### CAMPUS ORGANIZATION NEWSLETTER

Each month, a campus organization newsletter is published to provide students with information relevant to campus activities. Every edition contains news of club activities, student accomplishments, and helpful tips to promote organizational development.

#### ORIENTATION PROGRAM

The Office of Student Life is responsible for conducting an orientation program for all new students. This program is designed to assist students in their transition to college life and occurs during the summer. Participation in the program includes placement testing, faculty advising, and early registration. Parents of new college students can become acquainted with the University during Parent Orientation.

#### STUDENT LEADERSHIP INSTITUTE

Designed to introduce and sharpen leadership skills within students, this program is only available to qualified applicants. Upon acceptance, members will be acquainted with the Virginia system of higher education and given background information on CNU as an emerging university. While participating in the institute, students will gain valuable leadership skills that can be applied both on and off campus. Questions regarding the institute should be directed to (757) 994-7260.

### CLUBS AND ORGANIZATIONS

#### HONOR SOCIETIES

Alpha Chi (national humor society with membership by invitation only), Alpha Kappa Delta (sociology honor society), Omicron Delta Epsilon (international economics honor society), Omicron Delta Kappa (leadership honor society), Order of Omega (Greek leadership honor society), Phi Alpha (social work honor society), Phi Alpha Theta (international history honorary society to promote the study of history), Psi Chi (psychology honor society), Sigma Tau

Delta (national organization to promote interest in literature and the English language), and Phi Sigma Tau (philosophy honor society).

#### CURRICULUM CLUBS AND ORGANIZATIONS

Accounting Club, Alpha Kappa Psi, Alpha Phi Omega (civic) American Marketing Association, Biology Club, DPMA (Data Processing Management Association), Fine Arts Society, German Club, Registered Nurse Organization, History Club, PreLaw Club, Psychology Society, Sociology Club/Social Work Club, and Student Virginia Education Association.

#### STUDENT PUBLICATIONS AND CAMPUS MEDIA

The Captain's Log is a newspaper published weekly by the students of the University. The newspaper provides news and features of interest to the students and the greater University community. Currents is Christopher Newport's literary arts magazine, which emphasizes student creative writing and art.

#### SPECIAL INTEREST ORGANIZATIONS

Amnesty International, BACCHUS (Bout Alcohol Consciousness Concerning the Health of University Students), Act One, College Republicans, International Students' Association, Model United Nations, Student Leadership Association, and Alpha Phi Omega Social Work Association.

#### ATHLETIC-ORIENTED ORGANIZATIONS

Equestrian Club, Karate Club, LSPE Club.

#### RELIGIOUS ORGANIZATIONS

Baptist Student Union, Catholic Campus Ministries, and Interservice Christian Fellowship (promotes spiritual fellowship).

#### SOCIAL FRATERNITIES

Phi Beta Sigma, Pi Lambda Phi, Sigma Pi, Sigma Tau Gamma, and Pi Kappa Phi.

#### SOCIAL SORORITIES

Gamma Phi Beta, Phi Mu, Alpha Phi, Alpha Kappa Alpha, and Delta Sigma Theta.



## DEPARTMENT OF ATHLETICS

Katharine Gymnasium, Room 104

(757) 594-7025

Director: C. J. Woolfian

## INTERCOLLEGIATE ATHLETICS

The University's athletics program was founded in the early 1960s but has become nationally renowned in recent years. The women's track and field team won six consecutive NCAA Division III National Championships in the late 1980s and now has a total of nine. Since 1980, Christopher Newport University has produced nearly 300 Division III All-Americans and over 40 national champions. These recipients have participated in men's and women's basketball, soccer, softball, men's tennis, golf, baseball, cross country and track and field. The men's and women's basketball teams have both appeared in NCAA championship tournaments in recent years, as have the golf, soccer and softball teams. Men's basketball player Lamont Strother became just the seventh Division III player ever to appear in an NBA game when he played for the Portland Trail Blazers. In addition to participating in NCAA championships, the University has hosted six NCAA Regional basketball games, three NCAA South Regional Cross Country Championship meets, as well as the 1980 and 1991 National Championship meets.

As a measure of the overall strength of the athletics program, the University has won the Dixie Conference President's Cup, symbolic of the top overall athletic program, in six of the past 12 years. The University competes in 17 varsity sports as well as cheerleading. Those offered for men include: baseball; basketball; cross country; golf; indoor track and field; outdoor track and field; sailing; soccer; and tennis. Women compete in: basketball; cross country; indoor track and field; outdoor track and field; sailing; softball; tennis; and volleyball. Christopher Newport University is a member of the Dixie Intercollegiate Athletic Conference (DIAC) which also includes: Averett College; Ferrum College; Greensboro College; Methodist College; North Carolina Wesleyan College; and Shenandoah University. The Dixie Conference is generally regarded as one of the strongest Division III conferences in the nation, and its champions have automatic qualification in numerous NCAA championship events.

## Philosophy

Christopher Newport University is a member of the National Collegiate Athletic Association (NCAA), participating in Division III and adhering to the philosophy of Division III, which states that no financial aid shall be awarded to student athletes on the basis of athletic ability. Financial aid is available to student athletes on the same basis as that offered to any other student at the University.

## Participation

Prospective student athletes must enroll in at least 12 credit hours to be considered eligible to participate in varsity sports and must meet all eligibility requirements of the NCAA. Students who meet these requirements are invited to try out for varsity teams. For further information about the University's athletics program or about a particular sport, contact the Department of Athletics at (757) 594-7025.

## INTRAMURAL DEPARTMENT

The primary goal of the Intramural Department is to provide individuals of various ability levels with opportunities for fun and leisure through recreational competition. The Department organizes leagues, tournaments, and special events that allow students, faculty, and campus employees to compete in a variety of team and individual sports and recreational activities. The Intramural Department also makes recreational equipment available for checkout by students, faculty, and staff.

Sports include: flag football, tennis singles and doubles, 12" softball, all-size softball tournament, Turkey Trot Fun Run, golf putting and chipping, badminton, 3-on-3 basketball, 5-on-5 basketball, free-throw contest, soccer kick accuracy, home run derby, power weightlifting, Ultimate Frisbee, volleyball, and many others.

## OFFICE OF CAREER AND COUNSELING SERVICES

Student Center, Room 146

(James C. Windsor Student Development Center)

(757) 594-7047

Director: Douglas C. Gallzer

The Office of Career and Counseling Services (OCCS) serves and supports students in their educational, career, and personal development at CNU. As part of the University experience, the OCCS provides information and services to aid students in their quest to develop and begin career plans. Resources and counseling support services are available to assist students in learning more about self, identifying and coping with the demands of the University, and other concerns. Additionally, employment support services help students make the change from the University to the world of work or graduate school. Services span a variety of areas and include:

## CAREER SERVICES

A variety of career services are available to support students in their career development and planning process. Understanding the relationship between self, academic, and career choices is a key.

**Career Counseling** is available to help students gain greater self awareness by clarifying interests, values, personality style and career choices. Self understanding, career information, and decision making are major components.

**Interest and Personality Type Assessment** are available to students. Professional counselors can recommend and interpret a variety of assessment tools based on individual needs.

**Computer Assisted Career Guidance Services** are also available to support the planning process. SIGI Plus, Virginia VUEW, and other software enable students to explore themselves and careers.

**Career Resource Center (CRC)** is a centralized location for career and educational information. Information is a necessary component of any decision making process. The CRC contains up-to-date career, labor market, salary, and graduate school information. Computer software about career planning, selecting a major, values clarification, and other topics are also available. Additional resources include employer files, internship directories and job search, interviewing and resume writing resource books.

**Career Advisory Program for Networking (CAPN Program)** Though the generous cooperation and support of the CNU Alumni Society, this program was developed to link CNU students and alumni with CNU alumni working in a variety of career fields. Students can use this service to find out more about what kinds of duties and responsibilities are performed by alumni in a variety of professions. This information can be helpful in choosing a major, career or in setting goals. Students can also learn from alumni how their major relates to the world of work. The CAPN program may also be useful to the CNU senior or graduate who is seeking employment and networking tips from professionals already employed in their field of interest.

## EMPLOYMENT SUPPORT SERVICES

The OCCS offers comprehensive services to support students in their search for employment. Although the services are helpful, there is no substitute for sound career planning, goal setting, and learning job-seeking skills. These are the best strategies to avoid prolonged periods of underemployment or unemployment.

## Job Vacancy Information Service

The OCCS maintains extensive full- and part-time job vacancy information for student review. Opportunities include the Job Opportunities Board where state, city, county and other vacancy lists are posted. Seasonal opportunities are also available in support of local tourism and related areas. The Job LINK provides an easy-to-use computer list of job orders called in to the OCCS. A Federal

Job Opportunities Board, Virginia Employment Commission Job Bank, and Interstate Job Bank are also available for review.

## Job Seeking Skills Development Service

A comprehensive array of training is available to students to develop skills in marketing themselves in the world of work. Seminars, video tapes, and individual consultation are available to students concerning: resume writing, interviewing, and the job search. It is imperative that students learn how to tap the hidden job market.

## Internet Job Search Resources

The OCCS is linked to the world wide web which affords you the opportunity to review numerous job search websites. Come by and learn more about this exciting service.

## Student Employment Program

Many students need to work while they attend the University. This program serves to link CNU students with part-time job opportunities on the University campus. The program is not based on financial need. Additionally, the OCCS maintains the applicant pool of available students and refers applications for review by the hiring department. Applications, program guidelines and procedures, and posted vacancies are maintained in the OCCS for student review.

## On-Campus Recruitment Program

This program brings interested students and employers together to discuss career opportunities. The OCCS actively contacts and invites employers to interview CNU seniors each semester. Seniors are urged to visit the OCCS to learn more about this program and establish a Placement File required for participation.

## Resume Writing Station

The CNU Alumni Society and member Jim Elyne provided our first resume writing station complete with a laser printer. A high-quality resume is an important element of your job search. A well-written resume printed poorly does not convey a positive image about you to employers. Come by and learn more about this opportunity for CNU students and alumni.

## Resume Referral Service

The OCCS maintains resumes of CNU seniors and graduates as part of the Placement File system. Through this service, the OCCS sends resumes to requesting employers based on student career interest. Placement File guidelines available in the OCCS provide program details.

**Career Information Days**

Career Information Days (CID) are conducted each semester by the OCCS. The CID provides students the opportunity to meet informally with employers to discuss careers, company/agency needs and labor market trends.

**Video Tape Mock Interviewing Program**

A video tape mock interviewing program is available in the OCCS. A staff member can stage, tape and critique a mock interview with a student. This is an excellent method for students to develop their interviewing skills.

**ADDITIONAL CAREER SUPPORT SERVICES****Experiential Learning Resources**

The OCCS maintains information and directories of internship opportunities. Additionally, the Office provides information to teach students how to develop their own internships. The role of the OCCS is informational only. Students with academic questions concerning internships should discuss these matters with their faculty advisors. Limited cooperative education opportunities are periodically available.

**Video Tape Series**

This program, developed in cooperation with the Captain John Smith Library, offers students a collection of career and job-search related video tapes for review. Tapes are held on reserve in the Media Center in the library and can be reviewed during a wide range of hours. A listing of tapes in the series can be obtained in the OCCS.

**Publication Services**

The OCCS maintains a variety of free informational flyers and guides. Topics include job search and interviewing tips and guides on resume writing and securing internships. NACE Annuals are often available to CNU seniors and graduates.

**The LINK Newsletter for Students**

The OCCS develops and produces a newsletter, *The LINK*, several times each year, resources permitting. *The LINK* contains timely career and employment topics for students.

**COUNSELING SUPPORT SERVICES**

Many students find it helpful to discuss personal concerns with one of the OCCS's professionally trained counselors. Concerns may arise from academic, career, or personal areas. Counselors provide a caring, non-judgmental approach to help students identify issues and possible ways to deal effectively with them. Additionally, such discussions can help students explore personal and academic goals and develop and maintain the necessary support systems to help them achieve these goals. Students will be referred to resources outside the University when the counselor feels

the problem is beyond his or her professional scope. Counseling sessions are confidential, and no information will be released without permission of the student, except as required by law. Exceptions may include situations in which a student clearly represents a danger to self or others. Counselors may also be required to respond to a court order. Counselors also have a wide variety of experiences in conducting groups and workshops. Workshop offerings may include topics such as career exploration, decision making, test and math anxiety management, college survival skills, and others. Additionally, the OCCS administers placement tests to assist students in selecting courses with their advisors that are consistent with their interests and academic backgrounds.

**SERVICES FOR STUDENTS WITH DISABILITIES**

Christopher Newport University provides reasonable accommodations to make education accessible to students with disabilities. The OCCS assists students with disabilities by understanding the individual student's particular strengths and needs and providing support to help the student achieve academic goals. The aim of Services for Students with Disabilities is to provide students with disabilities equal access to the programs, opportunities and benefits of the University. Students with disabilities may consult with the counselor before or during their active enrollment at CNU. New students, especially new freshmen, will want to contact the counselor well before beginning their first semester if special services will be required. While consultation with the counselor is always available, students who request accommodation by the University must formally declare their disability by completing a form obtained from the OCCS.

In order to determine needs and provide the best services possible students may be asked to provide recent documentation concerning their disability. Such documentation would include the disability and suggestions for possible accommodation to enhance student access and/or success in the programs and activities of the University. Documentation should be provided in writing from a qualified professional source and mailed to:

Counselor Services for Students with Disabilities  
Office of Career and Counseling Services  
Christopher Newport University  
Newport News, VA 23606-2998

Evaluative information concerning a student's disability is private. Such information will be provided to instructional or staff members only when they have a legitimate "need to know," and only then with the student's agreement. Questions concerning reasonable accommodation of a student's disability or handicap should be directed to the counselor by mail or by calling (757) 594-7047, TDD: (757) 944-7908, or TDD: (800) 828-1120, the Virginia Relay Center. The office is open from 8:00 a.m. until 5:00 p.m., Monday through Friday.

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

Through the CLEP Examination Program, students may earn college credit for knowledge achieved outside the classroom. This knowledge may have been acquired through: correspondence or university extension courses; educational television; on-the-job training; independent study; travel; or reading. CLEP examinations provide a means by which students may demonstrate knowledge with a potential for saving time and money. A brochure listing CLEP general and subject examinations for which CNU credit may be given, etc., is published periodically. For a copy of this brochure or additional information about CLEP at Christopher Newport University, contact the OCCS at (757) 594-7047.

**Summary**

The Office of Career and Counseling Services offers a variety of services to support students throughout their educational experience at CNU. Specifically, the OCCS offers services to aid students in learning more about self, clarifying and solving personal concerns, and developing and implementing career goals. Additional services are available to assist students in learning to market and place themselves in the world of work. Although the Office provides support services, it does not inter or guarantee that it will place students or solve problems. Students are ultimately responsible for their decisions and actions and must assume responsibility for their choices - personal, career, and employment. It is felt, however, that by using Office services wisely, the adjustment to college and transition to the world of work or graduate school may be smoother.

**OFFICE OF MULTICULTURAL STUDENT AFFAIRS**

Student Center, Room 146  
757-594-7338

Director: Marian S. Carrington

The Office of Multicultural Student Affairs supports the student development mission of fostering students' success in their personal, social and cultural development. The Office directly supports the University's academic and co-academic units by increasing participation of under-represented students (African Americans, Hispanic Americans, Asian Americans, Native Americans and women). The Office provides leadership and initiatives in the development and implementation of services that enhance the recruitment, matriculation and retention of these students. Finally, programs are offered that help the University community understand the importance and relationship of both formal academic activity and

multicultural programs and services to students' overall development and educational achievement. These programs will foster mutual respect, appreciation of ethnic and cultural diversity, and a sense of community.

**ACADEMIC SUPPORT SERVICES****Project SOAR (Student Outreach and Assessment for Retention)**

The smooth transition from high school to college is facilitated through Project SOAR for entering freshmen at CNU. This program is designed to attract, enroll and retain under-represented students. A strategically planned summer curriculum and a program of carefully designed activities and services are constructed to enable participants to be successful in pursuit of their educational objectives. The summer component includes a five-week course of study, mentoring, advising, and tutoring. Supplemental fall educational activities consist of seminars, peer advising, faculty mentoring and support groups. Project SOAR gives students a solid foundation for their college career.

**UBS (Uniting Brothers with SOAR)**

UBS is the first Big Brother/Big Sister program at Christopher Newport University. UBS was created as an offspring of Project SOAR to pair upper-level students with the entering SOAR freshmen. These students provide peer leadership and peer listening. Meetings are held on the first Tuesday of each month, from 12:15 p.m. to 1:00 p.m.

**COUNSELING SUPPORT PROGRAMS**

Outreach efforts to facilitate career and personal issues are coordinated by the Office and are designed to support students in reaching their individual goals. Many minority students find it helpful to discuss personal problems with a professionally trained counselor with whom they can identify. Students may discuss freely and confidentially their feelings, concerns, or interests. CNU students are invited to attend the Minority Career Days that are held statewide. The Office maintains information regarding minority internships and graduate school programs.

**The AWESOME (African American Women Exploring Self, Opportunity and Meaning) Connection**

The AWESOME Connection is an exciting program for African American female students. It is a "support-therapy" group where women can get together to share experiences, challenges and accomplishments.

This is an innovative approach that is designed to help students develop a stronger identity and purpose, provide greater awareness of the Office of Multicultural Student Affairs and counseling support services, create another avenue for gaining new friends with shared experiences and introduce (to some) books authored by African American women.

#### CULTURAL ENRICHMENT AND HUMAN RELATIONS ACTIVITIES

The Office coordinates workshops and conferences to address cross-cultural communication and cultural diversity. Activities such as the Minority Student Leaders Forum, the Asian-Pacific American Youth Leadership Conference, Unity Week, Black History Month, Women's Awareness Month, and Hispanic Month celebrate the vast contributions of all races and are coordinated throughout the academic year. The Diversity Forum is a series of monthly information exchanges that enlighten the CNU faculty, staff, and student body regarding issues that promote positive relationship building and communication within a complex, multi-cultural and multi-ethnic society. Through initiatives from the State Council of Higher Education for Virginia to improve human relations on college campuses, the Office of Multicultural Student Affairs coordinates workshops and programs to address the issues of multicultural learning and awareness. Other human relations programs include:

Food for Thought, Fear Listening, Multicultural Festival, Diversity Outreach Tables, Movie Discussion Groups, "It's Greek To Me" (A pro-active design for better understanding among Greek organizations at CNU)

#### STUDENT ORGANIZATION ADVISING

The Office of Multicultural Student Affairs serves in an advisory capacity to provide direction and lend support to the Minority Student Association, Phi Beta Sigma, the Asian American Students for Intercultural Awareness, the Voices of Unity Gospel Choir and the Cultural Collegiate Leadership Association.

### OFFICE OF THE REGISTRAR

Administration, Room 220  
(757) 594-7155

Interim University Registrar: Carol Satko

The Office of the Registrar provides the following services:

- Conducts registration for classes
- Coordinates and processes course schedule changes (drops/adds, etc.)
- Issues grade reports to students
- Maintains permanent student academic records
- Certifies student enrollments to requesting agencies
- Certifies that graduation requirements have been satisfied
- Issues academic transcripts, and
- Publishes the fall, spring, and summer *Schedule of Classes*.

The Office of the Registrar implements and facilitates academic regulations and policies of the University.

### UNIVERSITY HEALTH & WELLNESS SERVICES

Harbor Lights Dining Hall Entrance  
(757) 594-7961

Coordination: Rita Conname, BSN, RN

Your educational experience helps you prepare for life. An important element of your education is learning to make responsible choices to lead a meaningful and healthy life. We strongly encourage you to make wellness a part of your life, now and in the future. University Health & Wellness Services (UHWS) assists you with the knowledge and resources you need to take responsibility for your level of wellness.

The UHWS offers a variety of support services to include:

- **on-campus registered nurse** who will serve as your personal health advisor;
- **discounted memberships** to Riverside Wellness and Fitness Centers;
- **free Personal Wellness Profile (PWP)** to identify healthy and risky lifestyle behaviors, as well as personalized information on how to become healthier;
- **free Healthwise Handbook** to discover self-care information, prevention and treatment for over 170 common illnesses and injuries;
- **access to a 24-hour toll-free Ask-A-Nurse** to speak to a registered nurse about any medical concern and help in choosing a physician, and
- **special events** designed for you.

The UHWS is open Monday through Friday while classes are in session during the fall and spring semesters. Hours are based on demand and are posted at the UHWS.

### OFFICE OF UNIVERSITY HOUSING

Student Center, Room 238  
(757) 594-7756 or (757) 594-7754

Director: Steven G. Pappas  
spappas@cnu.edu

Office Manager: Sharron A. Case  
scase@cnu.edu

#### RESIDENCE HALL

The University provides a new and exciting collegiate lifestyle for students through the Carol K. and Anthony R. Santoro Hall and the adjoining Harbor Lights Resident Dining Facility. Comfortable accommodations and modern conveniences are available for 432 students and summer guests. The hall is comprised of suites which have shared bath facilities for each suite of two rooms. Approximately 35 students reside in separate four "houses," with three houses comprising one floor. Students residing in each house elect officers, organize activities and help establish individualized living unit policies. The resident assistants (RAs) are upperclass men and women who are trained to handle personal, disciplinary, academic, and social concerns of students. A full-time residence life coordinator resides in the building to coordinate hall programs and services, maintain an environment conducive to community living, and provide assistance to residence hall students and summer guests.

Christopher Newport University believes that the experience of living on campus contributes to the development of a mature, concerned, and well-informed graduate. Several research studies have suggested that students who live in the residence halls develop important social values which enable them to better know themselves, their classmates, and their instructors.

Through programs initiated by the Office of Residence Life and the Residence Hall Commission (resident-student government), students are encouraged to develop their social, personal, and moral values. These programs include lectures, workshops, volunteer experiences, and social activities.

Services in Santoro Hall include free basic cable, computer port which offers LAN and Internet access, local telephone service, free utilities including air-conditioning which is individually controlled in each room, microfridge units, wall-to-wall carpeting, and 24 hour-a-day security. Students are responsible for providing their own linen and

personal items. A complete list of University provided furnishings and guidelines for room personalization is available from the Office of University Housing. Other residence hall amenities include: coin operated washers and dryers, vending machines, and study lounges located on each floor. Five large screen TV's, a game room, and a fitness center (repeat with treadmills, stairsteppers, etc.) are conveniently located in the hall.

The University views security as an important shared responsibility with residents and guests. Exterior points of entry to Santoro Hall are electronically monitored, and electronic locks are featured on interior doors and entryways. Assistance to resident students and their guests is provided through a 24-hour police dispatch station located at the Hall's main information desk. University police closely work with housing staff and residents to help maintain a safe environment by presenting special programs on crime prevention and personal safety.

#### RESIDENT DINING

Dining is available in the Harbor Lights food service facility adjacent to Santoro Hall. The meal plan program is required for resident students as part of their academic year room and board contract. Meal plans are available for 10, 14, or 19 meals a week along with "Dining Points" to spend at the Terrace or Christopher's. Refunds are not issued for missed meals. Admission to meals is by student ID card. Meal plans are also available for purchase on an individual basis for non-resident students. Dining choices include an extensive selection of entrees arranged in a food court layout; special entrees and self-service bars are offered on a regular basis. Unlimited seconds are available on most items. A salad bar and a wide assortment of desserts and beverages are featured during lunch and dinner. A committee of students, staff and food service personnel meets regularly to discuss the programs and operation of the food service.

Summer housing and dining services are available to faculty and staff housing programs and workshops, to individuals attending educational activities on the Christopher Newport University campus and to private organizations utilizing Christopher Newport University facilities for special programs.

## OFFICE OF ADMISSIONS

Administration, Room 112  
 (757) 594-7915 [Toll Free: (800) 333-4388]  
 FAX: (757) 594-7333  
 Acting Director: Robert J. LaVerriere

Christopher Newport University's admissions policies were most recently affirmed by its Board of Visitors on April 28, 1986. The Office of Admissions provides the following services:

Reviews and acts on applications for admission to the University; Conducts credit evaluations for students transferring from other institutions; Provides general counseling related to college or course selection; Makes referrals to academic departments for academic advising; Provides general and academic counseling for personnel at area military installations; Provides guided tours of the campus for interested parties; Distributes University publications; and Determines eligibility for in-state tuition privileges.

It is the policy of Christopher Newport University to admit students whose ability and preparation indicate potential for success in the programs of study offered. Because CNU is an equal opportunity, coeducational University, admission is not based on race, sex, handicap, age, veteran status, national origin, religion, or political affiliation. Admission to Christopher Newport University is competitive and based on a review of each applicant's academic qualifications. Students may be admitted to the University beginning in the fall or spring semesters. Applicants are encouraged to apply well in advance of the term in which they wish to attend, especially freshmen and transfers who plan to live on-campus.

## SUMMER SESSION

The Summer Session consists of four terms, beginning in early-May and ending in early August, and is not a part of the University's regular academic year. Those interested in attending the summer session should contact the Office of Admissions for a *Summer Session Schedule of Classes*, which contains a combination admission/registration form. The *Summer Session Schedule of Classes* is usually available in early April.

## CLASSIFIED STATUS

Classified students are degree-seeking students. Such students can have a declared major or they can be undecided.

## UNCLASSIFIED STATUS

Students who have been away from an academic environment for a long period of time should apply under this status. Such students earn academic credit in the same way as classified students. Unclassified students are not

eligible for financial aid. Applicants who have graduated from high school within the 12-month period preceding the intended semester of CNU entry, and who have taken no academic coursework at any other accredited college or university, will not be admitted to the University without a complete review of the high school record by one of CNU's admissions offices. Such applicants will be required to meet the criteria applicable to classified freshman status (see "Classified Admission").

## Changing Status From Unclassified to Classified

Upon completion of at least 15 semester hours of acceptable college level work with a cumulative average of 2.00 ("C"), unclassified students may petition the Office of Admissions for admission to classified status. Such petitions must be submitted prior to entering the last 30 hours of the baccalaureate degree program and preferably prior to the point at which the student has earned 60 semester hours.

## CONDITIONAL STATUS

In cases where the University does not have all necessary documentation for admission, and with the consent of the Office of Admissions, students may be admitted under conditional status. Such students who request full-time status must have official records from all institutions attended on file in the Office of Admissions before an admissions decision can be made. Student grade reports and academic transcripts will not be released for those students whose official records have not arrived.

## APPLICATION DEADLINES

The deadlines for applying as a classified student are August 1 and December 15 for the Fall and Spring semesters, respectively. However, applicants planning to live in on-campus housing should apply in the early spring. After these deadlines, applicants may be required to apply under unclassified status.

Freshman Admission Profile  
(1986-87)

Freshman Applicants	1090
Freshman Admissions	898
Freshman Enrollments	543

Freshman Rank in  
Secondary School Class  
(1986-87)

Rank	Men	Women
Top 10%	3.7%	10.5%
Top 20%	14.1%	32.2%
21-40%	27.2%	31.2%
41-60%	32.9%	23.1%
61-80%	16.4%	7.2%
81-100%	1.4%	0%
Not Ranked	8.0%	6.3%

Freshman Mean SAT Scores  
(1986-87)

	Verbal	Math
Men	490	487
Women	465	462

Graduation Rates of the 536 First-Time, Full-time  
Freshmen Who Enrolled in Fall 1989

Graduated in:	#	%
2 years	0	0.0%
3 years	3	0.6%
4 years	52	9.7%
5 years	94	17.5%
6 years	45	8.4%
7 years	17	3.2%

Total graduated in 7 years: 211 39.4%

Total graduated after 7 years or not graduated: 325 60.6%

The entries in the above table refer only to those students who have been graduated from CNU. Many of those who have not been graduated from CNU have completed their undergraduate education within seven years at other institutions.

## CLASSIFIED ADMISSION

## Freshman Admission Requirements

General requirements for freshman admission are:

1. Graduation from an accredited secondary school or its equivalent, as shown by examination. Since Christopher Newport University emphasizes strong academic preparation, freshman applicants will normally be expected to have completed a college preparatory curriculum, such as Virginia's 23-unit Advanced Studies Diploma program, or its equivalent. This program requires four units of English, three units in the social sciences, three units in mathematics (Algebra I, Geometry, and Algebra II), three units in science, and either three units in one foreign language or two years of two foreign languages. An

overall average of "C" or better and, upon graduation from secondary school, rank in the upper half of the class, are required. Applicants from non-college-preparatory curricula and General Education Diploma (GED) holders are admitted if they meet all other criteria for admission, including an overall average of "C" or better in their academic subjects (English, mathematics, social sciences, natural sciences, and foreign languages).

## 2. Acceptable scores on the Scholastic Aptitude Test (SAT).

Normal minimum scores are 480 verbal and 440 mathematics. An applicant who otherwise meets University admissions requirements but whose SAT verbal score falls between 430 and 480 will normally be admitted; but it will be a condition of admission that the student enroll in a specific English course determined by the Office of Admissions. A student admitted under this condition may not register for any English course beyond ENGL 101 until ENGL 101 is successfully completed.

Applicants whose SAT verbal and mathematics scores fall below 430 verbal and 430 mathematics may also be admitted, such applicants are admitted only if, in the judgment of an admissions officer of the University, they show the potential to succeed academically.

## ADMISSION ON PROBATION

A degree-seeking student, either freshman or transfer, who would not meet regular University admissions requirements for classified admission may be considered for Admission on Probation. A freshman applicant who is slightly below a "C" average or is missing a prerequisite high school course may be considered for Admission on Probation. A transfer student who is slightly below the 2.0 or "C" average requirement could be considered for admission if the student has been out of college for a significant period of time (one calendar year or more) and is eligible to return to the last college attended. Because of the challenges such students will face, they will be limited to a minimum full-time course load of 15 credits, to include COLL 101 ("On Becoming a Master Student"). Additionally, such students must meet with their academic advisor at least monthly during their first year of study at the University, to discuss academic progress, etc. After such students have completed two semesters of full-time study at the University, their academic records will be reviewed to determine whether or not they will be allowed to continue their enrollment at Christopher Newport University.

## ADMISSION SELECTION FOR FRESHMAN APPLICANTS

Freshman applicants are selected on the basis of the admission requirements listed above. Applicants meeting all requirements will be admitted; those meeting none of the requirements will be denied admission. Other applicants may be admitted with limitations imposed by authority of the faculty.

**Documentation Requirements for Freshman Applicants**  
The following documentation must be submitted in addition to the application for admission:

**1. Secondary School Transcript:** An official secondary school transcript must be forwarded to the Office of Admissions from the applicant's secondary school. The following factors should be considered:

- 1) Early consideration is given to applicants who have taken or plan to take the SAT by December of their senior year, and who have strong secondary school records ("B" average or better). If so, such applicants should have their official secondary school records, including grades through the junior year, sent to the Office of Admissions.
- 2) After mid-year senior grades, consideration is given to applicants to whom early consideration applies, in which case applicants should have their official secondary school records sent to the Office of Admissions after senior grades are available. Applicants who have already graduated from secondary school should have their official secondary school records sent to the Office.

**2. GED Certificate Holders:** Applicants who have completed the military or civilian high school equivalency tests must furnish:

- 1) A copy of the GED certificate and scores;
- 2) An official partial secondary school record (sent from the secondary school to the Office of Admissions); and
- 3) Official records of any post-secondary work completed, such as USAFI courses, adult education courses, etc.

**3. Scholastic Aptitude Test (SAT) Scores:** Applicants currently in secondary school may arrange to take the SAT by contacting their guidance office. Those no longer in secondary school may obtain an application for the SAT by writing:

Educational Testing Service Box 382  
Princeton, NJ 08540

Scores from the American College Test (ACT) will be accepted in lieu of SAT's. Those no longer in secondary school may obtain an application for the ACT by writing:  
American College Testing  
P. O. Box 168  
Iowa City, IA 52243

#### STATE IMMUNIZATION REQUIREMENT FOR NEW STUDENTS

Section 23-7.5 of The Code of Virginia requires that all first-time, full-time undergraduate or graduate students born after 1956 have a Certificate of Immunization form completed by a licensed health professional and forwarded to

the Office of the Registrar no later than 10 days after the first day of classes of their first semester at CNU. Failure to do so will result in students' inability to register for and attend the following semester at CNU. The Certificate of Immunization form is available in the Admissions Office.

#### EARLY ADMISSION WITHOUT SECONDARY SCHOOL GRADUATION

Students with strong academic abilities may be considered for classified admission following completion of their junior year of secondary school. Such applicants should have taken a well-rounded program of studies including English, college preparatory mathematics, natural and physical sciences, social studies, and foreign languages.

#### Admission Requirements for Early Admission Without Secondary School Graduation

General requirements for early admission without secondary school graduation are:

Completion of the junior year at an accredited secondary school;

An overall grade point average of B or better and rank in the top 20 percent of their class;

Acceptable scores on the Scholastic Aptitude Test (SAT). The University will also evaluate scores on any other standardized tests administered by the applicant's secondary school. Applicants should normally present a minimum total score of 1100 on the SAT;

An interview with an admissions officer once all required documents have been received; and

A letter from the applicant's secondary school guidance counselor, speaking directly to the question of the applicant's maturity and readiness for college.

#### DOCUMENTATION REQUIREMENTS FOR EARLY ADMISSION APPLICANTS

The following documentation must be submitted in addition to the application:

1. **Secondary School Transcript:** An official copy of the applicant's secondary school transcript must be forwarded to the Office of Admissions from the applicant's secondary school.
2. **Scholastic Aptitude Test (SAT) Scores:** A copy of the applicant's SAT scores must be submitted to the Office of Admissions, either by the applicant's secondary school or by the Educational Testing Service.
3. **A letter from the applicant's secondary school guidance counselor, speaking directly to the question of the applicant's maturity and readiness for college, must be sent to the Office of Admissions.**

#### ADMISSION FOR INTERNATIONAL STUDENTS

Christopher Newport University is authorized under federal law to enroll non-immigrant alien students. The admission application deadlines for international students are June 1 and October 15, for the Fall and Spring semesters, respectively. However, applicants planning to live in on-campus housing should apply much farther in advance of those dates. Since the University is a state-supported institution, it cannot provide financial aid to international students. International applicants who are not US citizens are required to:

1. Submit an application for admission under classified (degree-seeking) status.
2. Have official, translated academic transcripts from all secondary schools, colleges, and universities sent to the Office of Admissions.
3. Submit Scholastic Aptitude Test (SAT) scores to the Office of Admissions.
4. Submit scores from the Test of English as a Foreign Language (TOEFL).
5. Complete a financial certification form guaranteeing that adequate funds are available for college study, prior to coming to the United States.

#### TRANSFER ADMISSION REQUIREMENTS FOR CLASSIFIED APPLICANTS

Transfer applicants must be in good academic standing at the last college or university attended, present a cumulative grade point average of 2.00 (C), and be eligible to return to the college or university they most recently attended.

#### Admission Selection for Transfer Applicants

Transfer applicants are selected on the basis of the admission requirements listed above. Applicants who meet these requirements will be granted admission. Those who fail to meet these requirements will be denied admission.

#### Admission Profile: Transfers (1985-86)

Transfer Applications:	1,597
Transfer Admissions:	1,514
Transfer Enrollments:	1,044

#### Documentation Requirements for Transfer Applicants

The following documentation must be submitted in addition to the application for admission:

1. **Secondary School Transcript:** Transfer applicants who have completed less than one full year of college study (24 semester hours or 36 quarter hours) applicable to a baccalaureate degree at Christopher Newport University, or who have earned college level credits through

extension or correspondence, must have an official copy of their secondary school record sent to the Office of Admissions. Applicants in the first semester of college work should have mid-semester grades sent to the Office of Admissions as soon as they are available.

**2. College Transcripts:** Transfer applicants must request that all colleges attended submit official transcripts to the Office of Admissions. Transfer applicants who are currently enrolled at other colleges must have official transcripts sent to the Office of Admissions after completion of the first semester (or the second quarter). Transfer applicants who have completed less than one semester, quarter, or trimester at other colleges must also request that official secondary school transcripts be sent to the Office of Admissions.

Concealment of previous attendance at another college or university is cause for cancellation of the student's admission and registration. New or readmission applicants who have been suspended or placed on probation from Christopher Newport University or any college or university, for non-academic, social, or disciplinary reasons may be denied admission to the College.

#### Transfer Credit

The Office of Admissions will carefully review all application materials and will inform transfer applicants of its decision. In addition to weighing grades and test scores, the Office of Admissions takes into account, when relevant, evidence of the applicant's maturity, professional or military experience, co-curricular activities, community involvement, letters of recommendation, and the applicant's own educational and career objectives. Upon acceptance, transfer applicants are entitled to register and receive college credit for all work satisfactorily completed (grade of "D" or higher). The Office of Admissions evaluates credits for applicants transferring to the University from other regionally accredited colleges and universities. Upon completion of transfer evaluations, a written summary of transferable credits is issued to the student, within the following guidelines:

1. A maximum of 90 semester hours of transfer credit will be granted for courses which carry a passing grade and are comparable to courses offered by colleges and universities similar in area and purposes to those of Christopher Newport University.
2. A maximum of 66 semester hours of transfer credit will be granted for junior or public community college courses which carry a passing grade.
3. A maximum of 68 semester hours of transfer credit will be granted for Virginia Community College students who apply for admission through Articulation Agreements G + Z (Progress) with Christopher Newport University.

- A maximum of 21 semester hours of transfer credit will be granted for courses representing the applied arts and sciences, including skill in a musical instrument, ceramics, arts and crafts, and the like.
- A maximum of 60 semester hours of transfer credit will be granted for work completed through extension, special institutes, correspondence, or through the College Entrance Examination Board's Advance Placement (AP) Program, the College Level Examination Program (CLEP), U. S. military schools, or departmental challenge examinations.
- Classified students who plan to take credit courses at other colleges must receive prior written permission to do so from the appropriate school dean or deans and from the appropriate department chairman or chairmen at CNU. Forms used to request such permission are available in the Office of the Registrar.
- Students must earn grades of "C-" or better in both semesters of the six-hour sequence, ENGL 101/102 (Informative and Analytical Writing - Argumentative and Interpretive Writing and Literature) or their equivalents. Students taking ENGL 101/102-103/104 may have no more than two grades of "P" in each of these courses. An unlimited number of "D" grades will be allowed. Transfer students must satisfy these requirements.
- Unless otherwise authorized by the Office of Admissions, all transfer students, including students who already hold baccalaureate degrees, will have the maximum allowable number of credits transferred and recorded on their CNU academic records. When the number of transferable credits previously earned by the incoming student exceeds the maximum allowable according to one or more of the above criteria, the choice of credits to be transferred will be determined by the Office of Admissions in a fashion which, in the judgment of that office, best approximates the curricular structure for the applicable baccalaureate degree at CNU.

#### UNCLASSIFIED ADMISSION

The University recognizes its obligation to students whose interests may not necessarily be served through immediate participation in the University's degree programs. To meet this need, the University permits such individuals to enroll under unclassified (non-degree-seeking) status. Unclassified students may be in several categories:

- Students who, at the time they enroll, do not wish to pursue a degree program.
- Students whose prior academic records indicate that they would benefit by taking appropriate courses before they commit themselves to a degree program.
- Students who want to earn academic credit applicable to a degree from another college or university.

Unclassified students earn academic credit in the same manner as classified students, and they are required to meet prerequisites for individual courses, unless excused by the Provost or his designee.

#### Unclassified Admission Requirements

General requirements for unclassified admission are:

- Applicants without prior college attendance must have graduated from an accredited secondary school or have earned a GED certificate. Those who have graduated from high school in the past 12 months must meet the same requirements set forth for classified applicants. Applicants from non-college-preparatory curricula and General Education Diploma (GED) holders are admitted if they meet all other criteria for admission, including an overall average of "C" or better in their academic subjects (English, mathematics, social studies, natural sciences, and foreign languages).
- Applicants with prior college attendance will be considered on the basis of their college records. Applicants for unclassified status must request that official transcripts from all secondary and postsecondary schools attended be sent to the Office of Admissions for counseling and advising purposes only. During course registration and late registration, students who do not have immediate access to such records may be admitted to the University under unclassified status and limited to a maximum of seven semester hours for that semester, subject to the policy in item 1 above. Limitations may be removed by the Office of Admissions upon receipt of these records.

Unclassified applicants may be permitted to carry a full-time academic workload, provided their academic records indicate sufficient aptitude and preparation. In some cases, those seeking full-time status may be limited to part-time or minimum full-time status for the first semester.

#### Documentation Requirements for Unclassified Transfer Applicants

The following documentation must be submitted by all unclassified applicants in addition to the application for admission:

- Secondary School Transcript:** An official copy of the applicant's secondary school transcript must be forwarded to the Office of Admissions from the applicant's secondary school.
- GED Certificate:** Applicants who have completed the military or civilian high school equivalency tests must furnish:
  - A copy of the G.E.D. certificate and scores;
  - An official secondary school transcript.

**3. College Transcript:** Applicants must request that an official transcript from their most recently attended college or university be sent. It is strongly recommended that official transcripts from all colleges attended be sent to the Office of Admissions, for counseling and advising purposes.

**4. Baccalaureate Degree Holders:** Applicants who already hold at least a baccalaureate degree must request that the educational institution which awarded the degree confirm this in writing to the Office of Admissions. Confirmation request forms are available in the Office of Admissions.

#### ADMISSION BASED ON EQUIVALENCY TEST (GED)

The University will consider for unclassified admission adults who have satisfactorily completed the military or civilian high school equivalency tests (GED). If it is determined that the applicant lacks the necessary preparation in specific high school subjects, the applicant may be referred to a community college for non-credit, college-preparatory coursework.

#### ENRICHMENT PROGRAM FOR SECONDARY SCHOOL STUDENTS

The University invites above-average secondary school juniors and seniors to apply for part-time, unclassified admission in the Enrichment Program for Secondary School Students. The primary objective of this program is to bridge the gap between secondary school and college by giving college-bound students a unique learning experience prior to graduation from secondary school. Program participants may choose to undertake such studies through traditional in-class means on the University campus or through interactive means by using a personal computer (PC) and modem in the CNU OnLine program. For details concerning CNU OnLine, please refer to that section of the catalog. More than 40 freshman- and sophomore-level courses (100- and 200-level) from 18 academic disciplines are available to students in the Enrichment Program. University credit for successful completion of these courses is awarded and subsequently either used toward a degree at Christopher Newport University or transferred to another college or university. The evaluation and transfer of such credits prior to secondary school graduation, however, depends on the decision of the reviewing educational institution.

Admission into this program is open to seniors who: Have cumulative Grade Point Averages (GPAs) of 3.00 ("B") or better; Rank in the top 20 percent of their class; and Present SAT scores of 580 verbal/320 mathematics or better.

Admission into this program is open to juniors who: Have cumulative Grade Point Averages (GPAs) of 3.00 ("B") or better; Rank in the top 15 percent of their class; Present PSAT and/or SAT scores of 530 verbal/480 mathematics or

better; and; submit a letter of recommendation from a high school teacher who has taught the student in the academic discipline in which the student plans to enroll at CNU, speaking to the student's skills and ability in that discipline, motivation, and discipline/study habits. This letter is an important element in the admission process for juniors and will be required for each course taken while in junior status.

Written recommendation of the secondary school principal, headmaster, or guidance counselor is required if the student is taking CNU courses on campus during normal secondary school hours or wishes the credit to count toward a secondary school diploma. Upon receipt of the application for admission and all required documentation, applicants will be contacted by the Office of Admissions to make arrangements for an interview with an admissions officer. Since the University considers that the purpose of this program is the academic enrichment of the student, enrollment in the program is limited to areas of study not normally available to the student in secondary school.

#### SERVICES FOR MILITARY PERSONNEL AND FAMILY MEMBERS

Christopher Newport University provides a wide range of student services and publications for military service members, their family members and U.S. government employees at Langley Air Force Base, Fort Eustis, Yorktown Naval Weapons Station, Fort Monroe, nearby military installations and NASA. Located in the Langley Education Center (BLDG 1027) 456 Weyland Road, Lyn Sawyer, Assistant Director of Admissions for Military Services, welcomes individuals to apply for admission, register for classes, submit military tuition assistance forms and pay tuition or learn more about CNU. Please call (757) 764-3662 for an appointment or information. The 24-Hour Message Line also offers the latest registration dates and a personal response from the Sawyer when you leave your message.

Ms. Sawyer visits Fort Eustis regularly. Please call (757) 764-3662 for an appointment and immediate help.

Service members stationed outside Hampton Roads anticipating a move to this area should contact Ms. Sawyer to have materials sent and questions answered to expedite admission. Sometimes admission and registration may be possible before you arrive at your new duty station! Please contact Ms. Sawyer at DSN 574-3662 or (757) 764-3662 or email: [lsawyer@cnu.edu](mailto:lsawyer@cnu.edu) to apply or see the catalog and schedule of classes.

**Service members' Opportunity Colleges (SOC) Program**  
Christopher Newport University is a member of the Service members' Opportunity Colleges (SOC) network and the Bachelor's Degrees for Soldiers (BDPS) system. The SOC program allows military personnel and their dependents to

## ADMISSION TO THE UNIVERSITY

earn a bachelor's degree by meeting the University's 30-hour residency requirement and later transferring credit from other regionally accredited colleges. The ROTC program for service members on active duty in the U.S. Army is only applicable to certain specialty areas within the University's Department of Government and Public Affairs.

Both the SOC and ROTC programs are contractual in nature. For details concerning either of these programs, please contact Mr. Rufus Murphy, in the Office of Admissions at (757) 594-7015 or (800) 333-4268.

### Advanced Placement (AP) Test Summary

AP Test	Score	Credit	CNU Equivalent
Art History	4	6	FNAR 201C-202C
Art History	3	A*	A*
Art Studio	3	B*	B*
Biology	4	6	BIOC 101/101L & BIOC 102/102L
Calculus AB	4	7	MATH 140 & 240
Calculus AB	2	6	MATH 140
Calculus BC	3	7	MATH 140 & 240
Calculus BC	2	4	MATH 140
Chemistry	4	6	CHEM 121 & 122
Chemistry	3	3	CHEM 109C*
Computer Science A	3	3	CPSC 230
Computer Science AB	3	6	CPSC 230
Economics (Macro)	4	3	ECON 201G
Economics (Micro)	4	3	ECON 202G
English	4 or 5	6	ENGL 101-102
English	3	3	ENGL 101
Foreign Languages:			
French/German/Latin/Spanish	4	12	101-102 & 201-202(E*)
French/German/Latin/Spanish	3	6	101-102 (E*)
French/German/Spanish			
Literature	4 or 5	6	ENGL 104H-207G
Literature	3	3	ENGL 104H
Government:			
American	3	4	GOVT 201
Comparative	3	3	GOVT 103G
History:			
United States	4	6	HIST 201 & 202
Music:			
Music Literature	3	6	MUSC 201/202
Theory	4	4	MUSC 211/211L
Physics B or C	4	6	PHYS 103/103L & PHYS 104/104L
Physics C and Calculus AB or BC	4	5	PHYS 201/201L (P*)

#### COMMENTS:

A\*: Department makes individual recommendation.

B\*: Credit is dependent upon portfolio and documentation.

C\*: A passing grade ("D") in the second semester laboratory earns credit for the first semester laboratory course.

E\*: The student receives credit at this level for the appropriate language.

P\*: The Department of Physics and Computer Science makes individual recommendations on second semester credit.

## ADMISSION TO THE UNIVERSITY

### ADVANCED PLACEMENT AND CREDIT BY EXAMINATION

Students may earn advanced placement and/or credit in the following ways:

#### Advanced Placement Program (AP) of the College Entrance Examination Board

This program offers students an opportunity to qualify for advanced placement and credit as follows:

Advanced placement applicants should plan to take the appropriate AP test offered each May by secondary schools teaching AP courses. The University will evaluate AP test results and send written notification of its decision to the student.

#### Department of English Advanced Placement

Students with an excellent background in literature and writing may arrange for advanced placement in English. The Department of English provides three methods by which students may receive advanced placement:

1. The College Level Examination Program (CLEP). Students may apply the CLEP English General Examination (with essay) toward ENGL 101 credit at CNU. Students seeking credit for ENGL 102 must take the CLEP subject examination entitled "Analysis and Interpretation of Literature." Students may apply for exception from the chairman of the Department of English.
2. The Advanced Placement (AP) program of the College Entrance Examination Board. Successful completion of AP courses in secondary school and a grade of "5" on the AP English Examination will earn the student credit for ENGL 101/102. A student earning a grade of "3" or "4" will earn credit for ENGL 101.
3. Grades of "A" and "B" in all secondary school college-board English courses and an SAT verbal score of at least 670.

Note: A student who earns a grade of "B" or better in ENGL 101 or ENGL 102 at CNU may be allowed, with permission of the instructor and the Provost, to take ENGL 102 (or ENGL 104) and ENGL 201 (or ENGL 203/ENGL 207) simultaneously.

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

For details on CLEP and earning credit through this testing program, see the CLEP entry in the "Office of Career and Counseling Services" section of the catalog.

#### Advanced Placement for Foreign Languages

Students who have an excellent background in French, German, Latin, or Spanish may elect to receive college credit in one of three ways. (The results of each of the following will be evaluated by CNU's Department of Modern and Classical Languages and Literatures.)

1. Achieving an acceptable score on the College Board Achievement Test in French, German, Spanish or Latin;
2. Achieving an acceptable score on the College Entrance Examination Board Advanced Placement Examination in French, German, Latin or Spanish;
3. Taking the CLEP examination in French, German or Spanish. No CLEP Examination exists in either Japanese or Latin.

Note: Since no advanced tests of Japanese exist at this time, advanced students or native speakers who wish college credit for prior study must contact the Chairman of the Department of Modern and Classical Languages and Literatures.

#### Auditing Students

Individuals who wish to take credit courses on an exclusively "audit" basis should contact Admissions for a special enrollment form. Auditors are not required to furnish any academic documentation. See "Auditing a Course" in the General Academic Policies section for further details.

## ACADEMIC ORGANIZATION OF THE UNIVERSITY

The faculty and academic departments of the University are organized into two colleges: the College of Liberal Arts, and the College of Business, Science and Technology. The chief academic officer of the University is the Provost. The chief administrative officer of each college is its Dean, who reports to the Provost. Each academic department within a given college is responsible for the content and prerequisites of courses offered by the department and specifies the requirements for the department's degree and certification programs. The Chairman is the chief administrative officer at the departmental level.

## COLLEGE OF BUSINESS, SCIENCE AND TECHNOLOGY

The faculty and programs of the College of Business Science and Technology are divided into the following seven academic departments:

Accounting  
Biology, Chemistry and Environmental Science  
Economics and Finance  
Management and Marketing  
Mathematics  
Nursing  
Physics and Computer Science

## COLLEGE OF LIBERAL ARTS

The faculty and programs of the College of Liberal Arts are divided into the following twelve academic departments:

Arts and Communication  
Education  
English  
Government and Public Affairs  
History  
Leisure Studies and Physical Education  
Library Science  
Military Science  
Modern and Classical Languages and Literatures  
Philosophy and Religious Studies  
Psychology  
Sociology, Social Work and Anthropology

## GRADUATE STUDIES

The faculty's jurisdiction over graduate courses and programs resides in the Graduate Faculty, the members of which are selected from the general faculty. Graduate Faculty are responsible for teaching graduate courses, advising graduate students, directing theses, and for carrying out and encouraging scholarship and research. The Director of Graduate Studies, who reports to the Provost, is responsible for promoting and directing the educational and research activities which support the graduate program. The following departments contribute to instruction and thesis supervision in graduate programs:

Biology, Chemistry and Environmental Science  
Education and Leisure Studies  
English  
Mathematics  
Nursing  
Philosophy and Religious Studies  
Physics, Computer Science, and Engineering  
Psychology

## DEGREES OFFERED

Christopher Newport University is divided into 2 colleges that are approved to offer undergraduate degrees in 23 programs. Primary areas of study within a degree/program are majors. A major is the student's chosen field of study. It may fall within a single department of instruction or may overlap several departments. In the latter case, the major is described as an interdisciplinary major. Areas of specialization within majors are called concentrations, which are essentially subdivisions of the student's major. Areas of specialization or subdivisions within a concentration are called emphases. A secondary field of study within a degree is called a minor. It is helpful to remember that every degree/program must have a major, but no concentration, emphasis, or minor is required. The following degrees are offered at Christopher Newport University:

Program Title:	<b>ACCOUNTING</b> [See also General Business.]
Degrees Offered:	Bachelor of Science in Accounting (BSA)
Major Field:	Accounting
Home Department:	Department of Accounting; College of Business, Science and Technology
Program Title:	<b>BIOLOGY</b>
Degrees Offered:	Bachelor of Arts (BA); Bachelor of Science (BS)
Major Field:	Biology
Concentrations:	The major in biology can be taken without a concentration. The BS can be taken with a concentration in ornamental horticulture.
Home Department:	Department of Biology, Chemistry, and Environmental Science; College of Business Science and Technology
Program Title:	<b>GENERAL BUSINESS</b> [See also Accounting and Economics.]
Degree Offered:	Bachelor of Science in Business Administration (BSBA)
Major Field:	General Business
Concentrations:	The major in general business can be taken with a concentration in (1) accounting, (2) economics, (3) finance, (4) international business, (5) management, (6) marketing, or (7) real estate.
Home Departments:	Department of Accounting, Department of Economics, Finance and Real Estate.

International Business, and Department of Management and Marketing (depending upon concentration); College of Business, and Science Technology

Program Title:	<b>COMPUTER ENGINEERING</b>
Degree Offered:	Bachelor of Science (BS)
Major Field:	Computer Engineering
Home Department:	Department of Physics, Computer Science & Engineering, College of Business, Science, and Technology
Program Title:	<b>COMPUTER SCIENCE</b>
Degree Offered:	Bachelor of Science (BS)
Major Field:	Computer Science
Home Department:	Department of Physics, Computer Science & Engineering, College of Business, Science, and Technology
Program Title:	<b>ECONOMICS</b> [See also General Business.]
Degree Offered:	Bachelor of Arts (BA)
Major Field:	Economics
Home Department:	Department of Economics, Finance, and Real Estate; College of Business, Science and Technology
Program Title:	<b>ENGLISH</b>
Degree Offered:	Bachelor of Arts (BA)
Major Field:	English
Concentrations:	The major in English can be taken with a concentration in (1) creative writing, (2) journalism, (3) language arts, (4) literature, or (5) writing.
Home Department:	Department of English, College of Liberal Arts
Program Title:	<b>FINE AND PERFORMING ARTS</b> [See also Music.]
Degree Offered:	Bachelor of Arts (BA)
Major Field:	Fine and Performing Arts
Concentrations:	The major in fine and performing arts can be taken with a concentration in (1) communication arts, (2) fine arts, (3) music, (4) music theatre, or (5) theatre arts.
Home Department:	Department of Arts and Communication; College of Liberal Arts



## DEGREES OFFERED

Program Title: Degree Offered: Major Field: Concentrations:	<b>FOREIGN LANGUAGE</b> Bachelor of Arts (BA) Foreign Language The major in foreign language can be taken with concentrations in (1) French, (2) German, or (3) Spanish	Program Title: Degree Offered: Concentrations:	<b>INTERNATIONAL STUDIES</b> Bachelor of Arts (BA) The major in international culture and commerce can be taken with a concentration in (1) International Business, (2) Japanese/Asian studies, or (3) Latin American studies.
Home Department:	Department of Modern and Classical Languages and Literatures; College of Liberal Arts	Program Title: Degree Offered:	<b>LEISURE STUDIES</b> Bachelor of Arts (BA); Bachelor of Science (BS)
Program Title: Degree Offered:	<b>GOVERNMENTAL ADMINISTRATION</b> Bachelor of Science in Governmental Administration (BSGA)	Major Field: Concentrations:	Leisure Studies The major in leisure studies can be taken with a concentration in (1) physical education, (2) fitness management, or (3) recreation and tourism.
Major Field: Concentrations:	Governmental Administration The major in governmental administration can be taken with a concentration in (1) criminal justice administration, (2) public management, (3) legal studies, or (4) international administration.	Emphases:	The concentration in recreation and tourism can be taken with an emphasis in (1) commercial and entrepreneurial recreation and tourism, or (2) public relations and tourism.
Home Department:	Department of Government and Public Affairs; College of Liberal Arts	Home Department:	Department of Education and Leisure Studies; College of Liberal Arts
Program Title: Degree Offered: Major Field: Home Department:	<b>HISTORY</b> Bachelor of Arts (BA) History Department of History; College of Liberal Arts	Program Title: Degree Offered:	<b>MATHEMATICS</b> Bachelor of Arts (BA); Bachelor of Science (BS)
Program Title: Degree Offered: Major Field: Concentrations:	<b>INFORMATION SCIENCE</b> Bachelor of Science in Information Science (BSIS) Information Science The major in information science can be taken with a concentration in (1) management of information systems, (2) science of information systems, or (3) networking and communications.	Major Field: Concentrations:	Mathematics The major in mathematics can be taken (1) without a concentration, or with a concentration in (2) computer science, (3) physics, or (4) mathematics education.
Home Department:	Department of Physics, Computer Science and Engineering; College of Business, Science, and Technology	Home Department:	Department of Mathematics; College of Business, Science, and Technology
Program Title: Degree Offered: Home Department:	<b>INTERDISCIPLINARY STUDIES</b> Bachelor of Arts (BA) Consult the "interdisciplinary studies" section of this Catalog.		

\*Concentration required.

## DEGREES OFFERED

Program Title: Degree Offered: Major Field: Concentrations:	<b>MUSIC</b> [See also Fine and Performing Arts.] Bachelor of Music (BM) Music The major in music can be taken with a concentration in (1) performance, (2) history/literature, (3) theory/composition, or (4) music education.	Program Title: Degree Offered:	<b>APPLIED PHYSICS</b> (Microelectronics) Bachelor of Arts (BA); Bachelor of Science (BS)
Emphases:	The concentration in music education can be taken with an emphasis in (1) instrumental music, or (2) choral music.	Major Field: Home Department:	Applied Physics Department of Physics, Computer Science and Engineering; College of Business, Science, and Technology
Home Department:	Department of Arts and Communication; College of Liberal Arts	Program Title: Degree Offered: Major Field: Concentrations:	<b>POLITICAL SCIENCE</b> Bachelor of Arts (BA) Political Science The major in political science can be taken (1) without a concentration or (2) with a concentration in international relations.
Program Title: Degree Offered:	<b>NURSING</b> Bachelor of Science in Nursing (BSN)	Home Department:	Department of Government and Public Affairs; College of Liberal Arts
Major Field: Concentrations:	Nursing The major in nursing can be taken under concentrations identified as (1) generic track or (2) RN completion track, depending upon the entering credentials of the student.	Program Title: Degree Offered:	<b>PSYCHOLOGY</b> Bachelor of Arts (BA); Bachelor of Science (BS)
Home Department:	Department of Nursing; College of Business, Science and Technology	Major Field: Concentrations:	Psychology The major in psychology can be taken with a concentration in (1) general psychology, (2) industrial/organizational psychology, or (3) early childhood psychology.
Program Title: Degree Offered: Major Field: Concentrations:	<b>PHILOSOPHY</b> Bachelor of Arts (BA) Philosophy The major in philosophy can be taken (1) without a concentration or (2) with a concentration in religious studies.	Home Department:	Department of Psychology; College of Liberal Arts
Home Department:	Department of Philosophy and Religious Studies; College of Liberal Arts	Program Title: Degree Offered: Major Field:	<b>SOCIOLOGY</b> Bachelor of Arts (BA) This program can be taken with a major in (1) sociology or (2) social work.
		Concentrations:	The major in sociology can be taken (1) without a concentration or (2) with a concentration in culture, socialization, and society.
		Home Department:	Department of Sociology, Social Work, and Anthropology; College of Liberal Arts

## GENERAL ACADEMIC POLICIES

The academic policies stated hereafter apply to all students who register at Christopher Newport University. Matters of interpretation of these policies are decided by the Provost or his designee.

## PROGRAM PLANNING

Prior to registration, the Office of Career and Counseling Services administers placement tests to incoming students. Such students then meet with an advisor to discuss the results of these tests and plan a program for the coming semester. In the subsequent semester, students who declare a major will be assigned to the appropriate department chairman or another faculty member in the department of their major. Students yet undecided as to a major may consult their initial advisor. With the exception of unclassified students who register for fewer than seven credits, all other currently enrolled students must meet with their faculty advisor prior to each registration.

## REGISTRATION

The University has established an early registration procedure for students already attending the University for the fall and spring semesters and the summer session. This procedure is published prior to each semester in time for students to take advantage of this option. Students who early register for fall or spring classes must pay all tuition and fees or make other arrangements with the University Business Office by the deadline dates announced in the Schedule of Classes.

Students are not considered to be officially registered until tuition and fee payments (or other arrangements) have been made with the Business Office. Upon payment of tuition and fees, students need only to begin classes at the designated time. New freshmen and transfer students are expected to attend their respective orientation program before registering for classes. Students registering during one of the early registration periods will receive a bill for tuition and fees through the mail. The bill must be paid by the deadline established for that session. If the bill is not paid or if other arrangements are not made with the Business Office by the established deadline, please contact the Business Office to avoid being removed from registered courses. The University reserves the right to cancel students' registrations if bills are not paid or other arrangements have not been made. If students have registered during an early registration period and have not paid their bills by the deadline, they should not attempt to re-register without contacting the Business Office to determine their status.

## FEES

Information concerning registration fees may be found in the "Fees and Financial Information" section of the Catalog.

## CHANGES IN REGISTRATION (ADD/DROP)

After registering for classes, students must make any changes to their class schedules through the Office of the Registrar on the Schedule Change Form. Unless course changes are made in this manner, they will not be recognized by the University. Late registrations and schedule changes are normally processed in the Office of the Registrar during the first five days of each semester (the schedule change period). Courses may not be added after this period without the approval of the appropriate deans and Registrar. Courses dropped during this period do not become part of the students' permanent academic records.

## WITHDRAWAL FROM A COURSE

During the withdrawal without grade penalty period, which lasts from the end of the schedule change period to approximately nine weeks into the semester (see Academic Calendar), students may withdraw from a course or courses by completing a Withdrawal Form obtained in the Office of the Registrar. Withdrawals processed during this time will be recorded with a grade of W.

Note: Students enrolled in courses that meet during the seven week and eight week sessions on campus should refer to the Academic Calendar published in the Schedule of Classes for specific withdrawal dates.

After the last day of the withdrawal without grade penalty period until the last day of class and before final examinations begin, students may withdraw from a course, and a grade of "F" (if failing) or "W" (if passing) will be assigned by the instructor. All Withdrawal Forms must be signed by the instructor. The appropriate department chairman or college dean may sign the Withdrawal Form if the instructor cannot be reached.

## Withdrawal from Online Courses

Students who are registered for Online courses and wish to withdraw should follow these procedures. During the non-penalty period, students must contact the Office of the Registrar and identify themselves as being registered in an Online course. The Registrar's Office will forward the copy of the Withdrawal Form to the instructor for the instructor's record.

During the penalty period, the instructor or a designated faculty member must sign the Withdrawal Form and note whether the student is withdrawing with a grade of "W" or "F". The on-campus faculty member will go to the Office of the Registrar to fill out and sign the Withdrawal Form. For distance faculty, Online course administrators will fill out and sign the Withdrawal Form requested by the student.

Unless otherwise directed by the instructor, the grade of "W" will be assigned by the Online administrators or the chairperson of the appropriate department with whom the faculty member is affiliated.

## Withdrawal from the University

Withdrawal from the University means that the student ceases to attend all classes and is no longer enrolled in the University. Students desiring to withdraw from the University should do so by filing the withdrawal form(s) or by written application to the Registrar. Unless withdrawals from the University are made in this manner, they have no official standing and will not be recognized as valid by the University. Students may not withdraw from the University after the last day of classes before the final examination period.

## Medical Withdrawal

Students who wish to withdraw from the University for medical reasons must have a letter sent to the Office of the Registrar by a physician testifying that the student is incapable of completing the academic work for medical reasons. Upon receipt of this letter, all grades for the semester in question will be noted as "W" on the student's transcript.

## Unofficial Withdrawal

Students who cease to attend classes and who do not complete a Withdrawal Form or notify the Registrar will receive a grade of "F" in each course taken.

## AUDITING A COURSE

Students may audit a course, with approval of their academic advisor, if class size permits. See the "Fees and Financial Information" section for details concerning audit charges. Students auditing courses are subject to attendance regulations specified by the instructor but are not required to take tests or final examinations in the audited courses. By permission of the instructor, students may complete any of the required assignments. Rather than receive the regular letter grade at the completion of an audited course, auditing students' academic records will indicate "AU" for such courses.

Changes from audit to credit status may be made only during the schedule change period. Out of state students must make financial arrangements with the Business Office before such a change is effective. For students who register as auditors and who fail to comply with the instructor's attendance regulations, the instructor may direct that the notation "W" be posted to their permanent academic record rather than "AU". Students may change from credit to audit status up to the last day of class provided they are passing the course.

## INDEPENDENT STUDY PROCEDURES

The purpose of Independent Study is to enable qualified students with junior or senior status (see "Classification of Students") to enrich their programs through directed reading or independent research under faculty supervision and for University credit. Independent Study may be offered in a regular semester or during a summer session. Goals, prerequisites, stages and grading procedures are agreed upon in writing by the student and the faculty member directing the Independent Study. This should be done by the end of the preregistration period for the semester/session in which the Independent Study is to occur.

Independent Study is ordinarily limited to the student's major or minor fields of study, where they have qualified themselves by previous academic training. Students may take a maximum of three credit hours of Independent Study in a given semester/session and a maximum of six credit hours in their total academic program.

Students must have a cumulative grade point average of 2.30 to qualify for Independent Study. An Independent Study Form, available in the Office of the Registrar, must be completed by the student and the faculty member directing the Independent Study. Within five days of being signed by both parties, the Independent Study Form must be submitted to the appropriate department chairman. Students must then present the completed and approved Independent Study Form to the Office of the Registrar at the time of registration for the purpose of enrollment. Written approval of the department chairman or the majority of the department's faculty is required if Independent Study is to be directed by adjunct faculty or if the Independent Study is to be conducted off campus.

## CLASS ATTENDANCE

The University expects that students will regularly attend all of their scheduled classes. An educational system based largely upon classroom instruction and analytical discussion depends upon the faithful attendance of all students. Irregular attendance detracts from the student's learning and prevents participation in the important intellectual exchanges that occur among students and instructors. Therefore, the University expects and encourages regular class attendance. The University does not, however, establish specific attendance policies. These are established at the discretion of the individual schools, departments, and/or instructors. A student with excessive absences will receive a grade of "F" upon the instructor's recommendation. If excessive absences are caused by an extreme emergency and the student is penalized by the instructor, the student may appeal the decision through the Grade Appeal Policy.

## Other regulations are:

- Missing a class meeting does not in any way lessen the student's responsibility for that part of the course which has been missed.
- Instructors may differentiate between excused and unexcused absences and authorize makeup tests when appropriate.
- Students who miss classes to represent the university must notify the class instructor in advance of those absences. Given prior notice, instructors will allow students to make up class work or to complete work in advance of class absence. In cases of disagreement about whether an activity represents the university, the appropriate dean will make the determination.

## EXAMINATIONS

The examinations given at the end of each semester take place at times announced on the examination schedule (in the *Schedule of Classes*). Students are required to take all announced final examinations at the times scheduled unless excused as noted below (see "Absence From Examinations").

The University does not authorize re-examination nor will changes be permitted unless the student has examinations scheduled in four consecutive periods. If a student is forced by conflict to request a change, the request must be made to the appropriate school dean through the department chairman or instructor.

## Absence from Examinations

Students may request to be excused from taking an examination at the scheduled time by presenting an acceptable reason for the expected absence to the instructor before the examination. An excuse on the grounds of illness will be accepted when it is verified by a physician and received by the Registrar. The instructor should be notified as soon as possible if illness or other emergency causes a student to be absent from an examination. If the instructor cannot be notified, the student must notify the Office of the Registrar as soon as possible.

## GRADING SYSTEM

- A is given for excellent work (4 grade points per semester hour).
- B is given for work which is above average (3 grade points per semester hour).
- C indicates work of average quality (2 grade points per semester hour).
- D is the minimum passing grade (1 grade point per semester hour).
- F indicates that the student failed to meet minimum requirements (no grade points).
- I indicates an incomplete grade and is not computed in the cumulative GPA.
- P indicates a passing grade in a Pass/Fail course and is not computed in the cumulative GPA.

R indicates that the student must repeat a non-credit, college preparatory course.

W indicates that a student withdrew from a course within the prescribed time or was passing when the course was dropped prior to last day of class.

AU indicates that a student has audited a course (no degree credit is awarded).

A	4.00	C	2.00
A-	3.75	C-	1.75
B+	3.50	D+	1.50
B	3.00	D	1.00
B-	2.75	D-	0.75
C+	2.50	F	0.00

## Grade Point Average

Two grade point averages (GPAs) are maintained. The "overall GPA" is computed by dividing the total number of credit hours attempted and recorded on the student's CNU academic record (regardless of the institution at which those hours were attempted) into the total number of grade points earned through such attempts. The "CNU GPA" is computed by dividing the total number of credit hours attempted at CNU into the total number of grade points earned through such attempts. For repeated courses, only the hours attempted and grade points earned in the final attempt are recorded in these computations.

## Incomplete Grade

A grade of Incomplete (I) may be given at the discretion of the instructor when the student has failed to complete certain required assignments or when the student is absent from the final examination. If the postponed work is not completed by the last day of classes of the following semester, the grade of "I" automatically becomes a grade of "F", unless the instructor and the appropriate dean authorize an extension on a Change of Grade Form. The "subsequent semester" is determined according to what follows:

If the grade of "I" is given in the fall it must be removed the following spring semester.

If the grade of "I" is given in the spring it must be removed the following fall semester.

If the grade of "I" is given in the summer it must be removed the following fall semester.

## Grades for Repeated Courses

A course in which a grade of "D" or "F" has been earned may be retaken with the permission of the student's advisor. Only the grade, credits and grade points for the most recent course enrollment will be counted toward meeting graduation requirements or the computation of grade point averages. Required or distribution courses in which grades of "D" or "F" have been earned may be repeated no more

than twice (total of three enrollments). Other courses in which grades of "D" or "F" have been earned may be repeated once (total of two enrollments).

## The Senior Pass/Fail Option

Seniors (see "Classification of Students") may take one general elective course each semester on a Pass/Fail basis except for courses in distribution, major, concentration, or program. Students classified as seniors may exercise the Pass/Fail option no more than twice. To exercise this option, seniors must file a Pass/Fail Form in the Office of the Registrar by the end of the withdrawal without grade penalty period. Once exercised, the Pass/Fail option can be revoked only by withdrawal from the course or by withdrawal from the University.

## UNDERGRADUATE STUDENTS TAKING GRADUATE COURSES

Graduating seniors may, under certain conditions, take graduate courses. Credit for such courses may not be applied toward an undergraduate degree but, upon graduation, will be transferred to the student's graduate record at the University, if they apply.

Written permission from the Director of Graduate Studies is required before an undergraduate student may register for a graduate course. Forms for this purpose are available in the Office of Graduate Studies. Undergraduates seeking graduate credit must have a grade point average of at least 3.0, and they are limited to one graduate course (with any associated laboratory) per semester and to a total of two graduate courses (with any associated laboratory).

## TOTAL PASS/FAIL CREDITS

A total of three courses recorded as Pass/Fail on the academic transcript may be applied toward graduation, including courses normally taught as Pass/Fail and those courses chosen by the Senior Pass/Fail Option. Successfully challenged courses (see "Challenging a Course") are not counted toward the three allowed as herein specified. Exceptions are authorized by the Provost on the recommendation of the Degrees Committee.

## GRADE REPORTS

Grade reports are sent at the end of the fall and spring semesters and in August for students who attended the mini session and/or summer session(s). Mid-semester grade reports are sent to classified freshmen indicating academic progress in each course. Mid-semester grades do not appear on students' permanent academic records and are not sent to unclassified students.

## DEAN'S ACADEMIC HONOR LIST

Students who, in any given semester, are enrolled in at least 12 credit hours and have earned no final grade below "C"

or received a grade of "I" in academic subjects and whose grade point average is at least 3.50 are placed on the Dean's Academic Honor List.

## FULL-TIME AND PART-TIME STATUS

Students who enroll in 12 or more credit hours in a given semester are considered full-time. The average course load for full-time students at the University is approximately 15 credit hours. Students may carry up to 18 credit hours in a given semester or 15 credit hours in the entire summer session without special permission. Students wishing to exceed these credit hours should see "Overload Schedule". Students who enroll in fewer than 12 credit hours in a given semester are considered part-time. The University may require or advise students to carry a part-time course load as a condition of admission or for other academic reasons.

## OVERLOAD SCHEDULE

Students may carry more than 18 credit hours in a given semester or more than 15 credit hours in the entire summer session by petitioning the Academic Status Committee prior to registering for classes. Such students must complete the Petition for Overload Form to the Academic Status Committee, which is available in the Office of the Registrar. The Academic Status Committee generally recommends the granting of such permission in truly compelling circumstances and for exceptionally able students. The Registrar is authorized to approve overload requests for students with a 3.0 GPA.

## PERMISSION TO TAKE COURSES ELSEWHERE

Classified students wishing to take courses at other colleges and universities must seek prior written approval from the appropriate school dean or deans and from the appropriate department chairman or chairmen. Such students must complete the Request to Take Courses Elsewhere Form, available in the Office of the Registrar. Classified students who wish to take courses at other colleges and universities and who are enrolled in the last 30 credit hours of their degree program must petition the Degrees Committee prior to enrolling in these courses. Such students must complete the Petition of the Degrees Committee Form, available in the Office of the Registrar. Permission to take courses elsewhere is a privilege that the University grants to classified students only when such action is academically necessary to meet scheduling requirements of their programs that cannot be met in residence at CNU. In summer sessions, permission to take limited numbers of courses at institutions located outside the greater Hampton Roads area may also be granted to students whose summer residence is in close proximity to such institutions.

## FORGIVENESS POLICY

Former Christopher Newport University students who have not taken courses here for a period of two years but

who have since returned and completed at least 12 credit hours with a 2.00 GPA may apply for the forgiveness policy to the Registrar, who will act for the Academic Status Committee to have the past academic record at CNU forgiven. The record of forgiven courses will remain on a student's permanent academic record, but it will be noted that these courses have been forgiven. Such forgiven courses will not fulfill any academic requirements, nor will they be computed in the new grade point average. Individuals exercising this option are cautioned that forgiveness pertains only to the previous record at Christopher Newport University and does not affect transfer credits earned at other institutions in any way.

#### CLASSIFICATION OF STUDENTS FULL- AND PART-TIME STUDENTS ARE CLASSIFIED AS FOLLOWS:

Freshman	From 1 to 23 credits
Sophomore	Minimum of 24 credits and 48 grade points
Junior	Minimum of 54 credits and 108 grade points
Senior	Minimum of 85 credits and 170 grade points

#### CHALLENGING A COURSE

Students who have become exceptionally knowledgeable through life experiences in the subject matter of certain courses offered at the University may challenge these courses. Students may earn credit for such courses upon demonstration of proficiency through procedures established by each academic department at the University. Only those

courses that do not appear on the students' CNU permanent academic records or on any other college transcript may be challenged. Students may challenge a given course only once. When a course is successfully challenged, the appropriate number of non-traditional credits will be posted to the permanent academic record. Unsuccessful challenges will not appear on the academic record. Details concerning this process are available in the booklet entitled "Procedures on Challenging Courses" available in Admissions.

#### CONTINUANCE AT THE UNIVERSITY

Through an instructional program supplemented by counseling and faculty advising, the University attempts to give students every encouragement to maintain a satisfactory level of academic achievement. Therefore, the University expects the student to make reasonable academic progress. Unless students demonstrate the incentive and ability to meet the following minimum scholastic requirements, the University cannot justify their continuance at the University. While evaluation of academic progress is made at the end of each semester, the evaluation of the student's academic record is generally not made until completion of at least 15 credit hours of academic courses. Students who achieve less than the minimum standard will be placed on academic probation or academic suspension. Students may appeal academic suspension to the Academic Status Committee, which will advise the Provost on the merits of the appeal and will make recommendations to the Provost concerning their disposition. Students who achieve the minimum standard but who do not make reasonable progress in any given semester will receive a written warning.

MINIMUM STANDARDS FOR CONTINUANCE

Credit Hours Attempted	Minimum Good Standing	Eligible for Probation	Eligible for Suspension
15-29	1.50	1.00-1.49	.99 or less
30-44	1.70	1.30-1.69	1.29 or less
45-59	1.80	1.50-1.79	1.49 or less
60-74	1.90	1.75-1.89	1.74 or less
75-89	1.98	1.90-1.97	1.89 or less
90 or more	2.00	1.96-1.99	1.95 or less

In addition to meeting this minimum standard of academic performance, students are expected to maintain each semester a 2.00 GPA in their major field of study. Transfer students will be expected to meet the minimum requirements for the total credit hours attempted at Christopher Newport University and the total number of credit hours accepted by the University as transferable from the other educational institutions. Students who are not profiting from their stay at the University or whose influence is considered detrimental to the best interests of the University may be required to withdraw from the University.

#### ACADEMIC WARNING

Students who, in any given semester, have met the minimum standard for continuance but who have not made reasonable academic progress will be sent a Notice of Academic Warning which will appear on their final grade report. In some cases the student's coursework may be limited due to the Notice of Academic Warning. The academic warning notation will not appear on the student's permanent academic record.

#### Academic Probation

Students approaching the minimum standards for continuance will be considered for academic probation. Students placed on academic probation may not register for more than four courses for 13 credit hours while they are on probation. The notation "Academic Probation" will be placed on the students' permanent academic record. Students who have been on academic probation and who register for more than four courses (or 13 credit hours) are required to reduce their coursework accordingly.

#### Academic Suspension

Students who are academically suspended may not register for credit in any classes at the University for at least one semester, except with the written permission of the Provost, given after consultation with the Academic Status Committee. The notation "Academic Suspension" is placed on the suspended student's permanent academic record. Students who have been academically suspended from the University may, after one semester has elapsed (including summer session), apply for reinstatement (see "Reinstatement Procedures"). Students who have been academically suspended should realize that credit hours earned while not in good standing at Christopher Newport University may not be acceptable as credit by Christopher Newport University.

#### Academic Dismissal

Students who again fail to meet the minimum standard for continuance after two academic suspensions will be academically dismissed from the University. The notation

"Academic Dismissal" will be placed on the dismissed student's permanent academic record. Students who have been academically dismissed from Christopher Newport University may, after a minimum of three calendar years, apply for reinstatement and readmission to the University. Such applicants' academic records at Christopher Newport University will be considered as part of the relevant materials for re-admission.

#### Appeals to the Academic Status Committee

Academically suspended students have the right to appeal a recommendation made by the Academic Status Committee. Students academically suspended for any given semester and desiring reinstatement for the next semester must complete the Student's Academic Suspension Appeal Form, available in the Office of the Registrar, and indicate any circumstances which they believe may affect the decision.

#### Reinstatement Procedures

Academically suspended students who wish to re-enter the University after one semester has elapsed (including summer session) must apply to the Academic Status Committee for reinstatement. To apply for reinstatement, students must complete a Reinstatement Form, available in the Office of the Registrar, and return it to that office by the following deadlines:

Reinstatement for summer	May 1
Reinstatement for fall	August 1
Reinstatement for spring	January 1

Students who have been reinstated and who do not enroll during the two semesters following reinstatement must apply for readmission to the University. The Academic Status Committee may recommend that the student not be readmitted to the University. Students who have been academically suspended twice may apply for reinstatement but they should know that the Academic Status Committee often does not recommend reinstatement for such students. Most colleges will not consider for admission students not in good standing at their former college; therefore, reinstatement at Christopher Newport University should be sought before application is made elsewhere. Students who have been reinstated may then apply for admission elsewhere.

#### DECLARATION OF MAJOR

Classified students should declare a major field of study not later than the end of the sophomore year or upon completion of 54 credit hours. To declare a major field of study, students must complete the Declaration of Major Form, available in the Office of the Registrar, and return it to that office. Each academic department reserves the right to approve applications to major in a given department. Once students have registered for the first semester of the senior year, changes in the choice of major may not be made without

written approval of the Degrees Committee and acceptance of the change by the new academic department.

#### Double Major

With the written approval of the appropriate department chairman, classified students may designate a second, concurrent major field of study, provided they meet all requirements of both academic departments, including general education requirements, supporting, and concentration requirements. Students seeking a double major must complete the appropriate request form, available in the Office of the Registrar, and return it to that office. In the case of a double major, two baccalaureate degrees will not be awarded. However, a notation recognizing the completion of the requirements for the second major will be posted to the student's permanent academic record.

#### DECLARATION OF MINOR

Students may declare a minor field of study no later than the first semester of the senior year unless approved in writing by the Degrees Committee. To do so, students must complete the Declaration of Minor Form, available in the Office of the Registrar, and return it to that office. The minor must include from 15 to 21 credit hours of coursework above the 100-level, as determined by the department of the minor field.

#### SECOND BACCALAUREATE DEGREE

Students who hold a baccalaureate degree from a regionally accredited college or university, and who wish to become candidates for a second degree, must earn a minimum of 30 credit hours in residence at Christopher Newport University. Once admitted into classified status, such degree holders will not be required to complete the general education requirements for baccalaureate degrees that have not already been met through transfer of credit from their previous degree program(s). Undergraduate general education Degree Requirement 10 and the major and elective studies requirements for the CNU degree being sought must be satisfied.

#### COMMENCEMENT EXERCISES

Commencement exercises (graduation ceremonies) are held once a year in May, when degrees are conferred upon all graduates who complete degree requirements in August, December, and May. Diplomas will be available in the Office of the Registrar for students who complete degree requirements in August and December or graduates may elect to have diplomas mailed to them. Those who complete degree requirements in May will receive diplomas at the May ceremonies. All prospective graduates will be contacted by the Office of the Registrar concerning rehearsal and attendance before the annual commencement exercises. Those planning to attend must notify the Office of the Registrar by the announced deadline so that seating

arrangements can be finalized for all who plan to participate. Prospective graduates will be advised when to order caps and gowns from the University Bookstore. Students who plan to attend the annual commencement must keep the Office of the Registrar informed of any address changes so that they can receive important information concerning graduation. If all requirements, including courses and credits, are not met by the end of the spring semester, students will not be permitted to participate in the May ceremonies.

#### GRADUATION WITH HONORS

The minimum grade point averages required in order to be graduated with honors (Cum Laude, Magna Cum Laude, and Summa Cum Laude) are:

Cum Laude	3.50 GPA
Magna Cum Laude	3.70 GPA
Summa Cum Laude	3.90 GPA

Eligibility for each honor requires that, at the time of graduation, the respective minimum GPA be equaled or exceeded both in the graduate's "overall GPA" (based on the graduate's entire student academic record, as recorded in his or her CNU transcript, including any grades and credits accepted in transfer from other accredited institutions, as well as those earned at Christopher Newport University) and in the graduate's "CNU GPA" (based only on that part of the graduate's academic record comprising grades and credits earned at Christopher Newport University).

*NOTE: For the purpose of illustration, a graduate whose overall and CNU GPA's are, respectively 3.80 and 3.60, would graduate Cum Laude because the 3.60 CNU GPA precludes any higher honor. Similarly, a graduate whose overall and CNU GPA's are, respectively, 3.40 and 3.70 would be precluded from graduate with honors by the 3.40 overall GPA.*

#### GENERAL REQUIREMENTS FOR GRADUATION

Students are expected to plan a curriculum, including distribution, major or concentration, and elective offerings. Although the University offers assistance to students in this regard, it is ultimately the students' responsibility to ensure that their academic programs properly fulfill all requirements for the degree sought as set forth in the appropriate Catalog. If a student owes the University money and has not made satisfactory arrangements with the Business Office for payment, the University reserves the right to refuse to allow the student to participate in commencement exercises and may withhold issuance of the student's diploma and academic transcripts, at its sole

discretion, until the student has made payment of arrangements for payment.

#### GENERAL REQUIREMENTS

##### All baccalaureate degree programs:

1. A total of 120 academic semester hours, including HLTH 200 or LSPE 100, with a grade point average of 2.00 (4.00 maximum) are required for graduation. OROTC students may satisfy the Physical Education and Health distribution requirement by successful completion of MLSC 3011 and MLSC 3021.)
2. In courses applied toward the major field of study, students must achieve a minimum grade point average of 2.00 (4.00 maximum), with no more than two grades below "C-".
3. Students must become classified (officially degree-seeking) prior to beginning the last 30 credit hours in their academic program. (The application for classified status is available in the Office of Admissions.)
4. At least 30 of the last 36 credit hours, including the last 12 credit hours within the major field, must be taken in residence. Students enrolled in the Servicemembers' Opportunities Colleges (SOC) program may fulfill the 30-credit-hour residency requirement at any time in the course of satisfying degree requirements.
5. At or before the end of the sophomore year (fourth semester), classified students must choose a major field of study. For an initial declaration of major field, or a change from the major field already declared, students must file a "Declaration of Major" form with the Office of the Registrar. Students are then assigned an academic advisor who assists students in planning their programs of study. Students should refer to the school and/or departmental listings in the appropriate Catalog for specific requirements.
6. Of the total credits required for graduation:
  - A) Students may present at most 42 credit hours in their major field except in the case where accreditation requires more hours in the program, but may elect not to include among these hours introductory (100- and 200-level) courses in that major field. (Refer to the departmental listings for further information.)
  - B) No more than 50 percent of the minimum credit hours (usually 120) required toward a degree may come from courses in the disciplines of the Business Program. (Up to nine semester hours of economics and up to six semester hours of statistics may be counted as part of the general education curriculum.)
  - C) Students may present a maximum of two semesters of physical education activities courses

toward the degree. Military veterans with 186 or more consecutive days of active duty in the U.S. armed forces may receive up to two semester hours of physical education activities credit toward their degree, thereby fulfilling the University's physical education distribution requirement.

Disidents may present a maximum of 12 credits in any combination of "Topics" courses (295, 296, 395, and 495) in any department. Should a course taken as a "Topics" course subsequently be converted to a regularly offered course within that department, then that course will not be counted toward the 12-hour maximum under this provision.

- B) Students may select as electives any academic courses provided that all necessary prerequisites have been met.
7. Students must file the "Intent to Graduate" form, available in the Office of the Registrar, and any substitution of any requirement for graduation, with the Office of the Registrar, according to the following schedule:
    - A) Students planning to complete degree requirements at the end of the summer must file the "Intent" form no later than August 30 of the preceding year.
    - B) Students planning to complete degree requirements at the end of the fall semester must file the "Intent" form no later than December 30 of the preceding year.
    - C) Students planning to complete degree requirements at the end of the spring semester must file the "Intent" form no later than May 30 of the preceding year.
  8. Effective with the fall 1997 semester, students must complete the general education requirements for graduation set forth in the Catalog that is in effect when they become degree-seeking (classified) students. Degree-seeking students who leave the University for a period of a full academic year or more will be required to meet all general education, major/concentration requirements that are in effect when they are readmitted to the University. Students must fulfill the major and/or concentration requirements that are in effect when the choice of major or concentration is formally declared or changed. If a course necessary for the completion of the general education requirements which a student originally selected should no longer be in the Catalog by the time the student completes his or her requirements, such student may petition the Degrees Committee to make an appropriate substitution. Such petitions must be received by the

Degree Committee prior to March 1 for students expecting to graduate in May or August and prior to November 1 for students expecting to graduate in December.

9. **Assessment Requirements:** The University engages in a number of assessment processes, the purpose of which is to gauge the effectiveness of its educational programs and administrative operations. These processes may require students to participate in examinations, surveys, interviews, or other information-gathering activities that are not part of any specific course. Each student will be given at least a 10-day notification for any assessment and evaluation activity that requires scheduling prior to participation. The satisfactory completion of assessment and evaluation is a general requirement for graduation from the University.

10. **General Education Requirements for all Baccalaureate Degree Programs (Requirements 1 through 10 and Other Degree Requirements):** Each baccalaureate degree program must satisfy the following curricular requirements. For specific degree program requirements in major and elective studies and for suggestions as to how to best meet the requirements in other areas, the reader is referred to the appropriate school or departmental entry of this catalog. Students must earn grades of "C-" or better in both semesters of the six-hour sequences, ENGL 101-102 (Persuasive Writing-Interpretive Writing) or ENGL 103-104 (Persuasive Writing-Honors/Interpretive Writing-Honors). Students taking ENGL 101-102/103-104 may have no more than two grades of "F" in each of these courses. An unlimited number of "D" grades will be allowed. Transfer students must satisfy the same requirement. Required or distribution courses in which grades of "D" or "F" have been earned may be repeated no more than twice (for a total of three enrollments). Other courses in which grades of "D" or "F" are earned may be repeated only once (for a total of two enrollments).

## GENERAL EDUCATION REQUIREMENTS

REQUIREMENT	CREDITS	REQUIREMENT	CREDITS
<b>ENGLISH</b> ENGL 101-102 or ENGL 103-104	6	<b>FOREIGN LANGUAGE</b> This requirement may be satisfied at Christopher Newport University through successful completion of the 101-102 sequence in any of the following foreign languages: French, German, Japanese, Latin, or Spanish. This requirement can be met by competency testing or either three years of high school credit in a single foreign language or two years of high school credit in two different foreign languages, with a "C" average in either case.	6
<b>MATHEMATICS</b> One of the following: MATH 105, 109, 110, 125, 130, 135, 140	3-4	<b>DEGREE REQUIREMENTS</b>	6
<b>HEALTH/PHYSICAL EDUCATION</b> HEALTH 200 or a 100-level LSPE activity course	2	<b>BA (Letters) Degree</b> Students pursuing the Bachelor Arts degree in areas not mentioned in "Professional Degrees," below, must successfully complete a foreign language through the 202-level (using current placement procedures) OR six additional credits in Humanities outside their major.	
<b>NATURAL SCIENCE</b> Any one of the following sequences with an accompanying 1-credit laboratory: BIOL 107-108      BIOL 107-208 CHEM 103-104      CHEM 121-122 PHYS 103-104      PHYS 201-202	7	<b>BS Degree</b> A two-course sequence, with laboratories, in a science different from that taken to satisfy the Natural Science requirement. Choose from the following sequences: BIOL 107-108      BIOL 107-208 CHEM 103-104      CHEM 121-122 PHYS 103-104      PHYS 201-202	
<b>SPEECH OR PHILOSOPHY</b> SPCH 201 or PHIL 101	3	<b>Professional Degree</b> For the degree Bachelor of Arts, taken with a major in either Leisure Studies or Social Work, and for the degrees BSA, BSBA, BSGA, BSHS, BSN, and BM, two courses from the following list must be successfully completed in two different departments: SPCH 201 (if not taken to meet the Speech or Philosophy requirement); PHIL 204, 374, 384; Any CPSC course; or FREN, GERM, JAPN, LATIN, or SPAN 201 or 202.	
<b>HISTORY</b> HIST 110G, 112G	6		
<b>SOCIAL SCIENCE</b> Any six credits from the following: ANTH 209G-204G ECON 201G, 202G GOVT 100G, 104G SOCL 201G, 205G PSYC 210-211	6		
<b>HUMANITIES</b> Any six credits from the following: CLST 201-202 ENGL 207G, 208G FNAR 201G-202G MLAN 105G, 206G MUSC 207G-208G PHIL 201G, 202G RSTD 210G, 212G THRA 210G-211G	6		

## FEES AND FINANCIAL INFORMATION

### OFFICE OF STUDENT ACCOUNTS/CASH SERVICES

Administration Building, Room 218  
(757) 594-7115  
(757) 594-7042

Associate Vice President for Finance/Comptroller  
Marilbeth Tran

### STUDENT ACCOUNTS AND CASH SERVICES

#### Office Hours:

Monday:	8:30 a.m. - 3:30 p.m.
Tuesday:	8:30 a.m. - 3:30 p.m.
Wednesday:	8:30 a.m. - 3:30 p.m.
Thursday:	10:30 a.m. - 5:00 p.m.
Friday:	8:30 a.m. - 3:30 p.m.

## FEES AND FINANCIAL INFORMATION

### ACADEMIC TUITION

Undergraduate Full-Time Rate (12 to 18 credits)

VIRGINIA RESIDENT: \$5,426 per year  
(\$2,713 per term)

OUT-OF-STATE STUDENT: \$8,100 per year  
(\$4,050 per term)

### Academic Tuition Part-Time Rate

(Students who register for less than 12 credit hours or for any summer term will have their tuition calculated as follows.)

Credits	In-State	Out-of-State
1	\$ 143	\$ 338
2	\$ 286	\$ 676
3	\$ 429	\$1,014
4	\$ 572	\$1,352
5	\$ 715	\$1,690
6	\$ 858	\$2,028
7	\$1,001	\$2,366
8	\$1,144	\$2,704
9	\$1,287	\$3,042
10	\$1,430	\$3,380
11	\$1,573	\$3,718

### Undergraduate General Fees\*

Application Fee	\$ 25
Registration Fee	\$ 20
Late Registration Fee (additional)	\$ 25
Challenge Examination Fee (per exam)	\$ 20
Academic Transcripts	No Charge
Returned Check Fee (per return)	\$ 20
Late Penalty and Administrative Fee (per payment)	\$ 50

Graduation Fee**	\$ 25
Reinstatement Fee (second week of classes)	\$100
Reinstatement Fee (third week of classes)	\$200 APT
MUSIC Fee (1 credit hour course)	\$105***
APT MUSIC Fee (2 credit hour course)	\$210***

\* The fees listed above are not refundable.  
\*\* This fee is inclusive of regalia which must be purchased at the University Bookstore.  
\*\*\* The applied music fee may be waived with ensemble participation. Contact the Department of Music for more information.

Registration is not complete until a student has either made payment or arranged to make payment with the Business Office. The University reserves for itself the right to withdraw or change the fees announced in this catalog. Interpretation of matters concerning fees in this catalog is the responsibility of the Executive Vice President. The President of Christopher Newport University has final authority in the interpretation.

### TUITION

Undergraduate students who have registered for 12 to 18 credit hours will be classified as full-time students and will qualify for the full-time rate. Any combination of credit courses and audit courses satisfies the 12-credit-hour minimum for eligibility for the full-time rates.

A student is eligible for the full-time rate if he or she is taking 12 to 18 credit hours, even though he or she may be an unclassified student who has not declared a major or may not even be seeking a degree. The full-time rate does not apply to registration for summer term courses even though the student may be registered for more than 12 credit hours during the summer terms.

Students who register for more than 18 credit hours will be charged the full-time rate plus the appropriate per-credit-hour rate for each additional hour above 18 credit hours. Tuition payments for students who register for less than 12 credit hours will depend upon the number of courses taken and are based on a charge for each credit hour of instruction. The tuition and fees for auditing a course are the same as the tuition and fees for taking a course for credit. In-state students will be charged the in-state rate and out-of-state students will be charged the out-of-state rate.

The tuition and fee rates are established each year by the Rector and Board of Visitors of Christopher Newport University. The rates listed in this catalog are applicable only for the academic year 1997-98, which begins with Summer Term 3, May 28, 1997, and ends with Summer Term 2, May 1998.

## FEES AND FINANCIAL INFORMATION

### GENERAL FEES

Students who wish to be admitted to the University must pay a \$28 application fee. This fee is not refundable, may not be applied to other fees, and will not have to be paid more than once. If the fee is paid with the initial application for admission but the student does not enroll in the term for which he or she originally applied, it may be carried forward only to the next term. The fee does not apply to continuing education courses.

A registration fee of \$20 per term is charged for the Fall and Spring terms. A registration fee of \$10 per term is charged for each summer term. The registration fee is not refundable.

Students who register during late registration will be required to pay a late registration fee in addition to the normal registration fee. This fee must be paid if registration is not completed during the announced pre-registration periods. An applied music instruction fee is charged at the rate of \$105 for a one-credit hour course or \$210 for a two-credit hour course. Partial parties in one ensemble allows the student to have one credit (\$105) of applied music fees waived. A maximum of two credits (\$210) of applied music fees may be waived each term. All fee waivers are approved with the condition that the student complete both the ensemble and the applied music course with a grade of A, B, C, or P. If the student receives a grade of W, AU, D, or F in the ensemble and/or the applied music course, then the student must reimburse the University for the amount of the applied music fee. Applied music fees may be waived for any CNU student with the prior approval of the ensemble director, applied music instructor, Director of Music, and department chair. The Applied Music Fee Waiver Request Form must be submitted to the Department of Music each term before the end of the University's official drop/add period. To obtain an applied music card and an Applied Music Fee Waiver Request Form or to receive further information, contact the Director of Music.

### SCHEDULE CHANGES (ADDS AND DROPS)

The amount of tuition and fees will not increase if a full-time student (taking at least 12 credit hours) increases his or her academic workload to less than 18 credit hours unless the course added requires an applied music fee. If a full-time student (taking at least 12 credit hours) decreases his or her academic workload to less than 12 credit hours, eligibility for the full-time tuition rate is voided; and tuition and fees will be adjusted to the per-credit-hour rates. If a full-time student (taking at least 12 credit hours) increases his or her academic workload to exceed 18 credit hours, the full-time rate will be charged plus the per-credit-hour rate for each credit hour over 18 credit hours.

A part-time student who increases his or her academic workload to 12 to 18 credit hours will be eligible for the full-time rate; and the student's account will be adjusted accordingly.

Any schedule change that results in additional funds due to the University is due and payable on the date the course is added. If the additional amount due is not paid on this date, a \$50 late payment fee applies. During the week of add/drop, the University is in the 75% refund period. If a student adds or drops courses for equal credit hours ON THE SAME DAY, there will be no financial penalty. However, if a student drops a course on one day and adds a course on another day, the student will be liable for 25% of the cost of the course dropped and will be charged full tuition and fees for the course added.

Students who are using the AMS annual payment plan and who drop a course or courses may reduce their payment schedules through AMS. Students should contact AMS directly to take this action. Students may not increase their AMS payment plans for courses added during the schedule change period. Additional amounts due for courses added are payable to the University in full on the date the course is added.

Students who plan to or are receiving financial aid, course-load reductions and additions can affect the amount of financial aid awarded to them. This is particularly true if a course reduction results in a full-time student becoming a part-time student. Students will be responsible for any charges remaining after a course-load change, and any amount due as a refund under the University's policy may be refunded directly to the financial aid grantor, rather than to the student, if the rules of the grantor so require. If a student receives a financial aid award and must decrease his or her academic workload to less than 12 credit hours, he or she should contact the Office of Financial Aid, Room 203, Administration Building, telephone (757) 594-7170.

## CAROL K. AND ANTHONY R. SANTORO RESIDENCE HALL

### FINANCIAL INFORMATION

#### Cost

Cost per academic year for room and board is \$4,650\*. To apply, submit the Academic Year Residence Hall contract with a \$200 deposit to the Cashier's Office, which is located on the second floor of the Administration Building; or mail to:

Christopher Newport University  
Cashier's Office  
50 Shore Lane  
Newport News, VA 23608-2995

Occupancy is on a first-come/ first-serve basis. A ten-month AMS\* payment plan is available. For details contact AMS at 1-800-635-0128.

\*Rates are subject to change each year based on the decision of the Board of Visitors.

#### DEADLINES

Room and board fees must be paid in full prior to check in. These fees are due by 3:30 p.m. on the Payment Due Date (postmark date does not apply) unless other arrangements have been made (i.e., financial aid award, deferred payment plan, etc.) If applicable, students are asked to check with the Financial Aid Office to ensure all paperwork is in order and that they are eligible to receive aid.

#### Housing Deposit Refunds: Prior to Occupancy

Students who notify the housing office in writing 30 days before the dates mentioned below of their intention to cancel their contract will receive a refund of their \$200 deposit in accordance with the following policy:

#### Full Year Contract

(Residency commencing with Fall)

On or before June 1:	100% refund
On or before July 1:	50% refund
After July 1:	Refund is forfeited.

#### Half-Year Contract

(Residency commencing with Spring)

On or before November 1:	100% refund
On or before December 1:	50% refund
After December 1:	Refund is forfeited. Students who are denied admission to the University will receive a 100% refund of the housing deposit.

#### Housing Deposit Refunds

(After Occupancy)

The \$200 deposit is refundable at the end of the contract period. Deposits may be rolled over from one year to the next. Refunds will be issued upon receipt of a written request. Refunds are subject to dorm room damages or any unpaid fees (i.e., cancellation fees, room and board fees, etc.). For further information, please see the University Housing Contract.

#### Contract Cancellation

- Students who cancel their contract after occupancy but who remain enrolled at the University will remain liable for the entire room and board fees for the term of the contract.
- Students who are required to leave on-campus housing for disciplinary reasons will remain liable for the entire room and board fees for the term of the contract.
- Students who fail to meet obligations under the terms of the contract may qualify for a partial refund for weeks not in residence, if applicable under University policy, and will be assessed a \$200 cancellation fee.

### PAYING YOUR BILLS AT THE UNIVERSITY

#### We Honor MasterCard and VISA

#### Billing

Tuition bills will be mailed to students who register during early registration prior to the payment due date. Bills are mailed to the address provided to the Office of the Registrar. If a bill has not been received by the date published each term, it is the student's responsibility to contact the Office of Student Accounts to obtain a copy of the bill. Failure to receive a bill does not waive the student from any financial penalties.

For those registering after early registration but prior to payment due date, bills will be handed out by the Office of Student Accounts at the time of registration, and these bills will be due by the payment due date established for each term. For those registering after the payment due date, bills are due in full at the time of registration.

#### Payments

Payment must be made at the Cashier's Office with cash, check payable to Christopher Newport University (CNU), money order, VISA or MasterCard. Payments by VISA or MasterCard may be made by mail or phone (594-7042). All payments, except cash, may be placed in the drop-box located outside the Office of Student Accounts, Administration Building, Room 216. Social Security Number or student ID number must be enclosed with payment. Students may also pay their tuition bills to the University

through a deferred payment program offered by Academic Management Service (AMS) discussed later in this publication.

### PLEASE TAKE CAREFUL NOTE OF THE FOLLOWING:

- Students who owe the University any charges accrued from previous terms (i.e. tuition, room-and-board, parking fines, library fines, bookstore charges, etc.) are REQUIRED to pay these charges before being permitted to register.
- Students who are receiving any form of tuition assistance must provide the Office of Student Accounts with properly approved tuition assistance forms and pay any balance by the PAYMENT DUE DATE, or a late payment fee will be assessed.
- Students who are receiving any form of financial aid MUST have their names on the award list submitted by the Financial Aid Office to the Office of Student Accounts, PRIOR TO PAYMENT DUE DATE. Deferments will be for only the amount of the award and students are REQUIRED to pay any balance by the PAYMENT DUE DATE. (THIS DOES NOT APPLY to loan programs where the check is not remitted directly to the University Financial Aid Office.) If the difference is not paid by the payment due date, a late payment fee will be assessed. **STUDENTS WHOSE NAMES ARE ON THE AWARD LIST WILL NOT HAVE THEIR REGISTRATION CANCELLED FOR NON-PAYMENT.** If a financial aid recipient chooses to withdraw from classes, they must complete the appropriate forms with the University Registrar or they will be held liable for all classes for which they are registered. **LATE FINANCIAL AID APPLICANTS MUST BE PREPARED TO MEET THE TUITION OBLIGATION THROUGH MEANS OTHER THAN FINANCIAL AID BY THE PAYMENT DUE DATE.**
- The University may at its sole discretion cancel a student's registration for failure to meet financial obligations at any time. Questions concerning financial policy and payment of tuition and fees should be directed to the Office of Student Accounts, Room 216, Administration Building, 594-7060 or 594-7195.

### PAYMENT POLICY

Tuition and fees are considered fully earned and are due at the time of registration or no later than the payment due date established for each term. **TUITION PAYMENT MAY BE MAILED IF RECEIVED IN THE UNIVERSITY BUSINESS OFFICE BY THE PAYMENT DUE DATE.** Postmark date does NOT apply.

AT 4:00 P.M. ON PAYMENT DUE DATE, THE UNIVERSITY WILL CANCEL THE REGISTRATION FOR ALL STUDENTS WHO HAVE NOT MADE FINANCIAL

ARRANGEMENTS. These students may register again during scheduled registration periods.

Student's whose registration is cancelled at this time may register again during scheduled registration periods or the week of late registration. Please note that the University charges a \$25.00 late registration fee in addition to the regular registration fee of \$20.00. The University does not guarantee that students will be able to obtain their original schedules. Classes are on a first come first serve basis. **REINSTATEMENT DOES NOT APPLY IF A STUDENT'S REGISTRATION IS CANCELLED PRIOR TO LATE REGISTRATION.**

### REINSTATEMENT

Students who register during late registration must pay on the day they register. On the last day of late registration at 4:00 p.m. the University will cancel the registration for all students who have not paid or made financial arrangements. Beginning on the Monday following the week of late registration, students whose registration was cancelled on Friday of late registration week may be reinstated provided they have the full amount of their financial obligation. Students may be reinstated during the week following late registration for a reinstatement fee of \$100.00 plus a \$50.00 late payment fee. Students may be reinstated during the second week following late registration for a reinstatement fee of \$200.00 plus a \$50.00 late payment fee.

**REINSTATEMENT WILL NOT BE PROCESSED UNLESS THE STUDENT HAS PAID THE FULL FINANCIAL OBLIGATION. IF THE STUDENT PRESENTS THE UNIVERSITY WITH A CHECK THAT IS RETURNED FROM THE BANK FOR INSUFFICIENT FUNDS, THE STUDENT'S REGISTRATION WILL AUTOMATICALLY BE CANCELLED, AND NO FURTHER OPPORTUNITIES FOR REINSTATEMENT WILL BE PERMITTED.**

During the reinstatement period, students may not make any schedule changes. They will be reinstated for the original schedule only. Reinstatements will only be permitted for two weeks following the week of late registration. Under no circumstances will reinstatements be permitted after this date. **REINSTATEMENT DOES NOT APPLY TO STUDENTS WHOSE REGISTRATION WAS CANCELLED PRIOR TO LATE REGISTRATION.**

### ACADEMIC MANAGEMENT SERVICES - (AMS)

#### Tuition Payment Plan

This plan allows payment of ANNUAL tuition and fees in ten (10) equal monthly installments. Participation in the plan is on an ANNUAL basis, at an ANNUAL cost of \$50.00. When determining the amount to budget, please consider tuition and fees for FALL AND SPRING terms, registration



fees, and applied music fees. This plan may be used by full-time or part-time students and **MAY NOT BE USED FOR ONLY ONE TERM**. Full term tuition and fees must be paid in full by the 5th payment, which will be made on October 1st. If this payment does not pay Full term charges, transcripts will be held and registration for the Spring term will not be permitted.

The University assesses a \$50.00 late payment fee for EACH PAYMENT that is made to AMS late. This fee is payable directly to the University. Information concerning this plan will be forwarded separately or may be obtained by calling Academic Management Services directly, toll free at (800) 635-0120. Students are encouraged to apply for the AMS Plan as soon as possible, since late application for the plan requires a larger down payment. Students who have applied for and receive financial aid may participate in the monthly tuition payment plan offered by the University through Academic Management Services. Students do not have to apply through the University's Office of Financial Aid to participate in the AMS tuition payment plan.

#### Refund Policy

If the University cancels a course for which a student has registered, the student is entitled to a full refund for that cancelled course. Please note that refunds will not be received for any fee which is listed in the University Catalog or the Schedule of Classes as a non-refundable fee, unless the course is cancelled by the University. Tuition and comprehensive fees will be refunded for the fall and spring terms in accordance with the following policy:

- 100% for any course dropped on or before the last business day before the beginning of the academic term or for any course which is cancelled by the University;
- 75% for any course dropped on the first day of the academic term through the end of the first week;
- 50% for any course dropped during the second, third, and fourth week of the academic term, after which time there shall be no refund.

For refund policies concerning Terms 2, 3, 4, and 5, please refer to the Summer Schedule of Classes. Federal financial aid recipients who totally withdraw from the University will have their refund processed in accordance with PUBLIC LAW 102-325, Section 4043 and 34CFR, 608, Appendix A. These laws provide for a prorated refund if a student totally withdraws before the academic term is complete. These funds may be refunded to the financial aid grantor, if the rules of the grantor so require. All refund checks are processed through the State Treasurer and are mailed directly from Richmond to the student. Students should receive refunds within 45 days from the date the student officially makes the schedule change. Applied music fees are not refundable after the first day of scheduled lessons with the instructor.

For students receiving financial aid or tuition assistance, funds received from these programs are applied to the student's account, as received, until the entire financial obligation to the University is satisfied. Refunds are made to the student from the last funds received, if the student's account is overpaid.

Students must make application to the Office of the Registrar to drop a course on or before the deadlines listed above and during normal business days of the University in order to be eligible for a refund. Students who are participating in the AMS annual tuition payment budgeting plan and whose payments received by the University exceed the amount owed in accordance with the policy listed above will receive a direct refund from the University. Please do not attempt to obtain a refund from AMS directly.

All refunds will be processed in accordance with the above policy. If there are extenuating circumstances (such as mandatory job transfer from the Hampton Roads area documented by a letter from the employer or extended period of hospitalization documented by a physician's statement), students should contact the Office of Student Accounts, Room 210, Administration Building, telephone (757) 594-7195 or 7060, to obtain a tuition refund appeal form. Notification of the final decision will be made within two weeks of the date the appeal is filed.

Please be aware that students are held individually responsible for the information contained in the Christopher Newport University Catalog. Failure to read and comply with University regulations will not exempt students from financial penalties. All appeals must be filed by the end of the academic term to be considered. Any appeal filed after the term will be denied regardless of the circumstances.

#### Returned Checks

A RETURNED CHECK FEE OF \$20.00 will be assessed for all checks returned from the bank to the University for any reason. An individual has seven (7) calendar days to repay the amount of the check and the returned check fee. If a check for tuition and fees is returned to the University from the bank for any reason there will be a \$20.00 returned check fee. If the student does not repay the check and the fee before the payment due date, a \$50.00 late payment fee will be assessed in addition to the returned check fee. If the student does not repay the total amount due within seven (7) calendar days, his or her registration will be cancelled. If a student who is being reinstated presents a check to the University that is returned by the bank for any reason, his or her registration WILL BE CANCELLED IMMEDIATELY. UNDER NO CIRCUMSTANCES WILL THEY BE PERMITTED TO RETURN DURING THAT TERM. If the University receives TWO non-sufficient fund checks from a student, the University will no longer accept checks from the student.

#### Cashing of Student Checks

The University does not have facilities for handling deposits for students' expenses, but the Business Office is prepared to cash checks up to \$25.00. Checks should be made payable to "Cash." Two-party checks will be cashed only when payable to the student by his or her parent. Under regulations governing state-supported agencies, the University is not permitted to cash checks made payable to Christopher Newport University. A \$20 returned check fee is charged for each check returned for insufficient funds. If an individual bounces a check a second time, the University will revoke all check-cashing privileges. The University will not cash a check for an individual who owes a debt to the University.

#### Delinquent Financial Obligations

Students who have outstanding financial obligations to the University (to include tuition and fees, room and board, bookstore charges, parking fees and fines, library fees and fines, checks returned for non-sufficient funds, etc.) will be refused all services to the University until these financial obligations have been paid in full. Students will not be permitted to register for subsequent terms, grades will be held, and the University will not issue official transcripts, etc. This also will apply to students who retain property that belongs to the University.

If a student's financial account becomes delinquent, the University charges a \$50 late payment penalty and administrative fee. The University may turn the account over to a third-party collection agency/credit bureau, the Department of Taxation, and the Attorney General's Office. The University is permitted under Virginia Law to attach Virginia State income tax refunds or lottery winnings in repayment of any debt which is owed to the University. In the event an account becomes delinquent, the student is responsible for all reasonable administrative costs, collection fees, and attorney's fees incurred in the collection of funds owed to the University.

#### INCIDENTAL EXPENSES

It is impossible to estimate the exact costs of clothing, travel, and other incidental expenses which the student incurs, for these are governed largely by the habits of the individual. The cost of books depends on the courses taken. Money for textbooks cannot be included in checks covering tuition and fees. They should be paid for in cash or by separate check/money order when purchased.

#### VETERANS BENEFITS

Students who are veterans, service members, or dependents using Veterans Administration education benefits must make financial arrangements at the time of registration. Students who are using Veterans Administration education benefits for the first time should anticipate a delay of

approximately eight weeks before the first education allowance check is mailed. Students who plan to use VA benefits should contact the University's Office of Veterans Affairs, located in Room 116 of the Administration Building, Telephone: (757) 594-7175.

#### SENIOR CITIZENS

The 1989 session of the Virginia General Assembly amended and re-enacted the Senior Citizen's Higher Education Act of 1974. Senior citizens are permitted to register and enroll in courses as full-time or part-time students for academic credit, without charge, providing taxable income for federal income tax purposes did not exceed \$10,000 for the year preceding the enrollment year. Senior citizens may also, without charge, enroll in academic credit courses for audit purposes and in non-credit courses offered by the University without regard to income. They will, however, be required to pay applied music fees for any course for which such a fee is applicable. Senior citizens must meet the applicable University admissions requirements to participate in this waiver program, and the determination of the University's ability to offer a selected course is at the discretion of the University.

The law passed by the General Assembly in the 1982 session requires the State Council of Higher Education to establish procedures to ensure that tuition-paying students are accommodated in courses before senior citizens participating in this program are enrolled. In the case of eligible senior citizens who have completed 75 percent of the requirements towards a degree, the University is authorized to make individual exceptions to such procedures as may be established by the Council of Higher Education.

Under this program, the categorization of senior citizen applies to those whose 60th birthday falls before the registration term and who have been a legal domiciliary of Virginia for one year. No limit is placed on the number of terms a senior citizen who is not enrolled for academic credit may register for courses, but the individual can take no more than three non-credit courses in any one term. The law places no restriction on the number of courses that may be taken for credit in any term or on the number of terms in which an eligible senior citizen may take courses for credit. The continuing education program welcomes the participation of senior citizens with the understanding that their registration is contingent on a minimum number of paying students to allow the course's formation.

Forms to request the senior citizen tuition waiver are available in the Office of Student Accounts, Room 210, Administration Building, and must be completed for each academic term.

## CLASSIFICATION AS AN IN-STATE STUDENT

Students and applicants for admission who claim entitlement to in-state educational privileges, including in-state tuition rates, must demonstrate their eligibility in accordance with the provisions of Section 23-7.4 of the Code of Virginia set forth below. Applicants for admission who believe they qualify for in-state educational privileges should complete the "Application for In-State Tuition Rates" and return it with their applications for admission. Students who are already enrolled at the University must apply for a change of status through the Office of Admissions. Such requests must be made on the "Application for Virginia In-State Tuition Rates" form. Inquiries should be addressed to the Office of Admissions, CNU, 50 Shaw Lane, Newport News, Virginia 23606-2998.

## 23-7.4. - Eligibility for in-state tuition charges.

A. For purposes of this section the following definitions shall apply:

*Date of the alleged entitlement* means the first official day of class within the term, semester or quarter of the student's program.

*Dependent student* means one who is listed as a dependent on the federal or state income tax return of his or her parents or legal guardian or who receives substantial financial support from his or her parents or legal guardian.

*Domicile* means the present, fixed home of an individual to which he or she returns following temporary absences and at which he or she intends to stay indefinitely. No individual may have more than one domicile at a time. Domicile, once established, shall not be affected by mere transient or temporary physical presence in another jurisdiction.

*Domiciliary intent* means present intent to remain indefinitely.

*Emancipated minor* means a student under age of eighteen on the date of the alleged entitlement whose parents or guardians have surrendered the right to his or her care, custody and earnings and who no longer claim him/her as a dependent for tax purposes.

*Full-time employment* means employment resulting in, at least, an annual earned income reported for tax purposes equivalent to fifty work weeks of forty hours at minimum wage (\$8,500 per calendar year).

*Independent student* means one whose parents have surrendered the right to his or her care, custody and earnings, have ceased to support him or her, and have not claimed him or her as a dependent on federal and state income tax returns for at least twelve months prior to the date of the alleged entitlement.

*Special arrangement contract* means a contract between a Virginia employer or the authorities controlling a federal installation or agency located in Virginia and a public institution of higher education for reduced rate tuition charges as described in paragraph C of this section.

*Substantial financial support* means financial support in an amount which equals or exceeds that required to qualify the individual to be listed as a dependent on federal and state income tax returns.

*Unemancipated minor* means a student under the age of eighteen on the date of the alleged entitlement who is under the legal control of and is financially supported by either of his or her parents, legal guardian or other person having legal custody.

*Virginia employer* means an employing unit organized under the laws of Virginia or having income from Virginia sources regardless of its organizational structure, or any public or nonprofit organization authorized to operate in Virginia.

B. In order to become eligible for in-state tuition, an independent student shall establish by clear and convincing evidence that for a period of at least one year immediately prior to the date of the alleged entitlement, he or she was domiciled in Virginia and had abandoned any previous domicile, if such existed.

In order to become eligible for in-state tuition, a dependent student or unemancipated minor shall establish by clear and convincing evidence that for a period of at least one year prior to the date of the alleged entitlement, the person through whom he or she claims eligibility was domiciled in Virginia and had abandoned any previous domicile, if such existed. In determining domiciliary intent, all of the following applicable factors shall be considered: continuous residence for at least one year prior to the date of alleged entitlement, state to which income taxes are filed or paid, driver's license, motor vehicle registration, voter registration, employment, property ownership, source of financial support, location of checking or passbook savings accounts and any other social or economic relationships with the Commonwealth and other jurisdictions. Domiciliary status shall not ordinarily be conferred by the performance of acts which are auxiliary to fulfilling educational objectives or are required or routinely performed by temporary residents of the Commonwealth. Mere physical presence or residence primarily for educational purposes shall not confer domiciliary status. Those factors presented in support of entitlement to in-state tuition shall have existed for the one year period prior to the date of the alleged entitlement.

C. The domicile of a married person shall be determined in the same manner as the domicile of an unmarried person. The domicile of an emancipated minor shall be established in the same manner as any other independent student.

Any alien holding an immigration visa or classified as a political refugee shall also establish eligibility for in-state tuition in the same manner as any other student. However, absent Congressional intent to the contrary, any person holding a student or other temporary visa shall not have the capacity to intend to remain in Virginia indefinitely and, therefore, shall be ineligible for Virginia domicile and for in-state tuition charges.

The domicile of a dependent student shall be rebuttably presumed to be the domicile of the parent or legal guardian claiming him or her as an exemption on federal or state income tax returns currently and for the tax year prior to the date of the alleged entitlement or providing him or her substantial financial support. A matriculating student who has entered an institution classified as out-of-state shall be required to rebut by clear and convincing evidence the presumption that he or she is in the Commonwealth for the purpose of attending school and not as a bona fide domicile.

For the purposes of this section, the domicile of an unemancipated minor or a dependent student eighteen years of age or older may be either the domicile of the parent with whom he or she resides or the parent who claims the student as a dependent for federal and Virginia income tax purposes for the tax year prior to the date of the alleged entitlement and is currently so claiming the student. If there is no surviving parent or the whereabouts of the parents are unknown, then the domicile of an unemancipated minor shall be the domicile of the legal guardian of such unemancipated minor unless there are circumstances indicating that such guardianship was created primarily for the purpose of conferring a Virginia domicile on the unemancipated minor.

D. It is incumbent on the student to apply for change in domiciliary status to become eligible for such change. Changes in domiciliary status shall only be granted prospectively from the date such application is received. A student who knowingly provides erroneous information in an attempt to evade payment of out-of-state fees shall be charged out-of-state tuition fees for each

term, semester or quarter attended and may be subject to dismissal from the institution. All disputes related to the veracity of information provided to establish Virginia domicile shall be appealable through the due process procedure required by paragraph H below.

E. A non-military student whose parent or spouse is a member of the armed forces may establish domicile in the same manner as any other student. However, a non-military student, not otherwise eligible for in-state tuition, whose parent or spouse is a member of the military stationed or residing in the Commonwealth pursuant to military orders and claiming a state other than Virginia on their State of Legal Residence Certificate, shall be entitled to in-state tuition charges when the following conditions are met:

1) If the student is a child of a member of the armed forces, then the non-military parent shall have, for at least one year immediately prior to the date of alleged entitlement for in-state tuition charges, resided in Virginia, been employed full-time and paid individual income taxes to Virginia. Such student shall be eligible for in-state tuition charges only if the non-military parent claims him or her as a dependent for Virginia and federal income tax purposes; or

2) If the student is the spouse of a member of the armed forces, then such student shall have, for at least one year immediately prior to the date of alleged entitlement for in-state tuition, resided in Virginia, been employed full time, and paid individual income taxes in Virginia. Any student whose spouse or parent is a member of the armed forces shall be eligible for in-state tuition charges for so long as these conditions continue to be met.

3) Paragraph 3.2 or 3.3 of the Code of Virginia stipulates that eligibility for in-state tuition must be reevaluated annually. In order to re-evaluate student eligibility for in-state under this provision, recipients must submit a new residency form to the Office of Admissions ATTENTION of the Office Manager one (1) year after the date of initial eligibility was established and each year thereafter.

F. Students who live outside this Commonwealth and have been employed full time inside Virginia for at least one year immediately prior to the date of the alleged entitlement for in-state tuition shall be eligible for in-state tuition charges if such student has paid Virginia income taxes on all taxable income earned in this Commonwealth for the tax year prior to the date of the alleged entitlement. Students claimed as dependents for federal and Virginia income tax purposes who live outside this Commonwealth shall become eligible for

in-state tuition charges if the non-resident parent claiming him or her as a dependent has been employed full time inside Virginia for at least one year immediately prior to the date of the alleged entitlement and paid Virginia income taxes on all taxable income earned in this Commonwealth for the tax year prior to the date of the alleged entitlement. Such students shall continue to be eligible for in-state tuition charges so long as they or their qualifying parent are employed full time in Virginia, paying Virginia income taxes on all taxable income earned in this Commonwealth and the student is claimed as a dependent for Virginia and federal income tax purposes.

- G. Public institutions of higher education may enter into special arrangement contracts with Virginia employers or authorities controlling federal installations or agencies located in Virginia. The special arrangement contracts shall be for the purpose of providing reduced rate tuition charges for the employees of the Virginia employers or federal personnel when the employers or federal authorities are assuming the liability for paying, to the extent permitted by federal law, the tuition for the employees or personnel in question and the employees or personnel are classified by the requirements of this section as out-of-state. Special arrangement contracts with Virginia employers or federal installations or agencies may be for group instruction in facilities provided by the employer or in the institution's facilities or on a student-by-student basis for specific employment related programs. Special arrangement contracts shall be valid for a period not to exceed two years and shall be reviewed for legal sufficiency by the office of the Attorney General prior to signing. All rates agreed to by the public institutions shall be at least equal to in-state tuition and shall only be granted by the institution with which the employer or the federal authorities have a valid contract for students for whom the employer or federal authorities are paying the tuition.

All such contracts shall be registered with the State Council of Higher Education to assure accurate tabulation of the domiciles of the students. All special arrangement contracts with authorities controlling federal installations or agencies shall include a specific number of students to be served at reduced rates. In any fiscal year, the total number of such students at all state-supported institutions of higher education shall not exceed one-half of one percent of the projected annual full-time equivalent student enrollment in the state-supported institutions of higher education. Nothing in this subsection shall change the domiciliary status of any student for the purposes of enrollment reporting or calculating the proportions of general

funds and tuition and fees contributed to the cost of education.

- H. Each public institution of higher education shall establish an appeals process for those students who are aggrieved by decisions on eligibility for in-state tuition charges. The Administrative Process Act (89A-6.14-1 et seq) shall not apply to these administrative reviews. An initial determination shall be made. Each appeals process shall include an intermediate review of the initial determination and a final administrative review. The final administrative decision shall be in writing. A copy of this decision shall be sent to the student. Either the intermediate review or the final administrative review shall be conducted by an appeals committee consisting of an odd number of members. No person who serves at one level of this appeals process shall be eligible to serve at any other level of this review. All such due process procedures shall be in writing and shall include time limitations in order to provide for orderly and timely resolutions of all disputes. Any party aggrieved by a final administrative decision shall have the right to review in the circuit court for the jurisdiction in which the relevant institution is located. A petition for review of the final administrative decision shall be filed within thirty days of receiving the written decision. In any such action, the institution shall forward the record to the court, whose function shall be only to determine whether the decision reached by the institution could reasonably be said, on the basis of the record, to be supported by substantial evidence and not to be arbitrary, capricious or otherwise contrary to law.

- I. In order to ensure the application of uniform criteria in administering this section and determining eligibility for in-state tuition charges, the State Council of Higher Education shall issue and from time to time revise guidelines, including domiciliary status questions to be incorporated by all state institutions of higher education in their admissions applications. These guidelines shall not be subject to the Administrative Process Act (89A-6.14-1 et seq) of this Code. An advisory committee, composed of ten representatives of the public institutions, shall be appointed by the Council each year to cooperate with the Council in developing the guidelines for determining eligibility or revisions thereof. The Council shall consult with the Office of the Attorney General and provide opportunity for public comment prior to issuing any such guidelines.

**Procedure**

Upon receipt in the Office of Admissions, the "Application for Virginia In-State Tuition Rates" form will be reviewed by a staff member for an initial determination. If the staff member disagrees with the student's own determination

for in-state privileges, the student will be contacted immediately and given an explanation of the determination.

**Appeals**

Students who disagree with the original residency decision may request an immediate appeal, orally or in writing; but it must be done within 10 working days of being notified of the initial determination. A panel of three University officials will then review the appeal. Students are welcome to forward any supporting documentation (e.g., income tax returns). The panel will respond to appeals within five working days. Students who still disagree may request a final appeal. This appeal must be made in writing, addressed to the Dean of Admissions within five working days of the first appeal decision. Another panel of University officials will then convene to consider the appeal. A written determination will be sent to the student by U.S. Registered Mail within five days of the hearing. Should the student disagree with the final determination, he or she then has 30 days to take this matter to Circuit Court.

## OFFICE OF FINANCIAL AID

Administration, Room 201  
 (757) 994-7170  
 Director: Sidney E. Dugas  
 Hours: 8:00 a.m. - 5:00 p.m.

Christopher Newport University offers financial assistance to qualified students who wish to defray part of their total college expenses. The University participates in a variety of aid programs, most of which are administered through the Office of Financial Aid. Types of aid include: scholarships; grants; loans; and student employment. Although most forms of financial aid are based on financial need, some use criteria other than financial need for eligibility. Applications and additional information are available in this office.

The University offers a variety of awards each year to qualified applicants who have been admitted to the University as classified (degree-seeking) students. Some awards are available to Virginia residents only, while others are made without regard to state residency. Most financial aid offered is based on established financial need and academic achievement. Financial need can be defined as the difference between the cost of education at Christopher Newport University and the Expected Family Contribution, which is determined by submitting a completed Free Application for Federal Student Aid (FAFSA) to the processor.

To be eligible for most financial aid programs, a student must:

- be enrolled as a classified student;
- be enrolled on at least a half-time basis;
- be in good academic standing;
- be making satisfactory academic progress; and
- be a U.S. citizen or permanent resident.

Some programs, however, require full-time enrollment. Financial aid is awarded for one academic year only but, upon reapplication and continued eligibility, may be renewed for succeeding years. The priority filing date for applying for financial aid administered by Christopher Newport University is April 1. For consideration in the following academic year, later filing dates are established on an annual basis for the Pell Grant and Student Loan programs. Entering students must be admitted to the University before receiving a decision letter regarding financial aid. Announcements of financial aid decisions for filing by the priority date applicants are normally made in June. Applicants for financial aid will be notified in writing by the Office of Financial Aid.

## APPLICATION REQUIREMENTS

To be considered for financial aid, applicants must:

- be enrolled or accepted for enrollment at the University as a classified student;
- file an application for financial aid with the Christopher Newport University Office of Financial Aid. Priority filing date is April 1. This application must be completed annually;
- file a Free Application for Federal Student Aid with the federal processor, the results of which should be received by the University's Office of Financial Aid by April 1 (allow four to six weeks for processing). The FAFSA must be filed each year students apply for financial aid.

## FINANCIAL AID AVAILABLE AT CHRISTOPHER NEWPORT UNIVERSITY

The following federal and state financial aid programs are available at CNU:

## Federal Programs

- Federal Pell Grants
- Federal Supplemental Education Opportunity Grants
- Federal Work-Study (employment)
- Federal Perkins Loans
- Federal Family Education Loan Programs
- Federal Stafford Student Loans
- Federal Parent Loan for Undergraduate Students (PLUS)
- ROTC Scholarships

## State Programs

- College Scholarship Assistance Program
- Virginia Guaranteed Assistance Program
- Virginia Commonwealth Awards
- Virginia Transfer Grant Program
- Virginia War Orphans' Education Program Scholarship

## Private Scholarships

Private scholarships are awarded annually to incoming and currently enrolled students from programs made possible through contributions from alumni, faculty, staff, corporations, and friends of the University. The current list of private scholarships includes:

- Alumni Society of Christopher Newport University Freshman Scholarship
- Margaret Ann Webb Abbott Memorial Scholarship
- Maurice Woodroof Hiden Memorial Scholarship
- Carol Wang Scholarship
- Helen Alexick Art Scholarship
- E. L. Anglin Art Scholarship
- Arts and Communication Scholarship
- Franklin O. Blechman Scholarship

- Dr. Agnes L. Bragetta Scholarship
- Gloria Bridges Memorial Endowment Scholarship
- Merton Justina Buggoyne Memorial Scholarship
- J. Archie and Wilma Handy Cornette Scholarship
- Christopher Newport Single-Parent Scholarship
- Christopher Newport University General Scholarship
- Julius Conn Memorial Scholarship
- Christopher Newport University Music Scholarship
- Christopher Newport University Presidential Scholarship
- Rose Cooper and Rita Hubbard Nursing Scholarship
- Ed D'Alfonso Music Scholarship
- Daughters of Penelope Scholarship
- James F. Draper Scholarship
- Lorraine and Louis Drucker Scholarship
- Tom Fucella Memorial Scholarship
- Friends of Music Scholarship
- Daisy Garland and Sidney Harmon Scholarship
- Green Spring Garden Club Scholarship
- Ethel M. Gildersleeve Memorial Scholarship
- Hampton Chevrolet Jeep Eagle Scholarship
- Hampton Roads Horticultural Society Scholarship
- Earl R. and Leon Q. Hatten Scholarship
- Loon Hodge Memorial Scholarship

## Honor Scholarships:

- Alumni Society of Christopher Newport University Honors Scholarship
- Karl and Elizabeth Beamer Honor Scholarship
- Wallace F. Greene Memorial Scholarship
- Lewis A. McMarran, Jr. Honors Scholar
- Dr. William T. Patrick, Jr. Scholars in Science
- Stymon Scholarships
- Teresa VanDover Award
- James City County Rotary Club Scholarship
- Bruno Koch Theater Performance Scholarship
- Lifelong Learning Society Music Scholarship
- Lifelong Learning Society Scholarship
- Dr. Vinod P. Maniyar Memorial Scholarship
- G. Keith McMarran Memorial Endowment Scholarship
- Military Affairs Council Scholarship at CNU
- James I. Moore Scholarship
- Louis Morewitz Scholarship
- Newport News Shipbuilding Credit Union Scholarship
- Dorald A. Norton Memorial Scholarship
- Order of AHEPA Scholarship
- Oyster Point Rotary Scholarship
- Oyster Point Kivwanis David Petersen Scholarship
- Patrick Henry Mall and Mall Merchants' Scholarship
- Bettye Patton Scholarship
- Peninsula Council of Garden Clubs Scholarship
- Peninsula Estate Planning Council
- Peninsula Housing & Builders Association Scholarship
- Peninsula Mortgage Bankers' Association Scholarship
- Peninsula Rotary Club Scholarship

- Lion Douglas C. Peety Memorial Scholarship
- Phi Alpha Honorary Scholarship
- David S. Reynolds Music Scholarship
- William Wayt Royall, Jr. Scholarship (Rotary Club of Newport News)
- Seri Sworlem Scholarship
- Sears Business Scholarship
- Sociology, Social Work and Anthropology Scholarship
- 1st Lt. Jeffrey W. Spangler Memorial Scholarship
- Mary K. Stern Accounting Scholarship
- J. B. Suddath Memorial Scholarship
- Spurgeon Pollard Toney TV Scholarship
- Nancy Gonzalez Turner Memorial Scholarship
- Harriet Ward Memorial Scholarship
- The Warwick Kivwanis Scholarship
- Helen Mogler White Scholarship (Hilton Village Junior Woman's Club)
- Lottie Pate Whitehead Nursing Scholarship
- William D. Wolf Memorial Endowment Scholarship
- Madeline W. Zozda Memorial Endowment Scholarship

For specific information concerning application procedures and eligibility procedures for federal, state, and private programs, please consult the *CNU Financial Aid Guide*, available in the Office of Financial Aid.

## STUDENT LOANS

Students who need assistance in addition to those programs listed above may want to consider the following student loan programs:

## Federal Stafford Student Loans

Federal Stafford Student Loans may be need-based, subsidized loans or non-need-based, unsubsidized loans. Subsidized loans are interest free to the borrower while enrolled on at least a half-time basis. For unsubsidized loans, the borrower is responsible for the interest during the period of enrollment. Eligible students may borrow up to \$2,625 during their first year, \$3,500 during the second year, and \$5,500 during the remaining years of undergraduate study. Independent students may borrow \$6,625 in their first year, \$7,500 in their second year, and \$10,500 for remaining years less any amount received as subsidized loan. Before a loan can be processed, applicants must have a needs analysis accomplished by completing a Free Application for Federal Student Aid and providing the results to the Financial Aid Office.

## Federal PLUS Loan Program

Federal PLUS (Parent Loan for Undergraduate Students) loans are made to the parents of dependent students. The completion of the Free Application for Federal Student Aid form is not required. Parents, with the absence of an adverse credit rating, may borrow up to the cost of education less any financial aid received by the student.

## SHORT-TERM EMERGENCY LOANS

**The John Stephen Rasmussen Memorial Fund**

This fund was established by the community in 1972, in memory of John Stephen Rasmussen, a 21-year-old student who lost his life in a fire while in the act of saving others. He was posthumously awarded a Carnegie Medal. Students may borrow, once each semester, interest free, sums (funds permitting) for a period not to exceed 30 days. Applicants should present a valid Christopher Newport University student ID card when they apply to the Office of Student Accounts.

**Emergency Loan Fund**

An emergency loan fund was established in 1967 by the sophomore class, in honor of former CNU President James C. Windsor. Students may borrow, once each semester, interest free, sums (funds permitting) for a period not to exceed 30 days. Applicants should present a valid Christopher Newport University student ID when they apply to the Office of Student Accounts. Emergency loans are limited to \$50 per student.

## SATISFACTORY ACADEMIC PROGRESS

Students receiving financial aid must remain in good academic standing and must be making satisfactory academic progress toward the completion of their degree. For an explanation of what constitutes "good academic standing" and "satisfactory academic progress," please refer to the *CNU Financial Aid Guide* or visit the Office of Financial Aid.

## ESTIMATED COSTS

Budget planning for attendance at Christopher Newport University should consider both direct and indirect costs. Direct charges are tuition and fees. For such information, see the "Tuition and Fees" section of the catalog. Indirect costs are the normal expenses for living. Estimated living expenses are discussed in detail in the *CNU Financial Aid Guide*.

## Additional Information

Students interested in receiving financial aid are strongly encouraged to obtain a copy of the *CNU Financial Aid Guide* and read it thoroughly. The Guide is available in the Office of Financial Aid. Additional questions or information requests should be directed to the staff of the Office of Financial Aid.

FAMILY RIGHTS AND  
PRIVACY ACT

Listed below is the notification of the Family Rights and Privacy Act of 1974, submitted by the Registrar. The University is to inform enrolled students annually of their rights under the terms of the Family Educational Rights and Privacy Act of 1974. The act does not apply to students admitted to the University who have not officially enrolled. Enrolled students have the following rights under the Law:

## STUDENT RECORDS

## A. Policy Intent

1. The University student record policy is intended to conform with all state and federal statutes dealing with access to information held by an educational institution on present and former students.

2. The CNU student record policy is formulated to protect the privacy of that student information that is maintained and yet provide access to student records for those having a legitimate purpose to view such records. Regulations and procedures to ensure adequate protection of the student are provided in this policy.

3. "Records" refers to those files and their contents that are maintained by official units of the University. Generally, students have the right to review any official record that the University maintains on them. Access to records by others, without student permission, is limited to purposes of an educational nature. When access is permitted, documents will be examined only under conditions that will prevent unauthorized removal, alteration, or mutilation. Information to which the student does not have access is limited to the following:

- 1) Confidential letters of recommendation placed in the student's files before January 1, 1975, and those letters for which student has signed a waiver of his or her right of access.
- 2) Parents' confidential financial statements.
- 3) Personal files and records of members of faculty or administrative personnel "which are in sole possession of the maker thereof and which are not accessible or revealed to any person except a substitute."
- 4) Records of the Admissions Office concerning students admitted but not yet enrolled at the University. Letters of recommendation are removed from the Admissions files before the files are forwarded to the Registrar's Office.
- 5) Medical/psychological records used in connection with treatment of the student. Such records are, however, reviewable by a physician or psychologist of the student's choice; and

6) University Police Department records, when utilized for internal purposes by this office in its official capacities.

4. Only the following offices are authorized to release non-directory information: Registrar, Career and Counseling Services, Financial Aid, Provost, Dean of Student Services, and President.

5. Copies of this policy are available upon request from the Registrar, who is responsible for the administration of the student record policy.

## B. Access to Student Records by the Student:

1. Students have the right to inspect their records (as defined in A3 above) and are entitled to an explanation of any information therein.

2. Documents submitted to the University by or for the student will not be returned to the student. Normally, academic records received from other institutions will not be sent to third parties external to the University. Such records should be requested by the student from the originating institution.

3. Official records and transcripts of the University (signature and/or seal affixed) are mailed directly to other institutions or agencies the student requests. When extreme circumstances warrant, official records may be given directly to the student at the discretion of the proper University official. In such cases, the record will be clearly marked to indicate issuance to the student.

4. Should a student believe his or her record is incorrect, a written request should be submitted to the appropriate University official indicating the correct information that should be entered. The official will respond within a reasonable period concerning his or her action. Should the student not be satisfied, a hearing may be requested of the Registrar.

## C. Access to Student Records by Others:

1. Disclosure of general directory information: Certain information may be released by the University without prior consent of the student if considered appropriate by designated officials. Such information is limited to the following:

- 1) Student's name, address, telephone number (permanent and local).
- 2) Date and place of birth.
- 3) Dates of attendance at the University, field of concentration, current classification, degrees, honors and awards.
- 4) Previous schools attended and degrees awarded.
- 5) Height and weight of members of athletic teams.
- 6) Participation in officially recognized activities.

2. Directory information will not be released for commercial purposes by administrative offices of the University under any circumstances. Students may request

that directory information not be released by written request to the Registrar's office. All other student information will be released only upon written request of the student, excepting those instances cited below.

3. Disclosure to members of the University community:
  - A) Access to student records for administrative reasons for faculty, administrative staff, and other pertinent employees is permissible provided that such persons are properly identified and can demonstrate a legitimate interest in the materials.
  - B) Access for the purpose of research by faculty, administrative staff, and graduate students is permissible when authorized by the department head and the administrator of the office concerned.
  - C) Information requested by student organizations of any kind will be provided only when authorized by the Dean of Students.
4. Disclosure to parents and organizations providing

financial support to a student. It is the University's policy to release the academic transcript to parents and/or organizations only upon the student's written request or authorization. Otherwise, the academic transcript will be sent only to the student, a policy consistent with the University's interpretation of the Family Education Rights and Privacy Act of 1974, popularly known as the "Buckley Amendment."

5. Disclosure to other educational agencies and organizations. Information may be released to another institution of learning, research organization, or accrediting body for legitimate educational reasons provided that any data shall be protected in a manner that will not permit the personal identification of the student by a third party.

6. Local, state, and federal governmental agencies. Government agencies are permitted access to student records only when auditing, enforcing, and/or evaluating sponsored programs. In such instances, such data may not be given to a third party and will be destroyed when no longer needed for audit, enforcement, and/or evaluative purposes.

## COURSES OF INSTRUCTION

Courses of instruction are found following descriptions of all University departments. Departmental descriptions appear in alphabetical order within each college. Colleges also appear in alphabetical order in this catalog. Course descriptions appear in alphabetical sections beginning with "Curriculum in..." Within the curriculum heading, courses appear in ascending numerical order. Within the course descriptions, courses numbered 100-series are primarily for freshmen, 200-series for sophomores, 300-series for juniors, and 400-series for seniors.

A continuous course sequence, indicated by a hyphen between course numbers (e.g. 101-102) covers a field of closely-related materials; and the first semester must ordinarily precede the second, unless permission is granted by the appropriate academic department chairman. If a course is made up of two closely-related semesters, but the second semester may be taken first, the course numbers are separated by a comma (e.g. ENGL 205, 206).

Courses identified by the suffix "G" following their course numbers (e.g. SOCI 201G) are global in nature. The triple of numbers enclosed in parentheses following the title of the course have the following meanings: The first number refers to the number of credit hours awarded for successful completion of the course; the second number refers to the number of weekly lecture hours in the course; the third number refers to the number of weekly laboratory, practicum, or studio hours in the course. A course designated as (4-3-2), for example, refers to a four-credit course, which has three lecture hours and two laboratory/practicum/studio hours each week. Following the credit hour designation is an indication as to when that course is normally offered (e.g. fall, spring, etc.). Where such designations do not appear, please consult with the appropriate department chairman.



## COLLEGE OF BUSINESS, SCIENCE, AND TECHNOLOGY

*The College is a nurturing and transforming institution of opportunity, providing innovative, globally-oriented, professional education and research to enhance the quality of life of its students and its region.*

Dean: George R. Webb  
 Executive Secretary: Patricia J. Hixon  
 Location: Gosnold Hall, Room 220  
 Phone: (757) 594-7082 FAX (757) 594-7919  
 gwebb@cnu.edu

The College of Business, Science and Technology is one of the two colleges into which the academic programs of the University are organized. The College provides human-oriented programs that prepare graduates for complex, culturally diverse and professional environments that are mediated by technology, and to support regional businesses and medical centers with expert, timely advice that will enhance their productivity and quality.

The College includes the Business Program (the Departments of Accounting, Economics, Finance and Real Estate; International Business; and Management and Marketing) and the Program in Science and Technology (the Departments of Biology, Chemistry and Environmental Science; Mathematics; Nursing; and Physics and Computer Science and Computer Engineering). It offers high-quality, liberal-arts-centered programs in business, the sciences and mathematics; industry-standard professional programs in accounting, engineering, information science, horticulture, nursing and real estate; and exemplary programs in international business and for the preparation of school teachers.

The major focus of the College is on the application of business principles and the sciences to the solution of technical and environmental problems. To this end the curriculum of each department features the coupling of excellent teaching with the development of opportunities for research involving undergraduates. Furthermore, the College is committed to making its programs accessible to the adult learner with a full time job as well as to traditional-aged college students, intending by this level of accessibility to increase the diversity of individuals working in the sciences and business.

The focus of the College on application is reflected in its interest in serving as a technical resource for regional industrial corporations, medical centers, governmental bodies and national laboratories, helping these entities solve technical and business problems, develop products and start companies. This same orientation infuses all the efforts of the College with primary and secondary schools, educating pre- and in-service teachers in such a manner that assures the discovery-oriented approach to learning and the communication of both the interconnections among economics, science, mathematics and technology and their historical context.



## THE BUSINESS PROGRAM

COLLEGE OF BUSINESS, SCIENCE AND TECHNOLOGY

Location: Administration Building, Third Floor  
 FAX: (757) 594-7888

### ACADEMIC DEPARTMENTS

Accounting  
 Economics, Finance and Real Estate  
 International Business  
 Management and Marketing

The Business Program is comprised of the departments of Management and Marketing (11 faculty), of Accounting (8 faculty), and of Economics, Finance, and Real Estate (8 faculty) and offers an innovative business and economics curriculum based on a liberal arts foundation. Students may pursue majors, concentrations and emphases in accounting, economics, finance, international business, marketing, entrepreneurship, human resource management, financial management, information resource management, and real estate. The Business Program has achieved candidacy status for accreditation by the American Assembly of Collegiate Schools of Business (AACSB).

### MISSION

The Business Program provides high-quality, future-oriented educational programs that prepare graduates to function effectively in complex, culturally diverse and technologically oriented professional environments. Because the Program is committed to meeting the educational needs of the Virginia Peninsula and the surrounding region, a specific emphasis is placed on the international and entrepreneurial aspects of business and economics, and on the development of computer and communications skills. The Program encourages a balance of teaching, research, and service that is consistent with the institution's status as a comprehensive regional university. The Program further seeks to develop and strengthen partnerships with external constituents by offering professional short courses and workshops to the community.

The focus on business practice is reflected in its interest in establishing student-faculty teams to serve as technical resources for regional companies (both established and emerging), governmental bodies, and charitable organizations, helping these entities solve technical business problems and develop products and marketing plans. Such experiences in helping solve real business problems are invaluable to students and faculty.

### CENTERS FOR THE STUDY AND APPLICATION OF BUSINESS AND ECONOMICS

The University has established institutes and centers for the study of business and economics that provide valuable research, analysis, design and continuing education to the region's businesses. These research and dissemination arms of the Business Program not only benefit these businesses, but also offer excellent experience for advanced undergraduates in helping solve real business problems. Students interested in working on projects with any of these entities should contact the directors listed below.

### BUREAU OF BUSINESS & ECONOMIC RESEARCH

Dr. H. Marshall Booker, Director  
 Phone (757) 594-7176, e-mail: mbooker@cnu.edu  
 The mission of the Bureau of Business and Economic Research is to encourage, enhance, and promote the collection, analysis, and dissemination of business and economic data regarding the local, regional, state, and national economies - past, present and future. Additionally, the Bureau promotes the distribution of scholarly research as published in the quarterly edition of the *Peninsula Business-Economic Report*. Further, the Bureau provides extensive community service through annual forecast presentations, workshops, civic presentations, etc.

### CENTER FOR ECONOMIC EDUCATION

Dr. George K. Zestos, Director  
 Phone (757) 594-7176, e-mail: gzeustos@cnu.edu  
 The mission of the Christopher Newport University Center for Economic Education is to promote economic education to K-12 area students, in order to help them understand better the economy and economic principles, and thereby develop decision making skills necessary to be informed citizens, productive employees and wise consumers. To achieve its goals the CNU Center for Economic Education offers seminars, workshops and courses to area K-12 teachers. It also provides teachers with teaching materials, most of these free of charge. The CNU Center for Economic Education is one of twelve such centers in the Commonwealth of Virginia. All centers are members of the Virginia State Council on Economic Education. The Virginia Council on Economic Education sponsors the programs of all the centers.

### INTERNSHIP CENTER

Professor Kathryn McCobbins, Director  
 757-594-7836 E-mail: mcccobb@cnu.edu  
 The objective of the Internship Center is to assist majors in finding experiential learning opportunities in an organizational setting. This allows students to gain real world business experience by working for a local or area business organization. Intense work at least ten hours per week. Periodic conferences and written reports will be required. The internships also allow students to earn academic credit while building a network of prospective employers. Such an experience is also designed to enhance the student's intellectual growth.

### RESEARCH AND DEVELOPMENT PROJECTS FOR BUSINESS STUDENTS

Dr. Stephanie Huseyett, Director  
 (757) 594-7235 e-mail: huseyett@cnu.edu  
 Business students can participate in well-defined research and development projects which are either independently pursued or part of a cooperative effort with the Science and Technology Program, The Research and Development projects necessitate cooperative as well as competitive problem solving strategies of science, technology, management, and marketing. The goal of these R&D projects is to create viable solutions which can be applied in business or commercial settings. Certain R&D projects are proposed or funded by regional commercial enterprises and have specific parameters which define the project. Consent of project mentor/instructor is required to enroll in these senior level academic courses.

### SMALL BUSINESS INSTITUTE (SBI)

Dr. Lisa D. Spiller, Director  
 (757) 594-7235 e-mail: lspiller@cnu.edu  
 The Small Business Institute (SBI) offers free business assistance to small firms located in the Hampton Roads area. The primary mission of the SBI is to enhance success of small businesses by assisting them in finding workable practical short term solutions to real world problems. Common types of assistance offered are business plans, marketing plans, marketing research studies, promotional plans, bookkeeping and accounting preparation, computer assistance and financial analysis. Teams of senior-level business students, under faculty supervision, provide semester-long business consultation to selected small business firms. Selection of both clients and students is based on application and interview with the SBI Director.

### "LET'S TALK BUSINESS" TELEVISION SERIES

Dr. Lisa D. Spiller, Moderator  
 (757) 594-7235 e-mail: lspiller@cnu.edu  
 "Let's Talk Business" is a television series produced by Christopher Newport University as an educational public service. It is designed to provide information to business men and women, entrepreneurs, executives, or anyone who wants to know a little more about the world of business. The "Let's Talk Business" television series offers an alternative avenue for entrepreneurs, small business owners, or the general public to receive business information and get answers to business questions. Topics for the series are primarily generated by small business inquiries for additional information from the University.

### REQUIREMENTS AND PROCEDURES FOR ADMISSION AND DECLARING A MAJOR

The Business Program has a Lower (Freshman and Sophomore) Division and an Upper (Junior and Senior) Division. Lower Division courses are open to all students who have the proper prerequisites. Upper Division courses may be taken by students planning to graduate from the Business Program only after they have been admitted to the Upper Division. Students majoring in other programs or taking a minor in a business area may take up to 18 credit hours of Upper Division courses within the College.

### A. PROCEDURES FOR ADMISSION TO THE BUSINESS PROGRAM

**Freshman/Sophomore Years (Lower Division)**  
 Admission requirements to the Lower Division are the same as for the entire University. Lower Division students follow, and should complete, university-wide general education requirements in the Arts and Sciences, Humanities, Social

Sciences, Language, Mathematics, etc. During the sophomore year, the student should complete the following preparatory courses with a grade not less than a C-: Accounting 201-202, Economics 201G, 202G, and Computer Science 205.

#### Junior/Senior Year (Upper Division)

Application for admission to the Upper Division is accomplished during the second semester of the sophomore year (after the completion of 45 credit hours) or during the semester in which a student anticipates completing 90 credit hours) preferably prior to early registration for the next semester. Application is made through the Office of the Dean where application forms may be obtained. This form requires that applicants submit transcripts and well-written essays discussing their interests in and understanding of the expected major program. The Undergraduate Admissions Committee acts upon applications and notifies students directly of its decision. A copy of this letter of notification must be presented by the student in order to register for upper division courses in the Business Program. The University Office of the Registrar will also be apprised of the actions taken.

#### Declaring the Major or Concentration

Students seeking admission to the Upper Division must declare their initial choice for a major field of study and concentration at the time of application. Students in the Lower Division are not required to do such. However, it may be advantageous to the Lower Division student to select a major and concentration as soon as possible. First, the declaration establishes an applicable catalog for determining graduation requirements. Second, this declaration also facilitates the assignment of advisors from the Business Program for the Lower Level student.

#### B. ADMISSION POLICIES FOR STUDENTS CURRENTLY ENROLLED AT CNU OR IN A COMMUNITY COLLEGE WITH A 2+2 AGREEMENT WITH CNU

##### Fall Admission to the Upper Division

A student (including one matriculating under an approved "2+2" agreement) who has met the following prerequisites for admission to the Upper Division will be fully admitted to the Business Program, pending successful completion of required courses in which the student is currently enrolled:

1. Completion of at least 54 hours of course work including the general education requirements in mathematics and English with a minimum cumulative grade point average of 2.0 on a 4.0 scale;
2. Completion of ACCT 201-202, ECON 201G, 202G, and CPSC 205 with a grade in each course of not less than a C-;

3. Satisfactory communication on the application form of an interest in and understanding of the expected field of study.

#### Provisional Admission

A student who satisfies requirements 1 & 3 above, but who has deficiencies in requirement 2, will be considered for admission in a provisional status. Provisionally admitted students will be required to give priority to completion of any deficiencies.

#### C. ADMISSION POLICIES FOR TRANSFER STUDENTS

Transfer applicants are selected and admitted to the University by the University's Office of Admissions. The Office of Admissions evaluates credits for applicants transferring to the University from other regionally accredited colleges and universities. Upon completion of transfer evaluations, a written summary of transferable credits is issued to the student and the student's faculty advisor. (See Admission to the University in this Catalog.) Application for admission to the Business Program is made after a student has been admitted to the University.

#### AACSB Transfers

Students transferring to Christopher Newport University from an American Assembly of Collegiate Schools of Business (AACSB) accredited school where they are in good standing will be admitted directly to the Lower or Upper Division as appropriate according to the number of credit hours that the student has completed. Students admitted to the Upper Division will be required to give priority to the completion of any prerequisite courses.

#### Non-AACSB Accredited Transfers

Students transferring to Christopher Newport University from non-AACSB accredited schools must apply for admission to the College of Business and Economics in the same manner as students who started their academic program at CNU.

#### D. WAIVERS OF ADMISSION POLICIES

Exceptions to these transfer policies could result from testing, or other validation procedures, established by the Dean of the College of Business, Science and Technology and the appropriate Department chair.

#### GENERAL ACADEMIC POLICIES

##### 2.0 Average

After admission to the Business Program, the student is expected to maintain a minimum cumulative grade point average of 2.0 on a 4.0 scale. The 2.0 average is to be maintained in both the business courses and all other courses attempted. Students may accumulate no more than two D's in their major field. (Minimum standards for continuance in the University are established in the General Academic Policies section of the University Catalog.)

Students who fail to meet these standards for two successive semesters will be placed on academic review by the Business Program for the subsequent semester. Notification will be made from the Office of the Dean. Students placed on academic review must participate in advising that explores study skills, career goals, and hours of outside employment. Failure to achieve at least a 2.0 semester average during this subsequent third semester will result in the student not being eligible for a degree in the Business Program.

Students dismissed for failing to maintain minimum GPA requirements may petition for reconsideration under readmission procedures established by the Dean for the Admissions Committee of the College of Business and Economics.

##### Degree Qualification Requirements

1. Students must complete the general education requirements specified either in the catalog in effect at the time they became classified, or in the catalog in effect when they declared their major, or in the catalog in effect at the academic year of their graduation.
2. Students must complete the major course work specified in the catalog that is in effect at the time they declared their major or the catalog in effect in the academic year of graduation.
3. Students must have earned a minimum cumulative grade point average of 2.0 on a 4.0 scale in both the business courses attempted and in all the other courses attempted. Students must have accumulated no more than two D's in their major field. For this purpose the major field is defined as all courses (other than courses meeting general education requirements) that are specifically required in the catalog for the degree.
4. Senior students selected randomly will be required to complete a computer competency examination.

#### SPECIAL PROGRAMS

##### Non-Business Majors

Students not planning to major in business may enroll in any Lower Division business course as long as they have met the prerequisites for the course. In order to take Upper Division courses, students not planning to major in business must do the following:

1. Meet the prerequisites for the course;
2. Take a maximum of 18 semester hours of Upper Division business courses; and

Non-matriculating students may take no more than 12 hours in Upper Division courses.

##### Professional Education for Accounting Students

The Chairman of the Department of Accounting may waive the 18-semester hour limitation for students who wish to enroll in accounting courses for the expressed purpose of meeting employer mandated requirements for professional education. Waivers for accounting course load exceptions will be processed in accordance with procedures established by the Dean. Students who hold an undergraduate degree from an accredited institution, and who want to qualify for the Uniform CPA examination, may take in addition to the 18 hours of courses authorized above, an additional 26 hours of accounting courses. Recognized CPA candidates may, therefore, take a total of 54 hours of business and accounting classes. CPA candidates must be identified and recognized in accordance with procedures established by the Dean before exceeding the 18 hour limitation established above.



## THE BUSINESS CORE

With minor exceptions for students who are candidates for the BSBA with a concentration in accounting or the BS in Accounting, all students must complete the following core of subjects:

BUSN 301	Foundations of the Business Enterprise
BUSN 311	Principles of Marketing
BUSN 323	Financial Management
BUSN 331	Business Statistics
BUSN 341	Introduction to International Business
BUSN 361	Legal Environment of Business
BUSN 362	Technology for Decision Making
BUSN 400	Organizational Behavior
BUSN 408	Quantitative Methods
BUSN 418	Strategic Planning

These courses have been designed to give all students who graduate in business and economics from Christopher Newport University the fundamentals necessary to excel in the modern, international, high-tech business environment.

## THE CURRICULUM IN GENERAL BUSINESS

**BUSN 301. Foundations of the Business Enterprise (3-3-0)**  
Prerequisite: ACCT 201-202 and ECON 201G, 202G. Fall and spring.

This course will provide a broad based understanding of the business environment and its role in the global society. Capital formation and usage, production generation and distribution, and managerial process requirements are covered. A computer simulation module in the laboratory component of the course allows the student to actively engage in decision making and problem solving and provides feedback on independent variable manipulation.

**BUSN 311. Principles of Marketing (3-3-0)** Prerequisite: ECON 201G, 202G, ACCT 201-202. Fall and spring.

An introduction to basic marketing principles and analysis of the marketing system, its operations and the mechanism of these operations relative to the consumer, products, channels of distribution, pricing, and promotion. Special attention will be given to the practices, problems, and decisions of the marketing manager with an emphasis on ethical implications. Students will perform course assignments requiring computer applications, critical thinking, and global perspectives.

**BUSN 323 (same as FINC 323). Financial Management (3-3-0)** Prerequisite: ACCT 201-202. Fall and spring.

Topics include the environment of managerial finance, financial analysis, planning and control; working capital management; investment decisions; valuation and cost of

capital; and long-term financing.

**BUSN 331. Business Statistics (3-3-0)**

Prerequisite: MATH 105 or higher level math course, CPSC 205. Fall and spring.

Emphasis is placed on computer-assisted decision making in a variety of business settings which are national and international in scope. Creative interpretations of practical business and economic problems including ethical issues involved in the design and collection of sample data. Students examine decision making under uncertainty using classical hypothesis testing, analysis of variance, contingency tables, non-parametric studies, and the use of regression equations.

**BUSN 341. Introduction to International Business (3-3-0)**  
Prerequisite: BUSN 301, 311, 323; ACCT 201-202. Fall and spring.

Addresses the problems created by operating a business in more than one country. Involves the topics of international economic theory, international capital markets, marketing and market structure, international trade organizations and legal systems, international finance, exchange rates, and balance of payments. International business cases are analyzed. Cross cultural and ethical variables between nations are discussed. Some business cases address the impact of information technology on international business strategy.

**BUSN 361. Legal Environment of Business (3-3-0)**

Prerequisite: ECON 201G, 202G. Junior standing. Fall and spring.

Intense overview of business law, governmental regulation, contracts, torts, sales (U.C.C.), litigation, alternative dispute resolution, agency, creditors' and debtors' rights, bankruptcy, labor law, employment law, the Americans with Disabilities Act, consumer protection law, anti-trust and monopoly, environmental law, financial transactions, forms of business enterprise, and intellectual property and computer law. The American legal system, as well as a framework for international business law, is presented. Student assignments are designed to elevate awareness of business ethics, resolve dilemmas, and communicate clearly in the context of the complex business environment. The computer service, LEXIS, is introduced as a research tool.

**BUSN 362. Technology for Decision Making (3-3-0)**

Prerequisite: CPSC 205 or consent of instructor. Fall and spring.

The identification of managerial and organizational information needs. Describes the role of Management Information Systems in the functional business areas, including current professional practices, technology, and methodologies. Projects include hands-on information systems problem solving and involve one or more of the following: spreadsheet analysis, decision support systems, re-engineering issues, or database applications.

**BUSN 385. Topics in Business**

Prerequisite: Varies with topic.

Topical seminars or courses in business in areas of current interest. Possibilities include comparative systems, organizational analysis, case studies in human resources management, and financial analysis.

**BUSN 400. Organizational Behavior**

Prerequisite: BUSN 301. Fall and spring.

This course provides a comprehensive analysis of individual and group behavior in organizations by adapting a behavioral science approach. Its purpose is to provide an understanding of how organizations can be managed to operate more effectively and efficiently and at the same time enhance the quality of employee work life.

**BUSN 408. Quantitative Analysis for Business and Economics (3-3-0)**

Prerequisite: BUSN 351, CPSC 205, and either MATH 105 or a higher-level MATH course. Junior or senior standing. Fall and spring.

A description of the management science approach to management decision making. Mathematical models are used in lieu of subjective reasoning to cope with business decision situations. Computer solutions to complex problems are introduced. Quantitative models covered might include probability study, linear programming, inventory control, queuing theory, simulation, decision theory, and Markov chains. Also covered is liability responsibility for flawed databases leading to inaccurate results.

**BUSN 418. Strategic Planning (3-3-0)**

Prerequisite: Senior standing. Fall and spring.

The capstone course in Business Administration that involves analysis and formulation of actual business cases. Seminar discussion of cases is the primary pedagogical method. Overall company strategy and trade-offs required to achieve it is the topic of analysis. International operations and aspects are analyzed with respect to strategic positioning. Software packages are used as analytical tools. Individual and team presentations are given in both oral and written form. Ethical dilemmas are identified and discussed.

**BUSN 480. Business Internships (3-3-0)**

Prerequisite: Permission of the instructor. Fall and spring.

This is a hands-on course supervised by faculty. Local area organizations commit themselves to participate in a learning experience with the student. Presentations to faculty, outside organizations and students are given at the end of the term.

**BUSN 491. Bruer Seminar (3-3-0)**

Prerequisite: Senior standing. Fall.

This is a seminar course designed and taught by the Bruer Professor. The topic changes each year.

**BUSN 492. Brauer Seminar (3-3-0)**

Prerequisite: Senior standing. Spring.

This is a seminar course designed and taught by the Brauer Professor. The topic changes each year.

**BUSN 495. Topics in Business (3-3-0)**

Prerequisite: Varies with topic.

Topical seminars or experiment of courses in business in a variety of areas: comparative systems, organizational analysis, case work in human relations in organizations, and financial analysis are possibilities.

**BUSN 497. Collegiate Investment Challenge (3-3-0)**

Prerequisite: BUSN 323, ECON 201G, 202G. Fall.

A hands-on experience in making financial investment decisions by competing nationally in the Collegiate Investment Challenge. Course environment will include oral research reports, Wall Street Journal readings, and lectures on trading mechanics, fundamental and technical analysis, and trading techniques. A major component will be students' success in managing \$500,000 in available investment funds. Pass/fail course.

**BUSN 498. Small Business Institute (3-3-0)**

Prerequisite: Senior standing and consent of instructor. Fall and spring.

A hands-on course where teams of senior business students under the supervision of the SBI Director, provide semester-long business consultation to selected small businesses in the local Hampton Roads area. Areas of assistance include management, marketing, international business, accounting, financial and computer applications. Students will gain real-world exposure to the dynamic forces (ethical, technological, global, etc.) affecting small firms. Students will have an opportunity to utilize computer applications, critical thinking, and written and oral communication skills in the development and presentation of their final consultation reports to their clients. Enrollment is limited and based on a formal application to the SBI Director. Applications are available in the Dean's Office of the College of Business, Science and Technology.

## ACCOUNTING

Administration Building, Room 340  
0707 894-7068

Dr. Wayne M. Schell, Chairman  
Barbara Barringer, Department Secretary

## FACULTY

Associate Professors: Cohen, Hicks, Schell  
Assistant Professors: Dawson, Gosselin, Strassan  
Instructors: Hunt, Jones, Morris  
Emeritus: Fellows, Riley

The Department of Accounting offers the Bachelor of Science in Accounting degree and the Bachelor of Science in Business Administration degree with a concentration in accounting, as well as a minor program of study in accounting. Normally, no more than 50 percent of the 120 credit hours required toward either degree may come from courses in the Business Program.

## THE BACHELOR OF SCIENCE DEGREE IN ACCOUNTING

The BSA is highly recommended for students who plan to take the Virginia CPA Examination and pursue a full-time career in professional accounting (in particular, public accounting). The extra accounting courses associated with this degree provide students with stronger backgrounds for their chosen profession. In addition to requiring successful completion of the general education requirements (see index), the BSA degree requires successful completion of the following courses:

- (1) MATH 135\*
- (2) CPSC 215\*
- (3) ECON 201G\*, 202G\*
- (4) BUSN 301, 311, 323, 331, 341, 418
- (5) ACCT 201-202, 301-302, 303, 341-342, 401, 405, 411-412, 415
- (6) Six additional credit hours chosen from: ACCT 304, 351, 402, 403, 407, 408, 415, 405; BUSN 491, 492, 497, 498.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

## The Bachelor of Science in Business Administration degree with a CONCENTRATION IN ACCOUNTING

The BSBA degree with a concentration in accounting meets the educational requirements to take various professional examinations, such as the CPA, CMA, and CIA exams, and gives students a more general business background than the BSA degree. In addition to requiring successful completion of all general education requirements (see index), the BSBA degree with a concentration in accounting requires successful completion of the following courses:

- (1) MATH 135\*
- (2) CPSC 215\*

- (3) ECON 201G\*, 202G\*
- (4) BUSN 301, 311, 323, 331, 362, 400, 408, 418
- (5) ACCT 201-202, 301-302, 303, 341-342, 401, 405, 411-412
- (6) Select one: ACCT 304, 351, 402, 403, 407, 415, 405; BUSN 491, 492, 497, 498.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

Note: All accounting majors or minors must successfully complete CPSC 205 (CPSC 215 starting in 1998) prior to taking any upper-level accounting course, with the exceptions of ACCT 341-342 (Business Law) and ACCT 401-402 (Taxation).

## THE MINOR IN ACCOUNTING

The minor program in accounting requires successful completion of: ACCT 201-202; 301-302; 303; 401; and one approved upper level (300-400 level) ACCT elective course.

## THE CURRICULUM IN ACCOUNTING

## ACCT 195. Accounting Topics (credits vary)

Prerequisite: None. Offered as required.

## ACCT 201-202. Principles of Accounting (3-3-0 each)

Prerequisite: CPSC 215 or CPSC 205. Fall and spring.

An introduction to principles of accounting and financial reporting. Use of concepts to show how decision makers use accounting information for reporting and management purposes. Emphasis on analysis and interpretation, as well as preparation of accounting information and how it relates to organizational operations.

## ACCT 295. Accounting Topics (credits vary)

Prerequisite: None. Offered as required.

## ACCT 301. Intermediate Accounting I (3-3-0)

Prerequisite: ACCT 201-202 with a grade of at least B in each course, or consent of chairman, and CPSC 205 or 215.

Fall and spring.

The study and application of generally accepted accounting principles for accumulating and reporting financial information about businesses. Emphasis is placed upon revenue recognition, accounting for cash, receivables, inventories, property, plant and equipment, and intangible assets.

## ACCT 302. Intermediate Accounting II (3-3-0)

Prerequisite: ACCT 301 and CPSC 205 or 215.

Fall and spring.

The study and application of generally accepted accounting principles for accumulating and reporting financial information about businesses. Emphasis is placed upon accounting for current liabilities and contingencies, long-term liabilities, stockholders' equity, investments, leases, income taxes, and preparation of the statement of cash flows.

## ACCT 303. Cost/Managerial Accounting (3-3-0)

Prerequisite: ACCT 201-202 and CPSC 205 or 215.

Fall and spring.

Applications of concepts of cost and managerial accounting in providing cost data for planning and controlling routine manufacturing, productive and supporting operations. The course emphasizes the relevance of cost concepts to modern decision tools.

## ACCT 304. Advanced Managerial Accounting

(3-3-0) Prerequisite: ACCT 303 and CPSC 205 or 215. Spring.

A continuation of ACCT 303 with emphasis on providing and using information for long range planning, managerial decisions, and policy making.

## ACCT 341-342. Business Law (3-3-0 each)

Prerequisite: None. Fall and spring.

A study of the primary legal principles and their applicability to ordinary commercial transactions, with emphasis on contracts, legal forms of business enterprises, agencies, negotiable instruments, and labor and antitrust legislation.

## ACCT 351. Governmental and Nonprofit Accounting (3-3-0)

Prerequisite: ACCT 201-202 and CPSC 205 or 215. Spring.

Budgetary accounting and finance control and their application to various governmental units, more particularly to cities, counties, and other political subdivisions, public institutions, and nonprofit organizations.

## ACCT 365. Survey of Taxation (3-3-0)

Prerequisite: ACCT 201-202 or consent of instructor. For non-accounting majors only. Fall.

An introduction to the concepts and principles of income taxation as they apply to individuals and businesses. No credit will be given to accounting majors or minors.

## ACCT 395. Accounting Topics (credits vary)

Prerequisite: None. Offered as required.

## ACCT 401. Taxation (3-3-0)

Prerequisite: ACCT 201-202. Fall and spring.

A review of federal income tax legislation and the concept of taxable income applicable to individuals.

## ACCT 402. Advanced Taxation (3-3-0)

Prerequisite: ACCT 401. Spring and fall.

A review of federal tax legislation applicable to partnerships, corporations, estates, trusts, and gifts.

## ACCT 403. Accounting Theory (3-3-0)

Prerequisite: ACCT 301-302, ACCT 411, and CPSC 205 or 215. Spring.

A review of numerous financial theory topics covered on the CPA exam. Topics covered will include: the conceptual framework, financial statements, pensions, leases, deferred taxes, business combinations, and foreign currency translations.

## ACCT 405. Auditing (3-3-0)

Prerequisite: ACCT 301-302, CPSC 205 or 215, and BUSN 331. Fall and spring.

Conceptual approach to auditing principles and procedures in the preparation of auditing reports. Professional standards and ethics are emphasized.

## ACCT 407. Introduction to International Accounting (3-3-0)

Prerequisite: ACCT 201-202 and CPSC 205 or 215. Spring.

An introduction to the international aspects of accounting.

The course will look at financial communication in diverse economic and social environments, the regulatory process for financial reporting, and accounting problems faced in international business. The course will include individual research into accounting for a particular country.

## ACCT 410. Managerial Accounting for Non-Accountants (3-3-0)

Prerequisite: ACCT 201-202 and CPSC 205 or 215.

For non-accounting majors only. Fall and spring.

The study of the use of accounting data by management in planning, budgeting, and forecasting business and economic variables. No credit will be given to accounting majors or minors.

## ACCT 411. Advanced Accounting I (3-3-0)

Prerequisite: ACCT 302 and CPSC 205 or 215.

Fall and spring.

The study and application of generally accepted accounting principles for accumulating and reporting financial information about businesses. Emphasis is placed upon accounting for pensions and postretirement benefits, accounting changes, and price level changes; earnings per share; financial statement analysis; interim and segment reporting; branch accounting; and accounting for partnerships.

## ACCT 412. Advanced Accounting II (3-3-0)

Prerequisite: ACCT 411. Fall and spring.

Accounting for investments in equity securities, business combinations, consolidation of financial statements, accounting for foreign currency transactions, translation and remeasurement of financial statements.

## ACCT 415. Accounting Information Systems (3-3-0)

Prerequisite: ACCT 201-202 and CPSC 205 or 215.

An introduction to manual and computer-based accounting information systems. The course will develop an understanding of the concepts, processes, and procedures involved in the analysis and design of manual and computer-based systems. The course places an emphasis on decision making for both internal and external issues.

## ACCT 485. Advanced Auditing (3-3-0)

Prerequisite: ACCT 405, BUSN 331, and CPSC 205 or 215. Spring.

The study of auditing procedures and techniques in a computer environment. In addition, approximately 25% of the course will be devoted to statistical sampling methods.

## ACCT 496. Accounting Seminar (3-3-0)

Prerequisite: ACCT 201-202; corequisite: ACCT 301.

A variety of topics including modern accounting issues will be presented by guest lecturers.

## ACCT 495. Accounting Topics (credits vary)

Prerequisite: ACCT 301-302, ACCT 411, and consent of chairman. Offered as required.

Topical seminars in accounting.

The accounting curriculum also includes the following courses which are described in the College of Business and Economics section of this catalog.

## BUSN 491. Travel Seminars.

## BUSN 492. Business Seminars.

## BUSN 497. Collegiate Investment Challenge.

## BUSN 498. Small Business Institute.

## ECONOMICS, FINANCE AND REAL ESTATE

Administration Building, Room 305  
(773) 984-7176

Dr. Sang O. Park, Chairman  
Iris C. Price, Department Secretary

### FACULTY

Professor: Booker, Park  
Associate Professors: Calerna, Russell, Winder  
Assistant Professors: Ho, Vachris, Zestos

The Department of Economics, Finance and Real Estate offers the Bachelor of Arts degree in economics; the Bachelor of Science in Business Administration degree with concentrations in economics, finance, and real estate; and minor programs in both economics and finance. The BA degree in economics and the BSBA degree with concentrations in economics and finance offer an introduction to the fundamentals of business and economics, with a concentration in the third and fourth years on methods of economic and financial analysis. The curriculum prepares students for positions in business and government and for graduate study. The BSBA degree with a concentration in real estate introduces the fundamentals of business and economics and, in the third and fourth years, prepares students for careers in real estate and for graduate study. Students who elect this concentration may take all the courses required by the Commonwealth of Virginia to become eligible to take the Virginia Real Estate Licensing Examination. No more than 50 percent of the 120 credit hours required toward either degree may come from courses in the Business Program.

### THE BACHELOR OF ARTS DEGREE IN ECONOMICS

In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Arts degree in economics requires successful completion of the following courses:

- (1) MATH 105\* or a higher level MATH course\*;
- (2) BUSN 231;
- (3) ECON 201G\*, 202G\*, 301, 303, 304, 380;
- (4) Fifteen additional credit hours of economics courses at the 300-400 level.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

In addition to these requirements, the Department of Economics and Finance recommends the following elective courses from other academic disciplines be taken as free electives: ACCT 201-202, SOCI 332.

### THE STATE-APPROVED TEACHER EDUCATION PROGRAM IN ECONOMICS (9-12) OR SOCIAL STUDIES (9-12)

Students interested in receiving a teaching endorsement in economics (9-12) or social studies (9-12) are to refer to the "Teacher Education" section of the catalog for admission criteria and procedures. To achieve the endorsement in economics, students are required to complete the Bachelor of Arts degree in economics as presented above, to include ECON 385 and 470, plus the teacher education program courses in professional studies, field experience and internship, and the required support courses listed in the "Teacher Education" section of the catalog (see index). To achieve the endorsement in social science, students are required to complete the Bachelor of Arts degree in economics as presented above; HIST 111G-112G\* (nine additional hours in history courses at the upper level); GOVT 100G\*, 104G\*, GOVT 201-202, GOVT 311 or 321, GOVT 352, and GOVT 355; six hours of geography courses; the teacher education program courses in professional studies, field experience and internship; and the required support courses listed in the "Teacher Education" section of the catalog (see index).

### The Bachelor of Science in Business Administration Degree with a CONCENTRATION IN ECONOMICS

In addition to requiring successful completion of all general education requirements and the business core courses (see index), the BSBA degree with a concentration in economics requires successful completion of the following courses:

- (1) MATH 105\* or a higher level MATH course\*;
- (2) ACCT 201-202;
- (3) CPSC 205\*;
- (4) ECON 201G\*, 202G\*, 301, 303, 304, 380;

(5) Nine additional credit hours of economics courses at the 300-400 level, or BUSN 491, 492, 497, 498.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

No more than 50 percent of the 120 credits required for this degree may come from courses in business and economics.

### THE MINOR IN ECONOMICS

The minor program in economics requires successful completion of: ECON 201G, 202G, 301, 303, and 304, plus six additional credits in upper-level (300-400) economics courses.

### The Bachelor of Science in Business Administration degree with a CONCENTRATION IN FINANCE

In addition to requiring successful completion of all general education requirements and the business core courses (see index), the BSBA degree with a concentration in finance

requires successful completion of the following courses:

- (1) MATH 105\* or a higher level MATH course\*;
- (2) ECON 201G\*, 202G\*;
- (3) ACCT 201-202;
- (4) CPSC 205\*;
- (5) Select one: ECON 301, 304, 420, 490;
- (6) FINC 421, 422, 423, 424;
- (7) Six additional credit hours chosen from:  
ACCT 410, 415; ECON 384, 420, 470, 490;  
FINC 412, 413; RLIS 473, 474.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

No more than 50 percent of the 120 credits required for this degree may come from courses in business and economics.

### THE MINOR IN FINANCE

The minor program in finance requires successful completion of: FINC 421, 422, and 423, and three additional credits in upper-level (300-400) finance electives. This three credit elective course may be any course listed as required or as an elective under the BSBA degree with a concentration in finance. For students earning either BA or BSBA degrees, courses taken to satisfy the requirements for the minor program in finance must be in addition to those courses taken to meet the BSBA or BA requirements in major and elective studies.

### The Bachelor of Science in Business Administration degree with a CONCENTRATION IN REAL ESTATE

In addition to requiring successful completion of all general education requirements and the business core courses (see index), the BSBA degree with a concentration in real estate requires successful completion of the following courses:

- (1) MATH 105\* or a higher level MATH course\*;
- (2) ACCT 201-202;
- (3) CPSC 205\*;
- (4) ECON 201G\*, 202G\*;
- (5) Select one: ECON 301, 304, 420, 490;
- (6) RLIS 322;
- (7) Select four: RLIS 470, 471, 472, 473, and 474.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

No more than 50 percent of the 120 credits required for this degree may come from courses in business and economics. The minor program in Real Estate requires successful completion of: BUSN 323, RLIS 322, 470, 471, 473, and 474.

## THE CURRICULUM IN ECONOMICS

### ECON 201G, 202G. Principles of Economics

0-3-0 each: Fall and spring.

An introduction to the analytical tools commonly employed by economists in determining the aggregate level of economic activity and the composition of output, prices, and the distribution of income. Problems related to these subjects are considered, and alternative courses of public policy are evaluated. First semester macroeconomics; second semester microeconomics.

### ECON 301. Money and Banking 0-3-0

Prerequisite: ECON 201G. Fall and spring.

An analysis of the monetary system with emphasis upon determinants of the money supply and the relationship between money and economic activity.

### ECON 302. Public Finance 0-3-0

Prerequisite: ECON 201G and 202G. Alternate years.

The nature and application of the fundamental principles of obtaining, managing, and disbursing funds for governmental functions at the local, state, and federal levels. The American tax system is given detailed consideration. This course can be used to satisfy GOVT 302.

### ECON 303. Intermediate Microeconomic Analysis 0-3-0

Prerequisite: ECON 201G and 202G. Spring.

A study of microeconomic theory as related to consumer behavior and demand, production and cost, market structures, distribution theory, and welfare economics.

### ECON 304. Intermediate Macroeconomic Analysis 0-3-0

Prerequisite: ECON 201G and 202G. Fall.

A study of classical, neo-classical, and Keynesian Macroeconomics. Economic analysis of national income, output, employment, price level, consumption, investment, rate of interest, demand for money and supply of money, and a study of monetary, fiscal, and other economic policies.

### ECON 351. Urban Development Economics 0-3-0

Prerequisite: ECON 201G and 202G.

The theories, problems, and policies of urban and regional development, with emphasis on metropolitan finance, local government organization, economic base, location theory, and manpower utilization. The application of economic theory toward a solution of the urban problems of unemployment, education and training, welfare, housing, health, and transportation.

### ECON 352. Japanese Economy 0-3-0

Prerequisite: ECON 201G and 202G. Alternate years.

An introduction to basic Japanese economic history, structure, and institutions of the 20th century. Emphasis is placed on the post-war Japanese economy, including such topics as "the reconstruction of the Japanese economy," "the high-growth era," and "the maturity of Japanese economy."

### ECON 383. The Economic Development of the Pacific Rim, 0-3-0

Prerequisite: ECON 201G and 202G. Alternate years.

An introduction to the theories, problems, and strategies of economic development in the Pacific Rim region. The course

will provide detailed analysis of selected nations' development programs.

**ECON 380. Methods in Economic Research (3-3-0)**

*Prerequisite:* ECON 201G, 202G, MATH 185 or higher, BUSN 311.

Introduces students to fundamental econometric and mathematical techniques necessary to design and carry out applied research in economics and business. Topics include multiple regression, common econometric problems, time series analysis, and optimization. A major research project is required.

**ECON 385. Comparative Economic Systems (3-3-0)**

*Prerequisite:* ECON 201G and 202G. Alternate years.

A comparative analysis of economic systems and the performance of such economies as measured by growth, equity, and efficiency criteria. Theoretical and actual systems such as the U.S., West and East Europe, the Soviet Union, China, Cuba, Norway, Sweden, and Japan are examined.

**ECON 391. Contemporary Economic Issues (3-3-0)**

*Prerequisite:* ECON 201G and 202G. Alternate years.

A course concentrating an economic analysis of socio-political problems rather than economic theories. It is intended to convey the breadth, scope, and relevance of economic analysis to both public and private decision making of various economic issues. Students will learn to apply specific analytical techniques to various socio-economic problems.

**ECON 395. Intermediate Topics in Economics (3-3-0)**

*Prerequisite:* ECON 201G and 202G.

Topical seminars in economics to cover a variety of areas.

**ECON 420. Business Conditions and Forecasting (3-3-0)**

*Prerequisite:* ECON 201G and 202G, BUSN 331.

*Fall and spring.*

A study of the cyclical fluctuations in the U.S. economy, with stress upon their causes and measurement, and a survey of methods of business conditions analysis. Emphasis on short-term and long-term methods of forecasting.

**ECON 435. History of Economic Thought (3-3-0)**

*Prerequisite:* ECON 201G and 202G. Alternate years.

The development of economic analysis with emphasis upon classical, Marxian, Keynesian, and modern economic theory and analysis.

**ECON 451. The Economics of Labor and Collective Bargaining (3-3-0)**

*Prerequisite:* ECON 201G and 202G.

*Alternate years.*

A study of the labor force and the demand for and supply of labor, wage determination, the procedures, agencies, legal framework, and major issues involved in labor-management relations. Attention is also given to the problems of negotiating and implementing a collective bargaining agreement.

**ECON 465. The Economics of Industrial Organization (3-3-0)**

*Prerequisite:* ECON 201G and 202G. Alternate years.

Designed to enable the student to study the microeconomic

theoretical aspects of industrial organization. The topics covered include market structures, vertical structure of markets, welfare losses due to market power, market power impact on distribution pricing policies, and the role of government in promoting and preventing competition. Provides the student with a theoretical, empirical, and descriptive framework of industrial organization and social/business policy.

**ECON 470. International Trade and Finance (3-3-0)**

*Prerequisite:* ECON 201G and 202G. Spring.

Development of International Trade Theory. The theory of comparative costs, the transfer of international payments, the balance of international payments, foreign exchange rates, and the theory of adjustments are the principle topics addressed in this course. The means and ends of international economic policy are also covered. Trade restrictions, arguments for protection, cartels, state-trading, and commodity agreements, commercial policy of the United States, foreign economic assistance, and international measures to liberalize trade and payments are taken up in order.

**ECON 490. Managerial Economics (3-3-0)**

*Prerequisite:* ECON 201G and 202G, BUSN 331.

*Fall and spring.*

Application of Economic Theory and Decision Science Methodology to solve business decision problems. Emphasis is placed on managerial decision making revolving around attempts to optimize under conditions of risk and uncertainty. Numerous optimization and risk-analysis procedures are to be developed in this course and used throughout, where appropriate.

**ECON 492. Economics of Health Resources and Aging (3-3-0)**

*Prerequisite:* ECON 201G and 202G, or consent of instructor. Spring, alternate years.

Designed to inform the student of economic aspects of health resources and aging. Provides the theoretical, empirical, and descriptive framework for analyzing health resources and aging, applying these tools to urgent problem areas. Enables the student to reason more accurately and objectively about health professions and problems. The course also deals with the national policy dilemma on national health programs, health maintenance organizations, and fee-for-service markets.

**ECON 495. Advanced Topics in Economics (3-3-0)**

*Prerequisite:* ECON 201G and 202G. Fall and spring.

Topical seminars or experimental courses in economics in a variety of areas.

**ECON 499. Independent Study (Credits vary)**

*Prerequisite:* ECON 201G and 202G. Fall and spring.

An opportunity for independent study or research with guidance of an economics faculty member. Cannot be used in lieu of core or concentration requirements. Internships are available.

The economics curriculum also includes the following courses which are described in the Curriculum in General Business (BUSN) section of this catalog.

**BUSN 491. Broad Seminar.**

**BUSN 492. Broad Seminar.**

**BUSN 497. Collegiate Investment Challenge.**

**BUSN 498. Small Business Institute.**

## THE CURRICULUM IN FINANCE

**FINC 210. Personal Finance (3-3-0)**

*Fall and spring.*

Recommended elective for non-business as well as business majors. A course designed to teach the student to exercise intelligent control over his/her income, expenditures, borrowing, saving, and investments.

**FINC 323 (same as BUSN 323). Financial Management (3-3-0)**

*Prerequisite:* ACCT 201-202. Fall and spring.

Topics include the environment of managerial finance, financial analysis, planning and control, working capital management, investment decisions, valuation and cost of capital, and long-term financing.

**FINC 324. Intermediate Finance (3-3-0)**

*Prerequisite:* BUSN 323.

In-depth study of advanced financial theories with special emphasis on such topics as capital budgeting, capital structure theory, cost of capital, working capital management, dividend policy, mergers and leasing.

**FINC 412. Venture Capital and Investment Banking (3-3-0)**

*Prerequisite:* BUSN 323 or consent of instructor.

New venture start-up management with emphasis on financial decision making for the entrepreneurial-oriented student. Examines investment banking institutions and functions as related to venture capital acquisition and management. Topics include feasibility analysis, evaluation of firms for new business and enterprises, legal aspects, valuation and fail-safe strategies, financing and controlling new business ventures. Students will participate in bringing a new venture on-line, using the case study method. Text, lecture, and cases will be supplemented by outside speakers.

**FINC 413. Commercial Bank Management (3-3-0)**

*Prerequisite:* BUSN 323 or consent of instructor.

*ECON 301 strongly recommended.*

Organization, administration, and regulation of commercial banks, financial markets, sources and uses of bank funds, and portfolio policy.

**FINC 421. Principles of Investment (3-3-0)**

*Prerequisite:* BUSN 323 or consent of instructor.

*Fall and spring.*

A survey of the investment characteristics of securities, the fundamentals of portfolio planning, and operation and regulation of mutually funds. Analysis and solution of financial problems related to investment. Analysis of trends,

timing of investments, and effects of taxation on investment strategy and policy.

**FINC 423. Problems of Financial Management (3-3-0)**

*Prerequisite:* BUSN 323.

Develops the theoretical framework for decision making in the major areas of financial management. Application of principles of financial management to the solution of special problems and cases. Topics include financing of the firm, dividend policy, capital structure, cost of capital, capital budgeting, financial analysis, and mergers and acquisitions.

**FINC 424. Management of Financial Institutions (3-3-0)**

*Prerequisite:* BUSN 323.

Emphasis on the operating environment of the particular financial institution in terms of performance criteria, loan and investment policy, regulation, and social and economic roles. The course also deals with the current changes and proposed changes in the functioning and role of such of the financial institutions.

**FINC 424. Financial Policy and Strategy (3-3-0)**

*Prerequisite:* BUSN 323.

Special emphasis will be placed on the major aspects of financial management decision making by application of financial theory and techniques to the analysis and solution of actual financial problems. Financial forecasting, application of ratio and fund flow analysis, capital budgeting, capital structure, and the cost of capital will be stressed.

**FINC 495. Advanced Topics in Finance (credits vary)**

*Prerequisite:* Consent of chairman. Offered as required.

Topical seminars in finance.

**FINC 499. Independent Study (credits vary)**

*Prerequisite:* BUSN 323 and consent of department chairman. Student must have junior or senior status.

Not to be used in lieu of core or concentration requirements. Internships are available.

The finance curriculum also includes the following courses which are described in the Curriculum in General Business (BUSN) section of this catalog:

**BUSN 491. Broad Seminar.**

**BUSN 492. Broad Seminar.**

**BUSN 497. Collegiate Investment Challenge.**

**BUSN 498. Small Business Institute.**

## THE CURRICULUM IN REAL ESTATE

**REES 322. Principles of Real Estate (4-4-0)**

*Prerequisite:* Junior standing or consent of instructor.

*Fall and spring.*

A survey of the role and importance of real estate in the economy; legalities, financing, investment, and appraisal. Involves problems of obtaining, owning, and transferring real estate. Includes intensive study of modern real estate practice, including property ownership, laws of agency, contracts, federal laws and regulations, real estate math,

valuation, financing and land use controls.

**RLES 470. Real Estate Law (3-3-0)**

*Prerequisite:* RLES 322 or consent of instructor.

A detailed and comprehensive survey of state and local laws which pertain to real estate: the laws of contracts, deeds, mortgages, leases, liens, and property taxes.

**RLES 471. Real Estate Appraisal (3-3-0)**

*Prerequisite:* RLES 322 or consent of instructor. Spring.

A detailed and comprehensive survey of specific principles and techniques of appraising the value of residential and commercial property. Intrinsic structural and engineering values are viewed as well as market considerations.

**RLES 472. Real Estate Brokerage (3-3-0)**

*Prerequisite:* RLES 322 or consent of instructor.

A survey of the principles and techniques involved in the ownership or management of a real estate agency. Involves the issues of principal and agent, employment contracts, listing contracts, and commissions.

**RLES 473. Real Estate Finance (3-3-0)**

*Prerequisite:* RLES 322 or consent of instructor.

A survey of the principles and techniques of financing residential and commercial property. Involves bank and savings and loan regulations, Veterans Administration regulations, interest rates, and computation of installment payments.

**RLES 474. Real Estate Investment (3-3-0)**

*Prerequisite:* RLES 322 or consent of instructor.

For the real estate major or person pursuing a career in real estate. Subjects stressed include: the knowledge and use of pertinent information that is necessary for the marketing of income-producing and/or speculative real estate to clients; techniques and tools used in providing professional counsel to real estate investment clients; and the broker's role as either the seller's agent, the buyer's agent, or as one only providing counseling services.

## INTERNATIONAL BUSINESS

Administration Building, Room 305

(337) 594-7176

Dr. H. Marshall Booker, Director

Iris C. Price, Program Secretary

### FACULTY

*Professors:* Booker, Coker, Park

*Associate Professors:* Hicks, Spiller, Winder

*Assistant Professors:* Ho, Serrmour, Sirias, Vachris, Zentis, Zhu

*Emeritus:* Boyd

The Bachelor of Science in Business Administration degree with a concentration in international business prepares students for positions in business and government and for graduate study.

The Bachelor of Science in

Business Administration Degree with a

### CONCENTRATION IN INTERNATIONAL BUSINESS

This program offers the Bachelor of Science in Business Administration (BSBA) degree with a concentration in International Business. No more than 50 percent of the 120 credits required for the BSBA may come from courses in the Business Program.

The International Business concentration involves a global approach to the fields of management, marketing, economics, finance and accounting. The program includes an international experience that may be satisfied either locally, regionally, nationally or abroad and provides a unique overview of business practices around the globe with special emphasis on Latin America, Africa, the Middle East, Europe, Asia and the Pacific Rim. The curriculum is designed specifically to prepare business students for a career in the expanding fields being developed in the global business and political world. The program also prepares students for graduate level studies in business and related fields.

In addition to requiring the successful completion of all general education requirements and the business core courses (see index) the BSBA degree with a concentration in International Business requires successful completion of the following courses:

- (1) MATH 105<sup>a</sup> or a higher level math course
- (2) ACCT 201-202
- (3) ECON 201G, 202G<sup>b</sup>
- (4) CPSC 205<sup>b</sup>
- (5) Foreign Language Proficiency equivalent to successful completion of the 201-202 or 203-204 sequence in that language at Christopher Newport University.
- (6) An International Learning Experience which may

be satisfied through one of the following:

- a. Internships (overseas) with international/foreign organizations, corporations, and/or governmental organizations;
  - b. One full-time semester of study at a foreign university/college. Up to nine credit hours of course work taken overseas may be applied to the requirements of the Concentration in International Business;
  - c. Internships with the United Nations, USA, Economic Development/World Bank, International Monetary Fund, and/or foreign international corporations operating in the United States.
- (7) IBUS 433, 443, 453, 463
  - (8) Three courses pertaining to one global area selected from the following:
    - ANTH 362, 363
    - GEOG 311, 352, 460
    - GOVT 309, 313, 314, 368
    - HIST 361/461, 362/462, 363/463
    - SOC1 361, 375

### THE MINOR IN INTERNATIONAL BUSINESS

The minor in International Business is designed for students majoring in other academic disciplines who desire to acquire skills in the basic concepts and practices inherent in and allied to global business practices. The minor program in International Business requires successful completion of:

- (1) ACCT 201-202
- (2) ECON 201G, 202G
- (3) BUSN 323, 341
- (4) Two of the following courses:
  - IBUS 433
  - IBUS 443
  - IBUS 453
  - IBUS 463

### The Certificate Program in International Business

This program is designed for degree and non-degree seeking students who desire university certification in a specialized area through a structured and approved program of study in International Business. The International Business Certification Program (IBCP) requires the successful completion of the following courses:

- (1) BUSN 341
- (2) Two of the following courses:
  - IBUS 433; IBUS 443; IBUS 453; IBUS 463
- (3) IBUS 495 or IBUS 499

### THE CURRICULUM IN INTERNATIONAL BUSINESS

**IBUS 433. Business Practices in Latin America**

**3-3-0 Prerequisite:** BUSN 301, BUSN 311, BUSN 323 or

*permission of instructor.*

Study of the major diversity and commonality grounded in the cultural, geographic, social, political, economic, legal, and business attributes of the several countries of Latin America. A detailed study of the heterogeneity of industrialization, integration, regionalization, and globalization process in Latin America. An in-depth analysis of Latin America, its problems, processes and promise as a member of the Global Community, taught from an international business perspective.

**IBUS 443. Business Practices in Africa and the Middle East (3-3-0)** Prerequisite: BUSN 301, BUSN 311, BUSN 323 or permission of instructor.

An in depth examination of contemporary African and Middle Eastern business customs and practices. Emphasis will be placed upon the conduct of business functions as well as the salient current developments, focusing on the socioeconomic history of the regions.

**IBUS 453. Business Practices in Asia (3-3-0)** Prerequisite: BUSN 301, BUSN 311, BUSN 323 or permission of instructor.

The developing countries of Asia have led the world in economic growth for the past two decades and have become major factors in the world economy. They are virtually certain to become even more important in the years ahead. This course examines and analyzes the opportunities, issues, problems, and challenges of doing business with countries of the Pacific rim region, exploring the significance and implications of such interaction for the United States.

**IBUS 463. Business Practices in Europe (3-3-0)** Prerequisite: BUSN 301, BUSN 311, BUSN 323 or permission of instructor.

This course will address marketing and management decisions in European Markets in terms of product promotion, pricing, and distribution strategies. The legal and accounting environment of the European Union and its effects on business practices will be introduced. All legal aspects of goods, services and persons within the EU will be discussed. In particular the course will examine the implications of social policy on the business environment such as the articles on social security and sex discrimination.

## DEPARTMENT OF MANAGEMENT AND MARKETING

Administration Building, Room 359  
(757) 594-7215

John E. Anderson Jr., Chairman  
Jackie Callahan, Department Secretary

### FACULTY

Professors: Anderson, Coker

Associate Professors: Hunter, McCubbin, Spiller

Assistant Professors: Huseynov, Karp, Semmour,  
Sriya, Zhu

Emeritus: Boyd, Mills

The Department of Management and Marketing offers the Bachelor of Science in Business Administration (BSBA) degree with concentrations in management and marketing. No more than 50 percent of the 120 credits required for the BSBA degree may come from courses in the Business Program.

### The Bachelor of Science in Business Administration Degree with a CONCENTRATION IN MANAGEMENT

The BSBA degree with a concentration in management provides an overview of management theory and practice as it relates to all of the specific business functions, e.g., production, finance, accounting, marketing, personnel, and computer information systems. The curriculum ensures a degree of universality and transferability with respect to management skills.

In addition to the general concentration, students interested in a specific area of management may select from three emphases:

- Human Resource Management,
- Information Resource Management, or
- Financial Management.

Additional electives are offered in the fields of international business, economics of labor and collective bargaining, production and operations management, business conditions and forecasting, and managerial economics.

In addition to requiring successful completion of all general education requirements and the business core courses (see index), the BSBA degree with a concentration in management requires successful completion of the following courses:

- (1) MATH 109\* or a higher-level MATH course;
- (2) ACCT 201-202, 430;
- (3) ECON 203G\*, 302G\*;

- (4) One of the following: ECON 301, 305, 304, 420, 490; (ECON 301 is recommended for the Financial Management Emphasis, ECON 420 is recommended for the Information Resource Management Emphasis, and ECON 490 is recommended for the Human Resource Management Emphasis.)

- (5) MGMT 312;

- (6) Three additional courses chosen from below. If an emphasis is selected, all three must be in the same emphasis.

Human Resource Management:  
MGMT 440/PSYC 403, PSYC 333, MGMT 470  
Information Resource Management:  
MGMT 368, MGMT 417, BUSN 480, BUSN 498  
Financial Management:  
FNDC 421, FNDC 424, either BUSN 498  
or MGMT 325

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

### The Bachelor of Science in Business Administration degree with a CONCENTRATION IN MARKETING

The BSBA degree with a concentration in marketing involves a managed approach to identifying and satisfying the needs of the consumer. The curriculum is a series of integrated building blocks which starts by establishing a common body of knowledge about marketing strategies, marketing research, and consumer behavior. Once these blocks are completed, students select courses to develop a functional block of expertise from a wide variety of courses and through independent study opportunities. Finally, a marketing management seminar serves to integrate the entire marketing concentration. This integrated approach is designed to prepare the marketing graduate to function in the complex world of the future.

In addition to successful completion of all general education requirements and the business core courses (see index), the BSBA degree with a concentration in marketing requires successful completion of the following courses:

- (1) MATH 109\*
- (2) CPSC 209\*
- (3) ACCT 201 - 202\*
- (4) ECON 201G, 202G\*
- (5) MKTG 352, 354, 490
- (6) Select 2 courses from the following list:  
MKTG 360, 451, 453, 458, BUSN 498

In addition to the successful completion of general education requirements and the business core (see index) the BSBA degree with a concentration in marketing and an emphasis in entrepreneurship requires the completion of the

## Following courses:

- (1) MATH 105\*
- (2) CISC 203\*
- (3) ACCT 201-202\*
- (4) ECON 201G, 202G\*
- (5) MKTG 352, 354
- (6) BUSN 483
- (7) FINC 412
- (8) Select 2 courses from the following list:  
MKTG 325, 350, 451, 453, 458, 484; BUSN 497, 498

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

**THE MINOR IN BUSINESS ADMINISTRATION**

This interdisciplinary program in business administration is designed for students majoring in other academic disciplines who desire to acquire skills in the basic concepts and practices inherent in and allied to the field of business administration. The minor program in business administration requires successful completion of:

- (1) ACCT 201-202
- (2) BUSN 301, 311, 325, and 362
- (3) ECON 201G\*, 202G\*

**THE CURRICULUM IN GENERAL BUSINESS**

The courses which comprise the business core and other general business course have previously been described in the College of Business and Economics section of this catalog under "The Business Core."

**THE CURRICULUM IN MANAGEMENT****MGMT 302. Introduction to Business (3-3-0)**

*Prerequisite:* None. *Fall and spring. General Elective Credit Only.* This is a survey course designed for non-business majors. Students actively participate in preparing professional career plans, including designs for academic studies, career paths, and lifelong aspirations. Students study forms of doing business, marketing, management, economics, finance, business ethics, and international ideas of trade, competition, and commerce. Students use basic computer skills to formulate marketing strategic plans, including service projects related to the non-profit business community.

**MGMT 312. Human Resources Management (3-3-0)**

*Prerequisite:* BUSN 301. *Fall and spring.* A study of the principles and problems involved in human resources administration. Topics include job analysis, recruiting, and selection and training of personnel. The course will also include a discussion of collective bargaining and an introduction to compensation administration.

**MGMT 325. Small Business Management (3-3-0)**

*Prerequisite:* Junior standing or consent of instructor. *Fall and spring.*

Designed to give the student specific information concerning all aspects of planning and operating a small business. Major areas of study include the management functions, marketing, financing, record keeping and exporting in a global community. Case studies emphasize problem solving through critical thinking and application of ethical principles. Computer applications will be required in the development of a business plan for a start-up business venture.

**MGMT 368. Management Information Systems Project (3-3-0)**

*Prerequisite:* BUSN 362. *Fall.* Students solve a business problem using project management and Management Information Systems development techniques in a supervised group project environment. Develop system documentation, assemble an implementation plan and present a completed project report. The report addresses the variation in project development as a function of international practices as well as proprietary considerations in software development.

**MGMT 417. Strategic Use of Information Technology (3-3-0)**

*Prerequisite:* BUSN 362. *Spring.* Integrates Management Information Systems as a business policy and strategy resource within the context of the firm. Case studies are used to analyze real world information problems. Includes Chief Information Officer functions; systems planning and development conflicts; legal, professional, and ethical issues; and an appreciation of the strategic impact of Management Information Systems on corporate policy and global expansion.

**MGMT 431. Operations Management (3-3-0)**

*Prerequisite:* BUSN 301, 408. *Spring.* This course explains the essentials of Production Operations Management (POM) to enable the student to understand and relate to it despite limited work experience. Specific POM concepts such as modeling applications and behavior are emphasized. Current POM practices and research results are covered.

**MGMT 440/PSYC 403. Organizational Training and Development (3-3-0)**

*Prerequisite:* For credit as MGMT 440: BUSN 301, MKTG 312, for credit as PSYC 403: PSYC 201-202, 303. *Spring.* Practical and theoretical approaches to the training and development of employees in organizations from a systems perspective, including needs assessment processes, training methods and techniques, and training evaluation. Course focuses on incorporating knowledge of human learning and motivation to improve training effectiveness. Various training topics are examined, including leadership development and team-based training. May use large data bases such as Lexis for research papers and presentations. Practicum required.

**MGMT 442. Japanese Business Management (3-3-0)**

*Prerequisite:* BUSN 301 or consent of instructor. This course provides students with information about Japanese culture and business practices. Students are exposed to Japan's history, social patterns, educational process, geography, and religion before undertaking an examination of Japanese business practices. An effort is made to link cultural behavioral determinants to the Japanese "style" of doing business.

**MGMT 470. Organization Theory (3-3-0)**

*Prerequisite:* BUSN 342, BUSN 400 for Business students, and either PSYC 303 or BUSN 400 for Psychology majors. *Spring.* The course examines the various perspectives of organization theory such as the classical, systems, contingency, strategic choice, population ecology, and institutional frameworks. These views will be utilized as critical thinking tools for students to evaluate various aspects of organizational structure, processes, design, strategy and culture. The role of the environment will be explored as well as particular attention to the global forces impacting on organizations.

**MGMT 499. Independent Study (credits vary)**

*Prerequisite:* Junior or senior standing and consent of instructor. An opportunity for independent study or research with guidance of faculty advisor.

**THE CURRICULUM IN MARKETING****MKTG 336. Sales Strategy (3-3-0)**

*Prerequisite:* BUSN 311, SPCH 201, junior standing or consent of instructor. *Fall and spring.*

Consultative selling techniques stressing prospective problem identification through open-ended questioning, lofty ethical non-manipulative selling, verbal and nonverbal selling power, and moving to closure are highlighted for domestic and international situations. Explicit attention is placed on developing the art of communication, improving listening skills, and utilizing persuasion and sales negotiation strategies. Strategies and tactics in selling, multiple closing techniques, handling rejection, self motivation, quota setting, and performance evaluation are also topics that are studied. Application of word processing packages in the generation of reports, documents, and papers is required.

**MKTG 352. Marketing Research (3-3-0)**

*Prerequisite:* BUSN 311, 331, 362, and junior standing. *Fall and spring.*

An introduction to the role of marketing research in today's complex marketing environment. To introduce the students to basic methods of collecting primary and secondary data; marketing research process; data collection formats; sampling and related statistical techniques used in data analysis. This application oriented course will require students to utilize computer software and critical thinking skills in the completion of marketing research projects. Ethical issues in marketing research will be addressed throughout the course.

**MKTG 354. Consumer Behavior (3-3-0)**

*Prerequisite:* BUSN 311 and junior standing. *Fall and spring.* A critical thinking analysis of the motives, attitudes, and expectations of domestic and global consumers, which leads to an understanding of the ethical marketing process in general and individual buying behavior in particular. Students will be required to evaluate consumer behavior studies and utilize computer applications to complete course assignments.

**MKTG 451. Direct Marketing**

*Prerequisite:* BUSN 311. *Spring.* An introduction to the programmatic, theoretical, and ethical aspects of direct marketing, including mail order and direct response advertising; measurability and accountability; lists and database marketing. Special attention will be given to the consideration of direct marketing as an aspect of marketing in general, as well as the applications of the direct marketing process, including strategic promotion, traffic building, fund raising, lead generation, and subscriptions. Students will carry out written course assignments and presentations requiring computer applications, critical thinking and global perspectives.

**MKTG 453. Advertising Management (3-3-0)**

*Prerequisite:* BUSN 311. *Fall or spring.* An examination of the rationale and strategies behind the managing, planning, creating, using, managing, and evaluating of radio, television, print, outdoor, specialty, and P.O.P. advertising. Determining objectives, making budget decisions, preparing advertisements and selecting media. Also emphasized are advertising ethics, global advertising, and monitoring environmental constraints on advertising. Students will be required to critically evaluate advertisements and utilize computer applications to complete course assignments.

**MKTG 458. International Marketing (3-3-0)**

*Prerequisite:* BUSN 311. *Fall or spring.* The course entails a critical investigation of marketing problems and practices encountered by national and multinational corporations. Specific types of marketing policies and strategies related to different product areas and different international geographical areas are examined. Students will perform course assignments requiring computer applications. Ethical considerations pertaining to global marketing are emphasized throughout the course.

**MKTG 483. Entrepreneurship (3-3-0)**

*Prerequisite:* Junior/senior standing. *Fall.* This course will provide students with an introduction to the key aspects of entrepreneurship and its role in small businesses. Included in this course will be an investigation of the following questions: What is an entrepreneur? Why do people become entrepreneurs? What are the traits of the entrepreneurial personality? What global opportunities exist for entrepreneurs? What programs are in place to assist entrepreneurs and small businesses? Students will be

required to utilize critical thinking, computer applications, and written and oral communication skills in the conduct of a major entrepreneurial project.

**MKTG 486: Students in Free Enterprise (3-3-0)**  
*Prerequisite:* Junior/Junior standing. *Spring.*

SIFE is an academic course whereby college and university student teams learn, teach, and practice free enterprise for the betterment of individuals, communities, and countries. The course is designed to build teams to teach others a better understanding of how the free enterprise system works. This program will give students the opportunity to utilize computer applications, critical thinking, and written and oral communication skills in the development and presentation of their program to a panel of national business leaders and entrepreneurs who will evaluate the effectiveness of the teams' efforts. Enrollment is limited to the College of Business and Economics students with senior status and requires written permission of the instructor prior to enrollment.

**MKTG 490: Marketing Management (3-3-0)**

*Prerequisites:* BUSN 311, MKTG 352, 354, and senior standing or consent of instructor. *Fall and Spring.*

The purpose of this capstone course in marketing is to intensively investigate the managerial approach to marketing where marketing managers are viewed as decision makers and problem solvers. The course focuses on marketing planning problems, strategic concepts and development, and strategic responses to macro-environmental forces. (Students will utilize critical thinking, oral and written communication skills, and computer applications in the development and presentation of cases and marketing plans.)

**MKTG 499: Independent Study (credits vary)**

*Prerequisite:* Junior or senior standing and consent of instructor. An opportunity for independent study or research with guidance of faculty adviser.



## SCIENCE AND TECHNOLOGY PROGRAM

### COLLEGE OF BUSINESS, SCIENCE AND TECHNOLOGY

#### ACADEMIC DEPARTMENTS

Biology, Chemistry and Environmental Science  
 Mathematics  
 Nursing  
 Physics and Computer Science

Comprised of the departments of Biology, Chemistry, and Environmental Science (25 faculty), Mathematics (12 faculty), Nursing (8 faculty), and Physics and Computer Science (25 faculty), the Program offers high quality liberal arts centered programs in the sciences and mathematics, industry standard professional programs in nursing, horticulture, computer engineering and information science, and exemplary programs for the preparation of school teachers.

#### CENTERS FOR THE STUDY AND APPLICATION OF SCIENCE AND TECHNOLOGY

The Program in Science and Technology has centers for the application of the sciences that provide support for local businesses, national laboratories, regional health centers and political jurisdictions. This support is often provided by teams of students and faculty working together to solve real world problems, a valuable experience for students and faculty alike. Students interested in working on projects with and of these centers should contact the directors listed below.

#### RESEARCH AND DEVELOPMENT PROJECTS FOR STUDENTS

Dr. Lynn Lambert, Director  
 (757) 594-7826 e-mail: llambert@csu.edu

The Research and Development projects necessitate cooperative as well as competitive problem solving strategies of science and technology. The goal of these R&D projects is to create viable solutions which can be applied in business or commercial settings. Certain R&D projects are proposed or funded by regional commercial enterprises and have specific parameters which define the project. Consent of project mentor/instructor is required to enroll in these senior level academic courses.

#### CENTER FOR THE STUDY OF URBAN WETLANDS

Dr. James Reed, Director  
 (757) 594-7307 e-mail: jreed@csu.edu

The Center provides environmental information to facilitate the urban watershed planning process and incorporates environmental indicators, risk assessment, ecological restoration, site specific water quality standards, monitoring and mitigation banking.

#### INFORMATION SYSTEMS LABORATORY

Dr. Joshua Anyiwo, Director  
 (757) 594-7243 e-mail: janyiwo@csu.edu

The laboratory establishes partnerships with local and regional businesses in the area of information technology advancement and utilization to enhance business competitive advantages. It accepts projects in the areas of business re-engineering, electronic commerce, electronic data interchange, and multimedia presentation design.



## DEPARTMENT OF BIOLOGY, CHEMISTRY, AND ENVIRONMENTAL SCIENCE

New Science, Room 138  
 (787) 994-7126

Dr. Harold N. Cones, Chairman  
 Alice Gaskins, Department Secretary

### FACULTY

Professors: Benkes, Chang, Cones, Hammer, Mellick,  
 Olson, Reed

Associate Professors: Cheney, Gray, Weiss

Assistant Professors: Anderson-Selam, Atkinson, Brunke,  
 Grau, Sevitzky, Whiting

Instructor: Badavi

Emerita and Emeritus: Edwards, Markusen, Pugh, Secko,  
 Simmons

The aims of the curriculum and faculty in the Department of Biology, Chemistry, and Environmental Science are to acquaint students with the body of knowledge in these disciplines and to teach them to apply this knowledge usefully and responsibly. The biology program is organized to enable the major student to survey the entire field of biology and also specialize in one of various areas, including botany, cell biology-biochemistry, microbiology-genetics, environmental science, ornamental horticulture, the premedical-pre dental-preveterinary area, teaching, or zoology. A student may also specialize in parks, open space, recreation, and natural resource management. Details concerning the requirements for the various areas can be obtained from the department chairman.

### CHEMISTRY

The study of Chemistry provides a wide range of opportunities in the physical and biological sciences as well as related areas. Chemistry is often called the central science because an understanding of matter and the changes it undergoes underlies the other science areas. At CNU, students have the advantages of instruction in small classes, well-equipped and faculty-directed laboratories, and considerable individual attention. In addition to providing skills which prepare students for a wide range of job opportunities, directly or after graduate school, the curriculum and faculty seek to help students gain a better understanding of the world through an increased knowledge and appreciation of the chemical processes that affect our everyday lives.

### COOPERATIVE PROGRAMS

Christopher Newport University has a cooperative program with the Duke University School of The Environment leading to the BS from Christopher Newport University and

the Master of Forestry or Master of Environmental Management degree from Duke. Students in this program attend Christopher Newport University for the first three years of the program then transfer to Duke for the final two years. While at CNU, the student must complete at least 90 semester credits, including the general education courses required by CNU, plus courses required by Duke as prerequisites for their program. Upon completion of 30 semester credits in the two-year program at Duke, CNU will award the student the BS degree. Upon the completion of 30 or more additional semester credits and all appropriate requirements for the degree, Duke University will award the appropriate master's degree. Students interested in entering this cooperative program should contact Dr. Weiss, adviser for the program.

### HEALTH-RELATED PROFESSIONS

Students considering careers in medicine, optometry, dentistry, veterinary medicine, pharmacy, physical therapy, and other health-related professions are strongly encouraged to meet with a member of the pre-health professions committee. The committee serves to advise students on career choices, academic scheduling, and application procedures. It provides information on opportunities, current admission requirements, and the diversity of professional programs. The committee wishes to work with the student in maximizing the chances of a successful application by providing oversight and guidance, mock interviews, and letters of recommendation. More information is available in the office of the Department of Biology, Chemistry, and Environmental Science.

### THE BACHELOR OF SCIENCE DEGREE IN BIOLOGY

In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Science degree in biology requires a minimum of 40 credits in biology. Biology courses are to be selected with the aid of the student's departmental adviser. In addition, students pursuing this degree must successfully complete a minimum of six and a maximum of 10 credits of electives outside of the sciences. If the usual supporting courses required for this degree are inappropriate for the student's goals, the student and his/her adviser may prepare an alternate program of study for departmental approval at the beginning of the junior year or earlier. An alternate program of study is usually necessary for students pursuing the Bachelor of Science degree in biology with a concentration in ornamental horticulture. Students interested in this program should contact Dr. Benkes. Students pursuing the Bachelor of Science degree in biology may elect not to include BIOL 107/109L-208/208L among the credits counted in their major. If students so elect, the Office of the Registrar must be notified prior to the completion of 90 credits. In addition to successful completion of all general education requirements (see

index), the Bachelor of Science degree in biology requires successful completion of the following courses:

- (1) BIOL 107/109L-208/208L\*, 313, 491;
- (2) Either BIOL 307 or BIOL 414/414L;
- (3) One of the following: BIOL 305, 308/308L, 310, or 321/322;
- (4) CHEM 121/121L-122/122L\*, 321/321L, and 322/322L;
- (5) One of the following: MATH 125\*, MATH 140\*, PSYC 300, or CPSC 210;
- (6) Either PHYS 103\*-104\* or PHYS 201\*-202\*;
- (7) 18 additional semester hours of BIOL electives, with 15 of those credit hours at the 300-400 level. At least three of the courses used to satisfy this 15 credit requirement must have a laboratory component.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic adviser.

### THE BACHELOR OF ARTS DEGREE IN BIOLOGY

The Bachelor of Arts degree in biology requires a minimum of 40 credits in biology, including BIOL 107/109L and 208/208L. The Bachelor of Arts degree in biology requires successful completion of all general education requirements (see index).

Major and elective studies requirements for the Bachelor of Arts degree in biology requires:

- (1) BIOL 107/109L-208/208L\*, 313, 491;
- (2) Either BIOL 307 or BIOL 414/414L;
- (3) One of the following: BIOL 305, 308/308L, 310, or 321/322;
- (4) One of the following: BIOL 309, 312, 405, 408, or 418/418L;
- (5) CHEM 103/103L-104/104L\*;
- (6) Three courses in mathematics, to be selected in consultation with one's adviser\*;
- (7) 14 additional semester hours of biology electives with 11 of those at the 300-400 level. At least two of the courses used to satisfy this 11 credit requirement must have a laboratory component;
- (8) Either a minor in another academic discipline or 18 credit hours (excluding all other departmental requirements) from at least two of the following academic disciplines: chemistry\*, computer science, mathematics\*, philosophy and religious studies\*, physics, and psychology.\*

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic adviser.

### THE CONCENTRATION IN ORNAMENTAL HORTICULTURE

The courses required for the concentration in ornamental horticulture are the same as for the usual BS degree in biology except that CHEM 103/103L-104/104L may be

substituted for CHEM 121/121L, 122/122L, 321/321L, and 322/322L; BIOL 300 and GOVT 335 are required; and at least five of the required biology courses must be selected from: BIOL 303, 304, 311, 317, 415, or 418.

### THE STATE-APPROVED TEACHER EDUCATION PROGRAMS IN BIOLOGY (9-12)

Students interested in receiving a teaching endorsement in biology (9-12) are to refer to the "Teacher Education Programs" section of the catalog (see index) for details on admission criteria and procedures. To achieve such an endorsement, students are required to complete all general education requirements (see index), the Bachelor of Arts or the Bachelor of Science degree in Biology as presented above, to include one of the following: BIOL 305, 308, 310, or 321/322; one of the following: BIOL 309, 312, 314-315, 408, or 418; one of the following: BIOL 302, 306, 405, or 407; BIOL 212 or 301; CHEM 103/103L-104/104L\* or 121/121L-122/122L\*, 321/321L, 322/322L; PHYS 103/103L-104/104L\* or 201-202\*, plus the teacher education program courses in professional studies, field experience and internship, and the required support courses listed in the "Teacher Education Programs" section of the catalog.

### THE MINOR IN BIOLOGY

A minor in biology requires 21 hours of biology coursework above the 100 level, including BIOL 208/208L.

### THE STATE-APPROVED TEACHER EDUCATION PROGRAM IN CHEMISTRY (9-12)

Students interested in receiving an add-on endorsement in chemistry (9-12) are to refer to the "Teacher Education Programs" section of the catalog for details on admission criteria and procedures. To achieve such an endorsement, students are required to complete a primary teaching endorsement in an appropriate field and complete the following chemistry minor: CHEM 121/121L-122/122L, 321/321L-322/322L, 341-342/342L, and either CHEM 445 or a course in analytical chemistry.

### THE MINOR IN CHEMISTRY

A minor in chemistry requires CHEM 121/121L, 122/122L, 321/321L, 322/322L, one additional chemistry course at the 300- or 400-level (usually CHEM 445), and CHEM 490.

### THE CURRICULUM IN BIOLOGY

#### BIOL 307, General Biology I (3-3-0)

Fall, spring, and summer.

First semester of introductory biology sequence for majors and nonmajors; major topics covered are ecology, genetics, evolution, and diversity.

#### BIOL 308, General Biology II for Nonmajors (3-3-0)

Prerequisite: BIOL 107. Fall, spring, and summer.

Second semester of introductory biology sequence for nonmajors; major topics covered are energy metabolism, biotechnology, plant biology, and animal biology.

**BIOL 109L, General Biology Laboratory (1-0-3)**

*Prerequisite or Corequisite:* BIOL 107 or 108. Fall, spring, and summer.

Laboratory exercises to accompany either BIOL 107 or 108 and to satisfy laboratory component of general education Natural Science requirement.

**BIOL 113, Essentials of Anatomy and Physiology (3-3-4) Fall and Spring.**

A medically-oriented introduction to the structure and function of the human body and the relationship between structure and function. (This course cannot count as credit toward the biology major.)

**BIOL 206, Basic Horticulture (3-3-0)**

Spring, 1999

A survey of horticultural practices. Topics covered include foliage plant culture, lawn establishment and maintenance, flower garden care, vegetable gardens, woody plants for the home landscape, and principles of good landscape design.

**BIOL 207, Pioneer Biology - Living Off the Land (3-3-0) Summer.**

A study of the interdependence of man and his environment through investigating and experiencing pioneer living practices. Edible wild foods, weaving, folk and natural medicine, and modern aspects of homesteading are discussed. (This course cannot count as credit toward the major.)

**BIOL 208, General Biology II for majors (3-3-0)**

*Prerequisite:* BIOL 107/108L and CHEM 103/103L or 121/121L. Fall and Spring.

Second semester of introductory biology sequence for majors. Major topics covered are cell chemistry and structure, cellular metabolism, molecular genetics, and plant and animal physiology.

**BIOL 208L, General Biology II Laboratory for majors (3-0-0)**

*Prerequisite:* BIOL 107/108L. *Prerequisite or Corequisite:* BIOL 208. Fall and Spring.

Laboratory exercises to accompany BIOL 208.

**BIOL 212, Microbiology and Man (4-3-1)**

*Prerequisites:* CHEM 113/103L or CHEM 121/121L. Summer.

Principles of microbiology. Emphasis on bacteria and the bacterial viruses both as entities in themselves and in their role in contemporary biology, especially the biology of disease.

**BIOL 215, Biological Evolution (3-3-0)**

*Prerequisite:* BIOL 107/208L. Spring.

Principles of biological evolution: review of genetics, detailed discussion of population genetics, natural selection, adaptation, isolating mechanisms, speciation, and phylogenetic inference.

**BIOL 216, Anatomy and Physiology for Physical Education Majors (3-3-4)**

*Prerequisite:* BIOL 107, 108 and 108L. Fall.

An introduction to the anatomy and physiology of the human body, with emphasis on kinesiology. (This course cannot count as credit toward the biology major.)

**BIOL 218L, Anatomy and Physiology for Physical Education Majors Laboratory (1-0-3)**

*Prerequisite or Corequisite:* BIOL 218. Fall.

**BIOL 234, Aging and Health - Biological and Physiological Perspectives (3-3-0)**

*Prerequisite:* BIOL 107 and 108 or 208 or consent of instructor.

Examination of the aging process and consequent changes in human physiology and body systems. Relationships of physiological changes to health and nutritional problems. Survey of major health problems and interventional possibilities.

**BIOL 290, Elementary Topics in Biology**

*Prerequisite:* Consent of instructor. Fall and Spring.

A variety of biological or biologically related topics not included in the regular curriculum will be offered. These topics will fill a particular need not covered by regular courses. Biology majors may apply no more than nine credits in elementary, intermediate, or advanced topics toward graduation.

*Note:* All 300- and 400-level BIOL courses have BIOL 206/208L and 313 as prerequisites unless otherwise indicated.

**BIOL 301, Microbiology (4-3-4)**

*Additional Prerequisite:* CHEM 104/104L or 122/122L. Fall.

Introduction to the morphology, physiology, and genetics of bacteria, fungi and viruses.

**BIOL 302, Oceanography - An Introduction to Marine Science (4-3-4)**

*Additional Prerequisite:* CHEM 104/104L or 122/122L or consent of instructor. Spring 1999.

Physical and chemical properties of the hydrosphere; application of basic ecological principles to the marine environment; history of oceanography.

**BIOL 303, Landscape Horticulture (4-3-4)**

*Prerequisite:* BIOL 317 and GOVT 315 or consent of instructor. Spring 1998.

Principles of good landscape design; use, choice, and cultural practices employed with ornamental plants.

**BIOL 304, Soils (4-3-4)**

*Additional Prerequisite:* CHEM 104/104L or 122/122L. Spring 1998.

Characterization of soil as a natural system with emphasis on its physical, chemical, and biological properties.

**BIOL 305, Plant Anatomy (4-3-4)**

Fall 1998.

Structure and arrangement of cells and tissues in higher plants; cytology, physiology, taxonomy, ecology, evolution, and development where related to anatomy.

**BIOL 306, Environmental Conservation (3-3-4)**

*Prerequisite:* Completion of science distribution requirement or consent of instructor. Fall.

Study of soil, forest, land, water, air, wildlife, and

recreational resources; their interrelationships and modifications by man; steps necessary to use them wisely for present and future generations.

**BIOL 306L, Environmental Conservation Laboratory (1-0-0)**

*Prerequisite or Corequisite:* BIOL 306.

On-site visits to resource utilization areas.

**BIOL 307, Cell Biology (4-3-4)**

*Additional Prerequisite:* CHEM 104/104L or 121/121L. Fall.

Physiology at cellular levels of organization: cell structure and function, enzyme action, cell energy transformations, cell regulatory processes, and cell differentiation.

**BIOL 308, Plant Physiology (3-3-0)**

*Additional Prerequisite:* CHEM 104/104L or 122/122L. Spring 1999.

A survey of the processes involved in plant growth: mineral nutrition, water relations, translocation, metabolism, and photosynthesis. Control of plant growth and development by hormones, growth regulators, light, and temperature.

**BIOL 308L, Plant Physiology Laboratory (1-0-4)**

*Prerequisite or Corequisite:* BIOL 308. Spring 1999.

**BIOL 309, Embryology of Vertebrates (4-3-4)**

Fall 1998.

Comparative description and analysis of the principles and processes leading to the establishment of the adult vertebrate body plan; gametogenesis.

**BIOL 310, Morphology and Phylogeny of Plants (4-3-4)**

Spring 1998.

Morphology of representative plants studied in the laboratory and field; emphasis on reproductive processes and phylogenetic relationships.

**BIOL 311, Ornamental Plant Propagation (4-3-4)**

*Additional Prerequisite:* BIOL 317 or consent of instructor. Spring 1999.

Principles and practices of horticultural plant propagation and greenhouse production are considered.

**BIOL 312, Invertebrate Zoology (4-3-4)**

Spring.

A survey of invertebrate biology emphasizing morphology and evolutionary relationships, and including taxonomy, physiology, and behavior.

**BIOL 313, Genetics (4-3-2)**

*Additional Prerequisite:* MATH 110 or equivalent.

Fall and Spring.

Mechanisms of inheritance, mutation, recombination, genetic expression, and regulation at all levels of biological organization. All registered students must sign up for one of the two-hour discussion/laboratory simulation sections during which problem solving and computer generated genetic cross simulations will be emphasized. In these sections, brief oral presentations will also be required.

**BIOL 314, Human Anatomy and Physiology I (4-3-3)**

*Prerequisite:* BIOL 107, 208 and 108L or 206/208L and CHEM 104/104L or CHEM 122/122L. Fall.

A study of the structure and function of the human body that includes concepts of relevant cellular and molecular

biology and histology before investigating the major organ systems. Systems included in this course are: integumentary, skeletal, muscular, nervous, urinary, and endocrine.

**BIOL 315, Human Anatomy and Physiology II (4-3-3)**

*Prerequisite:* BIOL 314 or consent of instructor. Spring.

A continuation of BIOL 314 that covers the cardiovascular, respiratory, renal/urinary, digestive, and reproductive systems and concepts of metabolism.

**BIOL 316, Pathophysiology (4-4-0)**

*Prerequisite:* BIOL 315 or consent of instructor.

Systemic survey of physiological abnormalities. Emphasis is placed on the more frequently encountered conditions.

**BIOL 317, Plant Materials for Landscape Use (4-3-4)**

*Prerequisite:* None. Fall 1999.

Identification and design characteristics of ornamental plants.

**BIOL 318, Advanced Human Physiology (3-3-4)**

*Additional Prerequisite:* BIOL 315.

Survey of normal physiology of all systems. Designed primarily for nursing students who have had anatomy and physiology only in the lower division or for those who received training several years ago.

**BIOL 318L, Advanced Human Physiology Laboratory (1-0-0)**

*Prerequisite or Corequisite:* BIOL 318.

**BIOL 319, Nutrition (3-3-0)**

*Prerequisite:* One year of college science. Fall and Summer.

A survey of specific dietary requirements; roles of nutrients; effects of nutrient deficiencies; food absorption and utilization; food production, processing, and distribution; and applied nutrition for specific groups.

**BIOL 320, Natural History of the Vertebrates (4-3-4)**

Fall.

A survey of the living and extinct taxa of vertebrates. Evolutionary relationships, morphology, physiology, ecology, and behavior of the major living vertebrate taxa will be emphasized.

**BIOL 321-322, Plant Taxonomy I and II (2-1.5-2) each.**

Spring - Fall 1998

Part I will consider the principles of identifying, naming, and classifying vascular plants. Part II will discuss representative vascular plant taxa in a phylogenetic setting. A plant collection is required and BIOL 321 is a prerequisite for Part II.

**BIOL 328, Apprenticeship in Teaching Biology/Chemistry (3-1-4)**

*Prerequisite:* Junior standing. 15 credits in major, EDUC 301/301L and EDUC 305.

A course in which prospective teachers are introduced to methods and materials of teaching biology. Emphasis will be on laboratory exercises and demonstrations. The use of audio-visual materials will also be covered. Apprentice teachers will be expected to design and participate in the set-up of several appropriate laboratory exercises and prepare an oral introduction to a laboratory exercise. Apprentice teachers will have the opportunity to observe and

participate in the teaching of introductory biology laboratories.

**BIOL 395. Intermediate Topics in Biology**  
(Credits vary) Spring and fall.

A variety of biological or biologically related topics not included in the regular curriculum will be offered. These topics will fill a particular need not met by regular courses. Biology majors may apply no more than nine credits in elementary, intermediate, or advanced topics toward graduation.

**BIOL 403. Marine Biology (4-3-4)**

*Additional Prerequisite:* BIOL 302 and 312, or consent of instructor. Spring 1999.

Taxonomic and ecological investigations of the major marine groups: pollution ecology; applied marine science.

**BIOL 407. General Ecology (4-3-4)**

Spring 1998.

Properties and processes of ecosystems, communities, and populations, with consideration given to man's influence on each level.

**BIOL 409. Comparative Anatomy of Vertebrates (4-3-4)**  
(BIOL 309 recommended) Spring 1995.

General chordate anatomy, emphasizing the vertebrates, considered on a comparative and phylogenetic basis. Laboratory work includes dissection and study of lamprey, sea star, nemertean, cat, and other supplemental chordates.

**BIOL 414. Introductory Biochemistry (3-3-0)**

*Additional Prerequisite:* CHEM 321/321L. *Prerequisite or corequisite:* CHEM 322/322L. Spring 1998.

A survey of the principal molecular constituents of living organisms. The structure, roles, and metabolic interconversions of carbohydrates, lipids, proteins, and nucleic acids are considered.

**BIOL 414L. Introductory Biochemistry Laboratory (1-0-4)**  
*Prerequisite or corequisite:* BIOL 414. Spring 1998.

**BIOL 415. Pathology of Ornamental Plants (3-3-0)**  
*Additional Prerequisite:* BIOL 317 or consent of instructor. Fall 1999.

A course stressing the principles of plant pathology with regard to prevention, diagnosis, and control of diseases of ornamental plants. Some emphasis will be given both to beneficial insects and to insect pests of ornamentals as well as to control techniques.

**BIOL 415L. Pathology of Ornamental Plants Laboratory (1-0-4)**

*Prerequisite or corequisite:* BIOL 415. Fall 1999.

**BIOL 416. Nursery and Garden Center Management (4-2-0)**  
*Prerequisite:* None. Fall 1999.

Principles and practices involved with wholesale production and retailing of ornamental plants.

**BIOL 418. Animal Behavior (3-3-0)**

Fall 1998.

The comparative study of animal behavior, including both vertebrates and invertebrates. Ethological concepts, physi-

ological mechanisms, and adaptive significance will be emphasized.

**BIOL 418L. Animal Behavior Laboratory (1-0-4)**

*Prerequisite or corequisite:* BIOL 418. Fall 1998.

Laboratory work includes experimentation, field trips, discussion, reports, and a term project.

**BIOL 422. Field Trip Experience (2-1-0)**

*Prerequisite:* One botany and one zoology course and consent of instructor.

Ten or eleven day extended field trip to one of two areas. Each trip preceded by classroom instruction. a) Northern Coastal Plain (Acadia National Park, Maine) - mini session. b) Southern Coastal Plain (Everglades National Park, Florida) - January.

**BIOL 491. Biology Seminar (1-1-0)**

*Prerequisite:* Biology majors with junior or senior standing and CHEM 104/104L or 321/321L, BIOL 313, and two additional BIOL courses at the 300-400 level. Fall and spring.

A seminar format course dealing with different topics in each section each semester. (See Registration News or BCSB office for section topics.) Students will give several in-class presentations of the papers to be discussed. A short synthesis paper written by the student on some aspect of the topic will also be required.

**BIOL 495. Advanced Topics in Biology (Credits vary)**

Fall and spring.

A variety of biological or biologically-related topics not included in the regular curriculum will be offered. These topics will fill a particular need or be an advanced treatment of a regular course. Biology majors may apply no more than nine credits of elementary, intermediate, or advanced topics toward graduation.

**BIOL 499. Problems in Biology (Credits vary)**

Fall and spring.

An opportunity for independent research or literature review with guidance of a faculty adviser. No more than three credits may be submitted for the degree.

## THE CURRICULUM IN CHEMISTRY

*Note:* The following course listing includes alternate year offerings of junior- and senior-level courses. The symbol (N) designates an evening course offering.

**CHEM 103-104. Introductory Chemistry (3-3-0 each)**

*Prerequisite:* 1 year of high school algebra; *corequisite:* CHEM 103L-104L or consent of department. CHEM 103 fall, spring (N); and summer; CHEM 104 fall (N), spring and summer.

First semester: The fundamentals of general and inorganic chemistry.

Second semester: The fundamentals of organic and biochemistry. (Not intended for science majors; however, CHEM 103 with or without CHEM 103L may be taken for elective credit as an introductory course to CHEM 121 and CHEM 121L.)

**CHEM 103L-104L. Introductory Chemistry Laboratory (1-0-3 each)**

*Corequisite:* CHEM 103-104, CHEM 103L, fall, spring (N), and summer; CHEM 104L all (N), spring, and summer.

An introduction to the experimental techniques and methods of chemistry.

**CHEM 121-122. General Chemistry (3-3-0 each)**

*Prerequisite:* MATH 110 or satisfactory scores on chemistry placement examination; *corequisite:* CHEM 121L-122L, or consent of department. CHEM 121 fall and spring (N); CHEM 122 fall (N), and spring.

Fundamental principles of chemistry.

**CHEM 121L-122L. General Chemistry Laboratory (2-3-4 each)**

*Corequisite:* CHEM 121-122 or consent of department. CHEM 121L fall and spring (N); CHEM 122L fall (N) and spring.

Application of experimental methods to the solution of chemical problems.

**CHEM 321-322. Organic Chemistry (3-3-0 each)**

*Prerequisite:* CHEM 122/122L; *corequisite:* CHEM 321L/322L or consent of department. CHEM 321 Fall; CHEM 322 spring.

Chemistry of the organic compounds of carbon. Structure, reactivity, and reaction mechanisms.

**CHEM 321 L. Organic Chemistry Laboratory (2-1-4)**

*Prerequisite:* CHEM 122/122L; *corequisite:* CHEM 321. Fall.

Chemical kinetics and equilibrium are studied using analytical procedures with emphasis on instrumental methods.

**CHEM 322L. Organic Chemistry Laboratory (2-0-5)**

*Prerequisite:* CHEM 321L; *corequisite:* CHEM 322. Spring.

Introduction to common techniques in synthesis and qualitative organic analysis.

**CHEM 341-342. Physical Chemistry (3-3-0 each)**

*Prerequisite:* CHEM 322/322L, MATH 240, and PHYS 202; *corequisite:* CHEM 341. Note; *corequisite:* to CHEM 342; CHEM 342L or consent of department. CHEM 341 fall, even numbered years; CHEM 342 spring, odd numbered years.

A study of the interactions of matter and energy. Thermodynamics; atomic and molecular structure; solutions; kinetics; electrochemistry; quantum chemistry.

**CHEM 342L. Physical Chemistry Laboratory (1-0-5)**

*Prerequisite:* CHEM 322/322L, 341; *corequisite:* CHEM 342. Spring, odd numbered years. Techniques used in the study of thermochemistry, electrochemistry, states of matter, molecular structure.

**CHEM 386. Techniques in Synthesis (3-1-0)**

*Prerequisite:* CHEM 322/322L. Spring, even numbered years.

Synthesis of organic and inorganic compounds. Primarily a laboratory course.

**CHEM 395. Special Topics in Chemistry**  
(Credits vary)

Selected topics. Offered as interest demands.

**CHEM 403. Inorganic Chemistry (3-3-0)**

*Prerequisite:* CHEM 341 or consent of the instructor.

Spring, odd numbered years.

Survey of properties and reactions, with emphasis on unifying principles. Topics include bonding and structure; coordination chemistry; thermodynamic and kinetic reactivity; solvent systems; redox; polymeric inorganic systems; organometallic and bioinorganic chemistry.

**CHEM 443. Spectroscopic Methods for Determination of Structure (3-3-0)**

*Prerequisite:* CHEM 322L, or consent of instructor.

Fall, even numbered years.

The application of instrumental methods for determination of structure is studied. Instrumental methods, including nuclear magnetic resonance spectroscopy, infrared spectrophotometry, mass spectrometry, and ultraviolet visible spectroscopy applied to the problem of structure determination.

**CHEM 445. Instrumental Methods in Chemistry**

(3-1-5) *Prerequisite:* CHEM 322/322L.

Fall, odd numbered years.

Theory and practice of instrumental methods in the solution of analytical problems.

**CHEM 490. Seminar (1-1-0)**

*Prerequisite:* Consent of department. Spring and fall.

Review of current periodicals. Reports of student or faculty research. Required for senior students, who must present at least one seminar.

**CHEM 495. Advanced Topics in Chemistry**

(Credits vary) *Prerequisite:* Consent of instructor.

Topics from all phases of chemistry will be presented. Credit, lecture, and laboratory to be arranged.

**CHEM 499. Independent Study and Research**

(credits vary) *Prerequisite:* Consent of chairman. Fall and spring. (See section on Independent Study Procedures).

## THE CURRICULUM IN GEOLOGY

In addition to its biology and chemistry course listings, the Department of Biology, Chemistry, and Environmental Science offers the following courses in geology:

**GEOL 301. Physical Geology (3-3-0)**

The investigation of lithosphere and the structure, characteristics and history of planet earth. Stone is placed on processes and interactions.

**GEOL 302. Geology of Ocean Basins and Margins**

(3-3-0)

An investigation of oceans, seas, basins, and borderlands. The student studies sea-level interactions, shelves, sediments, sea-level changes, and the origin and evolution of oceans and ocean basins.

**GEOL 203. Physical Geology Laboratory (1-0-3)***Prerequisite or corequisite:* GEOL 201.

Practical and experimental techniques of basic structural geology and identification of rocks and minerals.

**GEOL 204. Geology of Ocean Basins Laboratory (1-0-3)***Prerequisite or corequisite:* GEOL 202.

Practical and experimental techniques of geological oceanography.

**GEOL 212. Oceans, Seas and Shores (3-3-0)***Prerequisites:* GEOL 201 and 202.

A marine science course taught from the vantage point of coastal location. Continental borderlands, ice regions, ocean basins, and coastal processes are studied, with consideration of the effects of the sea upon climate, land, and man.

**GEOL 395. Topics in Earth Sciences (3-3-0)**

Selected topics in earth sciences subjects.

**DEPARTMENT OF  
MATHEMATICS**

Conover, Room 201

(757) 594-7194

Dr. Martin W. Bartelt, Chairman

Tammy L. Sandoval, Department Secretary

**FACULTY****Professors:** Avicó, Bartelt, Kostaki-Gailey, Summerville, Weber**Associate Professor:** Khajeh-Khalil**Assistant Professors:** Bartels, Bradie, Chen, Martin, Persky**Instructor:** Rich**Emerita:** Bright

The Department of Mathematics offers a variety of courses for those who wish to develop general or specific skills in mathematics, to satisfy the mathematics distribution requirement, to study mathematics for aesthetic reasons, or to pursue the Bachelor of Arts or Bachelor of Science degrees in mathematics or the minor in mathematics.

The department has established different levels of courses for entering students. Consequently, entering students are strongly encouraged to take the CNU mathematics placement test in the Office of Career and Counseling Services before deciding which mathematics course to take. The department encourages those students who have had more advanced mathematics either in high school or at another college to consult with an advisor in the Department of Mathematics so that a suitable program of study may be planned. The mathematics course chosen to satisfy the general education requirement depends on the student's major. The student should consult the catalog description of the major; when this catalog description does not specify which mathematics classes to take, the Department of Mathematics usually recommends that the student take MATH 105 or MATH 125. For some students MATH 110 or MATH 109 is appropriate (see catalog description). Students intending to major in a science should take MATH 140, if the student has insufficient prerequisite skills for MATH 140 the student may choose between MATH 110 and 130 to improve them.

All students planning to pursue either the Bachelor of Arts or Bachelor of Science degree in mathematics must satisfy the appropriate distribution requirements as well as general requirements for graduation. Students pursuing the Bachelor of Arts degree in mathematics are strongly urged to satisfy the natural science distribution requirement by successfully completing PHYS 201-202; students pursuing the Bachelor of Science degree in mathematics must successfully complete PHYS 201-202 plus one additional

natural science sequence to satisfy the natural science distribution requirement. It is advisable for students to take PHYS 201-202 after first completing MATH 140. The ability to write sophisticated computer programs is a prerequisite for MATH 335, 380, 391, 400, and 480. Because of the complexity of planning a long-term program for students intending to major or minor in mathematics, and in particular, for those intending to teach mathematics in Virginia secondary schools, such students are strongly urged to consult with the Department of Mathematics before registering for any courses. This applies to both classified and unclassified students.

**THE BACHELOR OF ARTS AND BACHELOR OF SCIENCE DEGREES IN MATHEMATICS**

The Department of Mathematics offers four options for students pursuing either the BA or BS degree in mathematics: the mathematics major; the mathematics major with a concentration in computer science; the mathematics major with a concentration in physics; and the mathematics major for secondary mathematics education. The completion of a concentration will be indicated on the final transcript. Students intending to teach should take Block D and the appropriate certification requirements given in the "Teacher Education Programs" section of this catalog (see index). Applied mathematics majors (primarily students who intend to seek employment immediately following graduation) take Blocks B or C. Pure mathematics majors (primarily students who plan to attend graduate school following graduation) take Block A. In addition to requiring successful completion of all general education requirements (see index), both the Bachelor of Arts and the Bachelor of Science degrees in mathematics require successful completion of one of the following blocks of courses:

**Block A: The Major in Mathematics - Bachelor of Arts**

- (1) MATH 250, 260, 360, 370;
- (2) One 400-level MATH course (not including MATH 499);
- (3) Nine additional credit hours in MATH at the 300-400 level;
- (4) Either (a) nine additional credits in MATH at the 300-400 level or (b) successful completion of three 300-400 level courses in another discipline chosen in consultation with an advisor (accepted disciplines include BIOL, CHEM, CPSC, and PHYS; all other disciplines must have advance approval from the Department of Mathematics);
- (5) PHYS 201-202\* (strongly recommended for Bachelor of Arts);
- (6) CPSC 230, 230L, 231, and 231L.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

**Block A: The Major in Mathematics - Bachelor of Science**

- (1) MATH 250, 260, 360, 370;
- (2) One 400-level MATH course (not including MATH 499B);
- (3) Nine additional credit hours in MATH at the 300-400 level;
- (4) Either (a) nine additional credits in MATH at the 300-400 level or (b) successful completion of three 300-400 level courses in another discipline chosen in consultation with an adviser (accepted disciplines include BIOL, CHEM, CPSC, and PHYS); all other disciplines must have advance approval from the Department of Mathematics;
- (5) PHYS 201-202\* (required for Bachelor of Science);
- (6) CPSC 230, 230L, 231, and 231L.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

**Block B: The Major in Mathematics with a Concentration in Computer Science - Bachelor of Arts**

- (1) MATH 250, 260, 360, 370 and 380;
- (2) One 400-level MATH course, not including 499 (480 is recommended);
- (3) Nine additional credit hours of 300-400 level MATH courses (MATH 335, 345, and 390 recommended);
- (4) CPSC 230, 230L, 231, 231L, 310, 320;
- (5) CPEN 314;
- (6) Nine additional semester hours in CPSC 430, 420, 440, 460, 470, 480, ENGR 313, Artificial Intelligence, or Graphics.

**Block B: The Major in Mathematics with a Concentration in Computer Science - Bachelor of Science**

- (1) MATH 250, 260, 360, 370 and 380;
- (2) One 400-level MATH course, not including 499 (MATH 480 is recommended);
- (3) Nine additional credit hours of 300-400 level MATH courses;
- (4) CPSC 230, 230L, 231, 231L, 310, and 320;
- (5) CPEN 314;
- (6) Nine additional semester hours in CPSC 430, 420, 440, 460, 470, 480, ENGR 313, Artificial Intelligence, or Graphics.

**Block C: The Major in Mathematics with a Concentration in Physics - Bachelor of Arts**

- (1) MATH 250, 260, 300, 360, 420;
- (2) Nine credit hours in MATH at the 300-400 level, with choices from MATH 335, 360, 440, and 480 recommended;
- (3) PHYS 201-202\*;

- (4) Either PHYS 301 or ENGR 301;
- (5) Twelve additional credit hours in PHYS and/or ENGR at the 300-400 level, chosen in consultation with one's adviser. Three of these credits can be PHYS 203;
- (6) CPSC 230, 230L, 231, and 231L.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

**Block C: The Major in Mathematics with a Concentration in Physics - Bachelor of Science**

- (1) MATH 250, 260, 300, 360, 420;
- (2) Nine credit hours in MATH at the 300-400 level, with choices from MATH 335, 360, 440, and 480 recommended;
- (3) PHYS 201-202\*;
- (4) Either PHYS 301 or ENGR 301;
- (5) Twelve additional credit hours in PHYS and/or ENGR at the 300-400 level, chosen in consultation with one's adviser. Three of these credits can be PHYS 203;
- (6) CPSC 230, 230L, 231, and 231L.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

**Block D: The Major in Mathematics for Secondary Mathematics Education - Bachelor of Arts**

- (1) MATH 205, 250, 260, 315, 338, 345, 360, 370;
- (2) Six additional 300-400 credits in mathematics, at least three of which are at the 400 level;
- (3) PHYS 201\*-202\* highly recommended;
- (4) CPSC 230, 230L, 231, and 231L.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

**Block D: The Major in Mathematics for Secondary Mathematics Education - Bachelor of Science**

- (1) MATH 205, 250, 260, 335, 338, 345, 360, 370;
- (2) Six additional 300-400 credits in mathematics, at least three of which are at the 400 level;
- (3) PHYS 201\*-202\*;
- (4) CPSC 230, 230L, 231, and 231L.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

**THE MINOR IN MATHEMATICS**

The minor in mathematics requires successful completion of MATH 250, 260, and 320, plus six additional credits in mathematics at the 300 or 400 level.

**THE CURRICULUM IN MATHEMATICS****MATH 105. Contemporary Mathematics (3-3-0)**

Prerequisite: Acceptable score on SAT.

Fall and spring.

This course or MATH 125 is recommended to satisfy the mathematics distribution requirement for non-science majors. It is designed to introduce the student to applications of mathematics, including finance, linear programming (optimization problems), systems of equations, and other topics.

**MATH 109. Theoretical Foundations of Fundamental Mathematics (3-3-0)**

Prerequisite: Acceptable score on SAT. Fall and spring.

Strongly recommended for prospective elementary and middle school teachers, this course covers concepts and theories underlying fundamental mathematics. Topics include sets, logic, number sentences, introduction to number theory, number systems, intuitive geometry, and measurement.

**MATH 110. College Algebra (3-3-0)**

Prerequisite: Through Algebra II in high school or acceptable score on SAT.

Fall and spring.

This course is designed for those students who intend to take MATH 130 or MATH 135 and who have inadequate algebra skills for either of the courses. Topics include real number properties, exponents, polynomial and rational expressions, equations and inequalities, functions, quadratic functions, systems of equations, and logarithms.

**MATH 125. Elementary Statistics (3-3-0)**

Prerequisite: Acceptable score on SAT.

Fall and spring.

This course for MATH 105 is recommended to satisfy the mathematics distribution requirement for non-science majors. It is a general survey of descriptive and inferential statistics. Topics include descriptive analysis of univariate and bivariate data, probability, standard distributions, sampling, estimation, hypothesis testing, linear regression, and non-parametric testing.

**MATH 130. Elementary Functions and Analytic Geometry (3-3-0)**

Prerequisite: Acceptable score on mathematics placement test or MATH 110. Fall and spring.

Designed for the student planning to take calculus but who has insufficient knowledge of analytic geometry, trigonometry, and functions. Topics include real numbers, inequalities, analytic geometry, linear and quadratic functions, polynomials and rational functions, trigonometry, and exponential and logarithmic functions.

**MATH 135. Calculus for Business and Social Sciences (3-3-0)**

Prerequisite: Acceptable score on mathematics placement test or MATH 130. Fall and spring.

An introduction to the calculus of functions arising in

business and the social sciences. Exponential and logarithmic functions, differentiation, and integration. Modeling and applications will be stressed.

**MATH 140. Calculus and Analytic Geometry (4-4-0)**

Prerequisite: Three and a half years of high school mathematics or acceptable score on mathematics placement test or MATH 130.

Fall and spring.

An introduction to the calculus of elementary functions, continuity, derivatives, methods of differentiation, the Mean Value Theorem, curve sketching, applications of the derivative, the definite integral, the Fundamental Theorem of Calculus, indefinite integrals, and an application of integration. The software package MAPLE will be used.

**MATH 145. Discrete Mathematics (4-4-0)**

Prerequisite: Three and a half years of high school mathematics or acceptable score on mathematics placement test or MATH 130.

The developing of theoretical tools suitable for describing algorithmic applications. Topics such as sets, number systems, nature of proofs, formal logic, recursion, combinatorics, graph theory and network algorithms will be covered.

**MATH 205. College Geometry (3-3-0)**

Prerequisite: MATH 130 or acceptable score on mathematics placement test. Spring.

An axiomatic development of Euclidean geometry with emphasis on formal proofs. Introduction to non-Euclidean geometries including projective geometry.

**MATH 235. Applied Matrix Techniques (3-3-0)**

Prerequisite: MATH 135 or MATH 140, CPSC 230 or 230L. Fall and spring.

Topics in applied linear algebra such as systems of linear equations, Gaussian elimination, matrix algebra, determinants, Cramer's rule, eigenvalues and vectors. Also applications in some of these areas: linear programming, game theory, Markov chains, input/output models, graph theory, and genetics. A computer project may be required.

**MATH 240. Intermediate Calculus (4-4-0)**

Prerequisite: MATH 140 or consent of instructor or chairman. Fall and spring.

Techniques of integration, L'Hospital's Rule, approximations, Taylor's Theorem, sequences and limits, series of numbers and functions, power series, and Taylor series. The software package MAPLE will be used.

**MATH 250. Multivariable Calculus (3-3-0)**

Prerequisite: MATH 240 or consent of instructor or chairman. Fall and spring.

An introduction to the calculus of real-valued functions of more than one variable. The geometry of three-space, vector-valued functions, line integrals, partial and directional derivatives, multiple and iterated integrals, and applications. The software package MAPLE will be used.

**MATH 260. Linear Algebra (3-3-0)**

Prerequisite: MATH 240. Fall and spring.

Systems of linear equations, matrix operations, vectors and vector spaces, independence, bases and dimension, coordinates, linear transformations and matrices, determinants,

eigenvalues and vectors, and inner products.

**MATH 295. Elementary Topics (1-3, 0-3, 0-3)**

*Prerequisite: Announced at the appropriate time.*

*Offered as needed.*

This course is a mechanism for constructing non-permanent courses for specific purposes during or between semesters. Courses can range from one-credit laboratories to three-credit courses on topics of immediate importance.

**MATH 308. Processes and Procedures for Teaching**

**Mathematics Concepts in the Elementary School**

**(3-3-0)** *Prerequisite: Six semester hours of mathematics (MATH*

*109 strongly recommended), acceptable score on the mathematics competency test, EDUC 305 and 306, and acceptance into the Teacher Education Program, or consent of the instructor. (Does not apply toward the 300-level requirements of the mathematics major.)*

Emphasizes key mathematical concepts which underlie elementary school mathematics strategies for teaching these key concepts, and the use and development of instructional materials for teaching mathematics. The process of problem-solving will be presented and used as an integral part of the course.

**MATH 309. Processes and Procedures for Teaching**

**Mathematics Concepts in the Middle School (3-3-0)**

*Prerequisite: Six semester hours of mathematics (MATH 109 strongly recommended), EDUC 305, acceptable score on the mathematics competency test, and acceptance into the Teacher Education Program, or consent of the instructor. (Does not apply toward the 300-level requirements of the mathematics major.)*

Emphasizes key mathematical concepts which underlie middle school mathematics strategies for teaching these key concepts, and the use and development of instructional materials for teaching mathematics. The process of problem-solving will be presented and used as an integral part of the course.

**MATH 320. Ordinary Differential Equations (3-3-0)**

*Prerequisite: MATH 240. Fall and spring.*

An exposition of the theory and methods of solution of elementary differential equations along with applications. Topics include first order equations,  $n$ -th order linear equations with constant coefficients, series solutions of second order linear equations, Laplace transforms, systems of first order equations, and an introduction to two point boundary value problems.

**MATH 335. Applied Probability (3-3-0)**

*Prerequisites: MATH 240, CPSC 231, or consent of instructor.*

Elementary probability theory including combinatorics, distributions of random variables, conditional probability, and moment generating functions. An introduction to stochastic processes including such topics as Markov chains, random walks, and queueing theory. Case studies.

Computer projects may be required.

**MATH 338. Apprenticeship in Teaching Mathematics**

**(3-3-0)**

*Prerequisite: Junior standing, 25 credits in major, EDUC 301/301L, EDUC 305 and acceptable score on the mathematics competency test. Does not apply toward the 300-level mathematics major requirements.*

Course emphasizes key mathematical ideas which underlie secondary school mathematics, strategies for teaching these concepts, and the development and use of instructional materials for teaching mathematics.

**MATH 345. Number Theory (3-3-0)**

*Prerequisite: MATH 260 or consent of instructor.*

*Fall or spring, once every two years.*

Topics include prime numbers, linear Diophantine equations, congruences, theorems of Fermat, Wilson, and Euler, and numbers in other bases.

**MATH 350. Vector Calculus (3-3-0)**

*Prerequisite: MATH 250. Spring.*

An introductory course in differential and integral vector calculus. Topics include vector operations, gradients, divergence, curl, line integrals, Green's Theorem, Stokes' Theorem, Divergence Theorem, and applications.

**MATH 385. Complex Variables (3-3-0)**

*Prerequisite: MATH 250. Spring, once every two years.*

Introduction to the Calculus of Complex Variables and its application to applied mathematics, physics and engineering. Topics include analytic functions, Cauchy-Riemann equations, residues and poles, and conformal mapping.

**MATH 300. Advanced Calculus (3-3-0)**

*Prerequisite: MATH 250 and 260. Fall. A one semester course covering various topics in advanced calculus and elementary analysis. Topics include sequences of functions, series of functions, Taylor and Fourier series, or uniform convergence.*

**MATH 370. Abstract Algebra (3-3-0)**

*Prerequisite: MATH 250 and 260. Spring.*

An introduction to algebraic structures, elementary number theory, groups, rings, homomorphism theorems, quotient structures, polynomial rings, and fields.

**MATH 380. Numerical Analysis (3-3-0)**

*Prerequisites: MATH 240 and 260, CPSC 231 or equivalent.*

A survey of numerical methods of scientific and engineering problems. The course will include such topics as: roots of linear and nonlinear systems of equations, integration, differentiation, interpolation and approximation, ordinary differential equations, and eigenvalue problems. Consideration will be given to theoretical concepts and to efficient computational procedures. Computer projects may be required.

**MATH 390. Mathematical Methods of Operations Research I (3-3-0)**

*Prerequisite: MATH 250, 260, and CPSC 231; or consent of the instructor. Fall.*

A study of the nature, scope, applications, and theoretical

basis of operations research. The simplex algorithm, theoretical and computational aspects, duality theory and its relationship to game theory, dynamic programming, case studies. Computer projects may be required.

**MATH 295. Elementary Topics (3-3-0)**

*Prerequisite: Consent of instructor or chairman, unless otherwise listed.*

Taught when appropriate. The exact course(s) to be offered in any one semester and a description of the course(s) will be found in the pre-registration schedule for that semester.

**MATH 400. Mathematical Methods of Operations**

**Research II (3-3-0)**

*Prerequisites: MATH 360 and 390 or consent of instructor.*

*Spring.*

Mathematical theory and techniques of network algorithms, integer programming, inventory control, sequencing and scheduling, and computational complexity of algorithms. Case studies. Computer projects may be required.

**MATH 410. Advanced Ordinary Differential Equations**

**(3-3-0)**

*Prerequisites: MATH 320 and CPSC 230. Spring.*

A second course in ordinary differential equations. Topics will be selected from: series solutions near singular points, systems of first-order linear equations, non-linear differential equations, autonomous systems, phase plane and stability, Sturm-Liouville theory, numerical methods, and existence theory.

**MATH 420. Partial Differential Equations (3-3-0)**

*Prerequisite: MATH 320 and 360 or consent of instructor. Fall.* Discussion of methods used in solving problems arising from continuous mathematical models. An introduction to Partial Differential Equations. Additional Topics may include Sturm-Liouville Theory and qualitative theory of ordinary differential equations, transform methods, Green's functions, delay differential equations, special functions, numerical methods.

**MATH 435. Mathematical Statistics (3-3-0)**

*Prerequisites: MATH 335 and 360 or consent of instructor.*

A study of the nature, scope, and theoretical basis of methods of estimation, hypothesis testing, and statistical decision making. Descriptive statistics, quality of estimators and best tests, techniques of estimation and hypothesis testing, and regression analysis. Additional topics such as analysis of variance, non-parametric procedures, sampling techniques, and MINITAB. Computer projects may be required.

**MATH 440. Mathematical Modeling (3-3-0)**

*Prerequisites: MATH 320 and 360 or consent of instructor.*

Modeling and solution of some problems that arise in the sciences. Emphasis on development of appropriate models and an awareness of their domain or applicability.

**MATH 470. Applied Modern Algebra (3-3-0)**

*Prerequisite: MATH 370 and CPSC 231 or its equivalent.*

*Taught when appropriate.*

An introduction to applications of algebra and discrete

mathematics to machine and systems theory. Set and graph theory, semigroups, finite state machines, boolean operations, Turing machines, machine homomorphisms and decompositions, circuit optimization, machine products, and other topics in discrete mathematics.

**MATH 480. Numerical Analysis II (3-3-0)**

*Prerequisites: MATH 360 and 380, or consent of instructor.*

A continuation of MATH 380. Topics will be chosen from partial differential equations, eigenvalue problems, approximation techniques, and other topics. Computer projects may be required.

**MATH 490. Internship in Mathematics**

*Prerequisite: CPSC 230-231, MATH 360, and at least nine semester hours of additional coursework in mathematics at the 300-400 level. Classified status as a mathematics major; minimum 3.00 GPA in all 300-400 level mathematics courses completed; approval of the departmental director of internships.*

Credit varies from one to three semester hours, with 40-clock hours (60 minute hours) of scheduled, on-site time required for each semester hour of credit earned. This course may be taken repeatedly for credit until a maximum of three semester hours of credit has been earned.

A project-based experience in a private, governmental, or military organization which permits the intern to apply his or her formal education to a project of mathematical substance and to gain appropriate experience as an apprentice in a mathematically-related employment environment. This course must be taken on a "pass/fail" basis. Credit earned in this course will not apply toward meeting the requirement for "one 400-level MATH course" that is attendant to certain of the options under which one may complete the BA or BS degree in mathematics; however, such credit may, where otherwise applicable, be applied toward meeting any other requirement for unspecified 300-400 level mathematics courses for the BA or BS degree in mathematics.

**MATH 495. Advanced Topics (3-3-0)**

*Prerequisite: Consent of instructor or chairman, unless otherwise listed. Taught when appropriate.*

This course will usually consist of one or more of these topics: advanced differential equations, advanced numerical methods, modeling, complex variables, geometry, optimization, real analysis, or topology. The exact course(s) to be offered in any one semester and a description of the course will be found in the pre-registration schedule for that semester.

**MATH 499. Independent Research (credit varies)**

*Prerequisite: Junior or standing and approval of chairman. Taught when appropriate.*

Individual research on an approved subject may be taken for one to three credits. See the Catalog description of Independent Study.

## DEPARTMENT OF NURSING

Smith Hall, Suite 120

(757) 994-7252

Dr. Karin Polifko-Harris, Chair

## FACULTY

Associate Professors: Harrison, Polifko-Harris, Steppick

Assistant Professors: Branciano

Instructors: Jarvis, Maxwell, Wilson

## THE BACHELOR OF SCIENCE DEGREE IN NURSING

The Department of Nursing offers a program of study leading to the Bachelor of Science in Nursing degree (BSN). The program is fully accredited by the National League for Nursing. Students are admitted to the university as pre-nursing majors. After completing the prerequisite courses, students may apply for admission to the upper division nursing major, which has two tracks.

**Track one** is for students who wish to earn a BSN and take the registered nurse licensure examination, the National Council Licensure Examination (NCLEX). Once admitted to the nursing major, students in Track One must enroll full-time.

**Track two** is a program for registered nurses who have either a diploma or an associate degree in nursing. The curriculum, building on prior knowledge, provides additional nursing courses designed to increase the nurse's analytic skills, independent judgment, clinical competence, patient assessment, scholarship and research abilities, supervisory abilities, community health knowledge, and ability to use a broad scientific knowledge base to care for clients.

## Purposes

The purposes of the program are to provide students with the advanced intellectual, interpersonal, and technical skills of the nurse generalist and the academic foundation necessary to pursue graduate education.

Applications to Track One of the nursing major are accepted until the last day of regular spring registration as outlined in the *Registration News*.<sup>6</sup>

To be considered for admission, the student at time of application, must:

- Classify as a degree seeking student.
- Have a GPA of at least a 2.5 in completed general education requirements.
- Have completed CHEM 103, 104 and BIO 113 (anatomy and physiology with lab) with a combined GPA average of 2.5 NURS 295.2 may be in progress at time of application, but other science courses must be completed.

- Document, on letterhead, volunteer service to the community and/or university.
- Have completed one year of high school chemistry with a minimum grade of a C-, or one semester of college chemistry with a minimum grade of C.
- Have current transcripts sent directly both to the university and nursing department.

<sup>6</sup>Applications to the major is a competitive process.

Provisional acceptance into the nursing program will be made in March, based on the cumulative GPA at the time of application. Final acceptance is based upon the successful completion of the general distribution and pre-nursing requirements.

Applications to Track Two of the nursing major are accepted on a rolling basis, on either a full-time or part-time basis.

To be considered for admission, the student at time of application, must:

- Classify as a degree seeking student
- Have a GPA of at least 2.5 in completed general education requirements
- Provide evidence of current Virginia RN licensure
- Have completed at least one semester of college human anatomy and physiology
- Have current transcripts sent directly both to the university and nursing department.

## PROGRAM PROGRESSION

In order to enroll in clinical nursing courses, all students must provide evidence of:

- Initial physical exam completed by a health care provider
- Yearly current liability insurance at the \$1,000,000/\$3,000,000/\$1,000,000 level
- Successful yearly completion of BLS for health care providers
- Immunization records, including a yearly TTD

Nursing classes taken five or more years prior to admission/readmission will not be accepted as having met the major and elective requirements of the nursing program.

Students requesting or receiving a grade of incomplete ("I") in any nursing course(s) may not enroll in subsequent courses. Continued progression in the nursing major is contingent upon removal of the grade of "I" as described in this catalog.

## RETENTION

A grade of 75 is considered passing for nursing courses. Students who fail a nursing course are unable to enroll in subsequent nursing courses and may petition to the department's Admissions, Progression and Retention

committee to be accepted into the failed course the next time it is scheduled. A nursing course may be repeated once. Failure in any two nursing classes will result in dismissal from the nursing program.

## READMISSION TO THE NURSING MAJOR

Any student who has been out of the nursing major for two consecutive semesters must apply for readmission. The student must make a written request to the department's Admission, Progression and Retention committee. The request, along with the student's record and other pertinent information, will be considered in making the decision. Any student who has been out of the nursing major for more than two consecutive semesters must reapply for readmission to the nursing program according to the catalog.

## COURSE REQUIREMENTS FOR TRACK ONE

In addition to successful completion of all general education requirements (see index), nursing students must successfully complete the following courses in major and elective studies:

- MATH 125; CPSC 210; PHIL 101; PHIL 304
- SOCL 201G-205G
- CHEM 103-104 with Laboratories, BIOL 113
- NURS 295.1, 295.2, 304, 305, 306, 307, 308, 309, 400, 401, 402, 404, 490.

## COURSE REQUIREMENTS FOR TRACK TWO

In addition to successful completion of all general education requirements (see index), nursing students must successfully complete the following courses in major and elective studies:

- MATH 125; CPSC 210; PHIL 101; PHIL 304
- PSYC 201-202 or PSYC 210-211
- SOCL 201G-205G
- BIOL 107, 109; or CHEM 103-104 with Laboratories and BIOL 113
- NURS 301, 302, 304, 305, 402, and 490 and 496

Thirty hours of advanced placement credits for previous nursing education will be awarded on completion of all program requirements.

## THE CURRICULUM IN NURSING

## NURS 295.1 Topics in Nursing: Growth and Development (3-3-0)

Prerequisite: CHEM 103, 100L, 104, 104L

This course presents human growth and development as a dynamic process throughout the lifespan. The similarities and uniqueness of humans are discussed within the frameworks of developmental theories and biophysical development. The content includes developmental tasks and adaptations to meet individual and group/societal needs from the holistic perspective. Students are stimulated

to analyze their values and attitudes regarding human self-care, and are expected to develop a knowledge base necessary for professional practice. The course is designed for all pre-nursing, Track One students.

## NURS 295.2 Topics in Nursing: Pathophysiology (3-3-0)

Prerequisite: CHEM 103, 100L, 104, 104L

This course focuses on major pathophysiologic concepts explored using a body systems approach. The relationships among etiology, pathogenesis, clinical manifestations, and interventions are used to study common disease processes. Concepts learned in this course are basic to nursing practice.

## NURS 301 A Conceptual Basis for Contemporary Nursing (5-3-0)

Prerequisite: Admission into the nursing major or consent of the Chair.

A variety of concepts and theories of person, society, health, and nursing are introduced to broaden the knowledge base necessary for nursing practice, research, and leadership. Developing problem-solving skills, reasoning, and a habit of inquiry will be emphasized.

## NURS 302 Leadership (3-3-0)

Prerequisite: Admission into the nursing major; NURS 301.

Focuses on the nurse's leadership role in a multi-disciplinary health care system. The application of leadership theory is emphasized.

## NURS 304 Comprehensive Client Assessment (3-3-0)

Prerequisite: Admission into the nursing major.

Introduction to basic techniques of comprehensive health assessment of individuals at various developmental levels. Concepts from nursing, the behavioral, social, and biological sciences will be used as a framework for health assessment.

## NURS 305 Nursing Research (3-3-0)

Prerequisite: Admission into the nursing major.

Introduction to a conceptual background needed by the nurse generalist to read nursing research literature with beginning skills of critique and to participate in research studies. An overview of a variety of research methodologies is also provided.

## NURS 306 Nursing Interventions (7-4-4)

Prerequisite: Admission into the nursing major; NURS 304.

Corequisite: NURS 305 and 307.

The study of nursing interventions designed to assist clients in meeting their human needs. The course focuses on the use of the nursing process in the application of knowledge from nursing, the behavioral, social, and biological sciences and humanities to meet acute and chronic unmet human needs of clients.

## NURS 307 Psychosocial Nursing (7-4-0)

Prerequisite: Admission into the nursing major; NURS 304. Corequisite: NURS 305 and 306.

The study of nursing practice as it relates to clients experiencing actual, potential, or possible unmet human needs because of potential, acute, and/or chronic psychopathology. This study also includes nursing practice

as it relates to the family experiencing the stresses that accompany the illness of one of its members. The course focuses on the use of the nursing process in the application of knowledge from nursing; the behavioral, social, and biological sciences; and humanities as a basis for assisting clients so that their human needs are satisfied and wellness is promoted, restored, and maintained.

**NURS 306. Pediatric Nursing (7-4-9)**

*Prerequisite:* Admission into the nursing major; NURS 304, 305, 306, and 307. *Corequisite:* NURS 401.

The study of nursing practice as it relates to infants, children, and adolescents experiencing actual, potential, and possible unmet human needs because of potential, acute, and/or chronic pathophysiology. This study also includes nursing practice as it relates to the family experiencing the stresses that accompany the illness of one of its members. The course focuses on the use of the nursing process in the application of knowledge from nursing; the behavioral, social, and biological sciences; and humanities as a basis for assisting clients so that their human needs are satisfied and wellness is promoted, restored, and maintained.

**NURS 309. Obstetric and Gynecologic Nursing (7-4-9)**

*Prerequisite:* Admission into the nursing major; NURS 304, 305, 306, 307, 308, and 401. *Corequisite:* NURS 401.

The study of nursing practice as it relates to women experiencing actual, potential, and possible unmet human needs because of expected and unexpected physiological and psychological changes of childbearing and potential, acute, and/or chronic pathophysiology of the female reproductive organs. This study also includes nursing practice as it relates to the family experiencing the stresses that accompany the illness of one of its members. The course focuses on the use of the nursing process in the application of knowledge from nursing; the behavioral, social, and biological sciences; and humanities as a basis for assisting clients so that their needs are satisfied and wellness is promoted, restored, and maintained.

**NURS 400. Adult Nursing I (7-4-9)**

*Prerequisite:* Admission into the nursing major; NURS 304, 305, 306, 307, 308, and 401. *Corequisite:* NURS 309.

The study of nursing practice as it relates to adult clients experiencing acute, actual, potential, or possible interferences of their human needs because of acute pathophysiology. This study also includes nursing practice as it relates to the family experiencing the stresses that accompany the illness of one of its members. The course focuses on the use of the nursing process in the application of knowledge from nursing; the behavioral, social, and biological sciences; and humanities as a basis for assisting clients so that their human needs are satisfied and wellness is promoted, restored, and maintained.

**NURS 401. Adult Nursing 2 (7-4-9)**

*Prerequisite:* Track One: Admission into the nursing major; NURS 304, 305, 306, and 307. *Corequisite:* NURS 308.

The study of nursing practice as it relates to adult clients experiencing chronic, actual, potential, and/or possible interferences of their human needs because of chronic pathophysiology. The content also includes the nursing care of the family experiencing the stresses accompanying the illness of one of its members. The course focuses on using the nursing process in applying knowledge from nursing and other disciplines as a basis for assisting clients so that their human needs are satisfied and wellness is promoted, restored, and maintained.

**NURS 402. Community Health (5-3-4)**

*Prerequisite:* Track One: Admission into the nursing major; NURS 304, 305, 306, 307, 308, 309, 400, and 401. *Prerequisite:* Track Two: Admission into the nursing major; NURS 301, 302, 304, and 305. *Corequisite:* Track One: NURS 404 and 490. *Corequisite:* Track Two: NURS 490 and 496.

The study of nursing practice related to health promotion and maintenance among diverse client groups in the community. The course focuses on using the nursing process in applying knowledge from nursing and other disciplines as a basis for assisting clients so that their human needs are satisfied and wellness is promoted and maintained.

**NURS 404. Transition to Practice (5-3-9)**

*Prerequisite:* Admission into the nursing major; NURS 304, 305, 306, 307, 308, 309, 400, and 401. *Corequisite:* NURS 401 and 490.

This course is designed to assist students with the transition from the role of student to the role of nurse generalist. This is a capstone experience that provides students with opportunities for synthesis of intellectual, interpersonal, and technical skills expected of the nurse generalist.

**NURS 490. Senior Seminar (5-3-0)**

*Prerequisite:* Track One: NURS 304, 305, 306, 307, 308, 309, 400, and 401. *Prerequisite:* Track Two: NURS 301, 302, 304, and 305. *Corequisite:* Track One: NURS 402 and 494. *Corequisite:* Track Two: NURS 492 and 496.

The rapidly changing health care system presents an endless plethora of new topics of interest to nurses. Students are given the opportunity to investigate the topics of interest to them and to share their insights with their peers. The format for investigation and sharing information will center on the issues arising from the topics of interest.

**NURS 496. Topics in Managed Care (7-4-9)**

*Prerequisite:* Admission into the nursing major, open to Track Two students only; NURS 301, 302, 304, 305.

*Corequisite:* NURS 402, 490.

This capstone course is designed to assist the registered nurse with the transition to the role of a professional nurse who can function effectively and proficiently in the managed care environment. Concepts, theories and research from a leadership, management and Benner's model of skill acquisition will be included. The clinical practicum includes the development of computer knowledge and skills, as well as clinical practice which will allow application of didactic concepts in a variety of settings.

\*Track One Students Only

## DEPARTMENT OF PHYSICS, COMPUTER SCIENCE AND ENGINEERING

Concord, Room 134

(757) 894-7065

Dr. Randall H. Caton, Chairman

**FACULTY**

**Professors:** Arioli, Bamberstein, Caton, Daughy, Webb, G.

**Associate Professors:** Ayyappan, Game, Hartline, Huddle, Hübner, Hurdum, Selim, Siochi, Webb, J.

**Assistant Professors:** Elouadrhiri, Hardie, Hereford, Knipps, Lambert

**Research/Visiting Professors:** Petersen, Tsogatzhev

The Department of Physics, Computer Science and Engineering offers the only degrees in a field of high technology at CNU. The Bachelor of Science degree in applied physics allows students to specialize in the design and application of microelectronic instrumentation to the measurement process; to experiment with microprocessor-based controls and robotics; to design and implement computer models and simulations of physical processes; to study electronic and optical materials and their applications to solid state devices. The Bachelor of Science degree in computer engineering is a specialized degree with emphasis on hardware and software integration in computer systems and has extensive job opportunities. The Bachelor of Science degree in computer science allows students to specialize in computer architecture, data structures and operating systems; to experiment with state-of-the-art systems for computer graphics; and to study artificial intelligence applications and software engineering. The Bachelor of Science in information science prepares students to apply computer science principles, hardware, and software in the solution of problems for the business world. This degree has a strong base in business and psychology. The program will prepare graduates to participate in the implementation and management of information systems. The Bachelor of Arts degree in applied physics combines a strong preparation in science with a complementary specialization in an area such as education or technical communication.

A minor program in applied physics, computer engineering, computer science, or information science may be arranged to support most majors; but it is particularly appropriate for science, mathematics, or business majors as preparation for advanced study or employment. Furthermore, because of the importance of computer science to many fields, the department recognizes a major responsibility to provide instruction for students earning degrees in other fields. A departmental brochure with detailed descriptions of these

programs, including typical texts for courses and topics for undergraduate research projects, and with degree-progress sheets for each specialty, can be requested by mail or by telephone: (757) 594-7065. Requests may also be made by electronic mail: [pcse@pcsc.cnu.edu](mailto:pcse@pcsc.cnu.edu). This information can also be viewed on the gopher server ([gopher.pcsc.cnu.edu](http://gopher.pcsc.cnu.edu)) or at <http://pcsc.cnu.edu> on the World Wide Web.

**EQUIPMENT**

The department has five major teaching-research labs: the Hunter Creech Computer Lab, the Superconductivity Lab, the Laser and Photonics Lab, the Computer Engineering Lab, and the Information Systems Lab. In addition, it has two general purpose laboratories and a large common area for student-faculty collaborations and study. Furthermore, the department makes extensive use of two computer classrooms in its space in Concord Hall. The James I. Moore Computer Classroom features a NOVELL network of 30 computers, and Concord's large lecture room has an interactive computer system with 64 keypad stations, a host computer, and a projection video system. The research labs include instrumentation for cryogenics, study of electronic and optical properties of matter, laser and laser-based metrology, digital design, high-speed data acquisition, and information science systems.

Major equipment in these departmental labs includes a 120 MIPS SPARC 20 server with 20+ GB storage, 4 Sun Ultra, 12 SPARC workstations, 15 Sun color workstations, a Maspar Parallel Processor (2000 processors) with a DEC 5000 front end, two HP workstations, and four HP computers an data acquisition subsystems. The department has, in addition, two schematic capture workstations, two Tektronix logic analyzers, three digital storage scopes, an Altera founlry for erasable programmable logic devices, a Mitsubishi robot, and several VME68000 boards, and PC and Macintosh computers. All of this equipment is available for use by students.

Major software includes the mathematical computation tools MATHEMATICA, and MATHCAD; printed circuit design with schematic capture and circuit simulation systems PCAD and CADENCE; optical design software Genie-Plus, system simulation and analysis software SLAM and EXCELEBRATOR; publishing and color drawing packages FRAMEMAKER, ARTISAN, LOTUS-FREELANCE, and ISLAND GRAPHICS; ANSYS for finite element computer analysis; and languages such as ADA, FORTRAN, PASCAL, PROLOG, C, and C++. In addition, there are a number of IBM and Macintosh computers with standard software for automated data-taking and analysis in the labs and for word processing. The office network and the Sun network are connected to the Internet with a T1 link. Communication can be made with the department by email, gopher, and the World Wide Web as described above.



**Research Projects**

The Department of Physics and Computer Science combines an emphasis on research with the active service of the community. As a consequence, there are always on-going projects involving faculty members in both of these areas of research. At the present time there are projects sponsored by the National Aeronautics and Space Administration (NASA), the National Science Foundation (NSF), the Office of Naval Research (ONR), the Thomas Jefferson National Accelerator Facility (TJNAF), and the Council of Higher Education. Faculty are involved with local companies in R&D efforts as well. Students who would like to assist with the research projects will find departmental members able to provide challenging opportunities for independent study. All students desiring a degree in applied physics or computer engineering must complete a senior research project, and students majoring in information science must complete a significant case study of a business problem under the guidance of a professional.

**PRE-ENGINEERING AND OTHER OPTIONS**

Three other options are available in physics and computer science. The core of courses offered by the department makes it possible for students to develop any one of the following:

- (1) A two-year basic pre-engineering program;
- (2) A degree in mathematics with a concentration in physics that emphasizes practical research;
- (3) A program for physics and computer science teachers.

**SPECIAL COURSES FOR STUDENTS IN THE LIBERAL ARTS, SOCIAL SCIENCES AND BUSINESS**

In addition to its commitment to serve the science student, the department has two special goals: to increase the understanding of the uses of science and technology for solving contemporary problems and to increase public awareness of relations between science and technology and the well-being of human values. Because of these special goals, the department offers several courses designed to complement the programs of students in the liberal arts, social sciences, and in business. CPSC 205, CPSC 210, CPSC 215, CPSC 225, PHYS 103-104, PHYS 322, and ENGR 121 are examples of such courses.

**THE BACHELOR OF SCIENCE DEGREE IN APPLIED PHYSICS**

The Bachelor of Science degree in applied physics provides a broad background of physics study with an applied orientation. It consists of a general curriculum with the opportunity for concentration in one of three areas. The core courses, which are common to all concentrations, provide a background in mathematics, mechanics, electromagnetism, circuit theory, modern physics and computer programming. Advanced courses in the basic degree program provide

additional study in mechanics, thermodynamics and quantum mechanics, with additional electives to extend the student's knowledge in an area of his/her choice. Graduates will be prepared for further study in graduate school or employment as researchers in various high technology laboratories. The Applied Physics major can follow the general curriculum described above or choose from the following three concentrations:

**Instrumentation**

This concentration prepares its graduates to design instrumentation and data acquisition systems. The core courses provide a background in mathematics, mechanics, electromagnetism, circuit theory, modern physics, and computer programming. Advanced courses in this concentration emphasize the application of these fundamentals to problems of microelectronics and instrumentation for the control of processes and systems. The coupling by microprocessors of sensors and actuators and the use of digital analysis is central to these applications. Graduates will be prepared for employment as researchers in various high technology laboratories, as designers for firms which use microelectronic controls, and as designers and researchers in companies which produce control systems or their components.

**Solid State/Optics**

This concentration is oriented toward solid state and optical physics. The core courses provide a background in mathematics, mechanics, electromagnetism, circuit theory, modern physics, and computer programming. Advanced courses in this concentration emphasize the physical properties of condensed matter and the interaction of electromagnetic radiation with matter, especially as these subjects are applied in the development of new sensors and new measurement techniques. Graduates will understand the electronic and optical properties of matter and how material properties are characterized. Students may choose to concentrate on instrument development (experimental physics) or on computation and simulation of measurements (theoretical physics). Students in this concentration will be prepared to move into various positions which require precise measurements using electronic and photonic sensors, and development of optoelectronic data acquisition systems.

**Computation**

This concentration is oriented toward computational physics. The core courses provide a background in mathematics, mechanics, electromagnetism, circuit theory, modern physics, and computer programming. Advanced courses in this concentration emphasize the integration of physics and software development. Students will learn how to implement software descriptions of physical systems including successful integration of applied numerical

methods, graphics, user interfaces, and data visualization. Graduates will be prepared for further study in graduate school, or employment as scientific programmers capable of contributing to the development of physical models and simulations.

In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Science degree in applied physics requires successful completion (a grade of C- or better) of the following support and major courses:

**SUPPORT COURSES**

CHEM 103/103L and 104/104L or  
CHEM 121/121L and 122/122L;  
CPSC 230/230L, 231/231L;  
ENGR 121;  
MATH 140\*, 240, 250, 320.

**MAJOR COURSES**

Common to the major and all concentrations

CPEN 314;  
ENGR 301/301L, 311/311L;  
PHYS 201/201\*, 202/202\*, 203, 304, 340\*, 351;  
APCS 499 (total of 3 credits).

**Major Courses - No concentration**

ENGR 306;  
PHYS 401, 402, two PHYS electives (300-level or above).

**Major Courses - Instrumentation**

CPEN 315/315L, 422;  
ENGR 312/312L;  
PHYS 352, 421.

**Major Courses - Solid State/Optics**

ENGR 306 or 312/312L;  
PHYS 352, 402, 431; PHYS 421 or 441.

**Major Courses - Computation**

ENGR 303 or 306;  
PHYS 401, 402, 441, PHYS elective (300-level or above).

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

\*\*PHYS 340 may be replaced by MATH 260 and MATH 350. This is especially appropriate for Mathematics/Physics double majors.

**THE BACHELOR OF ARTS DEGREE IN APPLIED PHYSICS**

The Bachelor of Arts degree in applied physics prepares graduates for richly varying careers, such as high school teaching; science museum development and administration; technical writing and editing; and technical

illustrating. It also provides an excellent background for students who want to follow post-graduate studies in patent law or medicine. The Bachelor of Arts degree is, therefore, an option in the physical sciences for students who want to develop a strong base in science and mathematics, but who want curricular space in which to build a complementary specialty. In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Arts degree in applied physics requires successful completion (a grade of C- or better) of a set of major courses and of an approved concentration of at least 18 semester hours.

The major courses are:

- (1) ENGR 121-122, 301/301L, 311, CPEN 314;
- (2) PHYS 103\*-104\* (with labs), 201\*-202\* (with labs), 203, 351;
- (3) CPSC 210, 230 (with lab);
- (4) MATH 140\*-240, MATH Elective;
- (5) APCS 499;
- (6) 18 hours of approved professional electives.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

Concentrations have been designed in science education, technical writing, and editing. The concentration and the set of specific courses to be taken within it must be agreed upon in writing by students and their advisors. Because of their highly sequential nature, courses required for major and elective studies leading to the Bachelor of Arts degree in applied physics should be completed in the year indicated:

- First Year: PHYS 103-104\*, ENGR 121-122;  
Second Year: PHYS 201-202; MATH 140-240;  
Third Year: CPEN 314; ENGR 311; CPSC 230; and a MATH elective approved by the chairman of the department;  
Fourth Year: PHYS 203 and 351; ENGR 301; and APCS 499 (senior project).

\*Students may omit PHYS 103-104 and replace this sequence with one additional upper-level Physics or Engineering course and one course in any of the following: history of science, philosophy of science, or ethics.

**THE STATE-APPROVED TEACHER EDUCATION**

PROGRAMS IN PHYSICS (9-12): teaching endorsement. Students interested in receiving a teaching endorsement in physics (9-12) are to refer to the "Teacher Education Programs" in the Department of Education section of this catalog for details on admission criteria and procedures. To achieve such an endorsement, students are required to complete all general education requirements (see index), the Bachelor of Arts degree in physics as presented above to include PHYS 201-201L, 202-202L, 203, 301, 351; APCS 499; ENGR 121, 122, 311; CPEN 314; CPSC 230; MATH 240 and three additional hours in mathematics, plus the teacher

education program courses in professional studies, field experience and internship, and the required support courses listed in the Department of Education and Leisure Studies section of this catalog.

#### THE STATE-APPROVED TEACHER EDUCATION PROGRAMS IN PHYSICS (9-12); add-on endorsement

Students interested in receiving a teaching endorsement in physics (9-12) are to refer to "Teacher Education Programs" in the Department of Education section of this catalog, for details on admission criteria and procedures. To achieve such an endorsement, students are required to complete a primary teaching endorsement in an appropriate field and complete the following physics minor: PHYS 201-201L-202-202L-203, 301, 351; ENGR 121, 122, 311; CPEN 314; CPSC 230-231.

#### THE MINOR IN PHYSICS

A minor in physics requires satisfactory completion of PHYS 201-202-203 and at least 15 additional credits in physics courses above the 200 level. These additional credits must include one course in classical physics or engineering science and one course in modern physics. Persons who are majoring in chemistry, biology, computer science, and mathematics are especially suited for such a minor program. Students may earn a minor in physics with a concentration in microelectronics by completing ENGR 311-312 and three other physics courses in the upper level that are approved by the department chairman. Satisfactory completion of the above five courses requires a grade of C- or better.

#### THE PRE-ENGINEERING PROGRAM

The Department of Physics, Computer Science, and Engineering, with the cooperation of Old Dominion University, has designed a pre-engineering program in which Peninsula students can complete their first two years of engineering study. Persons who finish the program at ODU will begin their studies at ODU as juniors, contingent upon admission to ODU. The program is also suitable for transfer to other engineering schools in the country. The program at Christopher Newport University is ideal for those students who want to try their skills in a personal program that can be individually tailored to their needs and who want to prepare for the large state universities with a high quality beginning at a moderate sized university that is near their homes. An important feature of the program is its flexibility. Students who would like more freedom in the course that they take or who would like a more leisurely pace in order to develop their maturity in the engineering sciences can take three years to complete the program. With a careful choice of electives, the student is prepared for further study as a mechanical, electrical, or civil engineer, or for study and research in engineering science.

The pre-engineering program generally requires the following courses, which, because of their sequential nature, should be completed in the year indicated:

First Year:	PHYS 201/201L, 202/202L; MATH 140-240; ENGL 101-102; ENGR 121-122; CPSC 230/230L; and CHEM 121/121L;
Second Year:	MATH 250, 260 and 320; ENGR 306, 311/311L and 312/312L; ENGR 301/301L and 302; PHYS 203 and 351; and CHEM 122/122L.

Alternate pre-engineering curricula tailored to the transfer-school of the student's choice can be arranged. All pre-engineers should contact the department chairman for information on the specific courses appropriate for the transfer destination.

#### The Bachelor of Science Degree in COMPUTER ENGINEERING

Computer engineering is the study of the engineering design process as it applies to computer systems. Computer engineering encompasses design and analysis of both hardware and software systems. Engineering problem solving is a key component of a computer engineering program as it is applied to areas of digital design, computer architecture, microprocessor-based systems, operating systems, and software systems development. Computer engineering is the application of knowledge and technology to the exciting, challenging, and ever-changing field of computer systems. Computer engineering majors are prepared for employment in positions such as Digital Design Engineers, Software Systems Analysts, Computer Architects, Technical Programmers, Microprocessor-based Systems Designers, Instrumentation Systems Designers, Integrated Circuit Designers, and Systems Engineers.

The BSCE focuses on an applied approach. There is a comprehensive laboratory component to provide hands-on experiences. Computers are used throughout the curriculum as part of the engineering design process. Commercial EDA (Electronic Design Automation) software is used extensively. In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Science degree in computer engineering requires successful completion (a grade of C- or better) of the following courses in major and elective studies:

- (1) CHEM 121/121L-122\*
- (2) PHYS 201-202 (with labs)\*; 361;
- (3) MATH 140\*, 240, 320, 335;
- (4) ENGR 121, 301, 311-312 (with labs); 312;
- (5) CPEN 314, 315 (with lab); 371, 414, 431, 496;
- (6) CPSC 230-231 (with labs); 310, 320, 410, 420, 480;
- (7) Six hours from professional electives: CPEN 422, 495, CPSC 425, 440, 450, 470, 495, APCS 495 (only one 495 course allowed with advisor's permission);

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

#### The Bachelor of Science degree in COMPUTER SCIENCE

The Bachelor of Science degree in computer science is designed to prepare a student for a computer-oriented career, such as in scientific applications or systems programming, or for graduate work in computer science. General Education requirements are those of the Bachelor of Science degree. PHYS 201-202 (with laboratories) is required as one of the two laboratory science sequencess.\* Students pursuing the Bachelor of Science degree in computer science are strongly encouraged to pursue studies in other academic fields in which there are significant applications of computer science. A minor in business, economics, mathematics, a natural science, pre-engineering, or psychology would be a viable choice. Students interested in the scientific or engineering applications of computers are strongly urged to take MATH 380-480.

In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Science degree in computer science requires successful completion (a grade of C- or better) of the following courses in major and elective studies:

- (1) CPSC 225, 230-231 (with labs); 310, 320, 330, 410, 420;
- (2) MATH 125\*, 140\*, 240;
- (3) Either MATH 235 or 260;
- (4) ENGR 313; CPEN 314; 371;
- (5) Nine credit hours selected from the following professional electives: CPSC 425, 440, 450, 460, 470, 480, 495; CPEN 414; APCS 495;

MATH 380, 480; with courses numbered 495 and above used no more than twice.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

Finally, the Bachelor of Science degree in computer science requires satisfactory completion of an exit test administered by the department. (See assessment section of the general requirements of all baccalaureate degree programs.)

#### THE STATE-APPROVED TEACHER EDUCATION PROGRAM IN COMPUTER SCIENCE (9-12)

Students interested in receiving an add-on teaching endorsement in computer science (9-12) are to refer to the "Teacher Education Programs" in the Department of Education section of this catalog (see index) for details on admission criteria and procedures. To achieve such an endorsement, students are required to complete a primary endorsement in mathematics with the computer science concentration or in another appropriate field and complete

the following computer science minor: CPSC 225, 230, 230L, 231, 231L, 310, 320; CPEN 314; and one of the following: CPSC 420 or 470.

#### THE MINOR IN COMPUTER SCIENCE

The minor in computer science requires a minimum of 23 credits in computer science, including CPSC 225, 230, 230L, 231, 231L, 320, and nine additional credits in computer science at the upper (300-400) level. The following courses are suggested for a minor concentration in specific application areas:

- (1) Business application: CPSC 335, 350, and 440;
- (2) Natural science applications: CPEN 314, CPEN 315/315L or CPSC 330, and CPSC 420;
- (3) Mathematics application: CPSC 330, 420, and 470. Computer Engineering majors must select from options 1 or 3.

#### The Bachelor of Science in INFORMATION SCIENCE DEGREE

In the modern world where computers are commonplace the management of information is achieving a prominent place in the business world. Managers of information are increasingly asked to solve complex problems arising in the business world that require drawing on a diverse set of skills. The program emphasizes problem solving and has a broad range of courses to address the needed skills. The Bachelor of Science in Information Science (BSS) degree consists of courses chosen from the fields of business, computer science, economics, mathematics, and psychology. Special emphasis is placed on systems analysis and design. With careful selection of electives, a student in this program can be prepared for graduate work in computer science or related disciplines. Distribution requirements for the degree (see index) should be completed within the first two years or first 60 credits of work. Students are urged to take the courses CPSC 215, CPSC 225, and BUSN 362 early in their academic careers. These three courses cover the basics of word processing, spreadsheet and database software, the fundamental concepts of computer technology, the function and architecture of computer hardware and software, information science concepts, management of information systems, systems and decision theory, and organizational models. After completion of these courses, students should have the background to choose among three concentrations: Management of Information Systems, Science of Information Systems, and Networking & Communications. In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Science in Information Science degree requires for major and elective studies successful completion (a grade of C- or better) of the core, one set of concentration courses shown on the table below, and a capstone course and project.

## CORES:

- (1) The Computer Science Core:  
CPSC 225, 230-231 (with lab), 335.
- (2) The Business Core:  
ACCT 201-202; ECON 201C\*, 203C\*; BUSN 362.
- (3) The Information Sciences Core:  
CPSC 215, 350, 351.
- (4) The Mathematics and Science Core:  
MATH 125\*, MATH 135\* or 140\*, MATH 235 or 240; PHYS 103-104 (with lab)\* or PHYS 201-202 (with lab)\*.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

## CONCENTRATIONS:

- (1) Management of Information Systems (MIS):  
MGMT 417; BUSN 301, 311, 323, 331, 361, 408, 418.
- (2) Science of Information Systems (SIS):  
CPSC 310, 330, 430, 440; PSYC 201-202\*, 313; BUSN 323, BUSN 400 or PSYC 303.
- (3) Networking and Communications (NC):  
BUSN 301; CPSC 320, 336, 430, 440, 446, two 300-400 level CPSC electives.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

## CAPSTONE COURSE AND PROJECT:

SIS and NC concentrations must successfully complete CPSC 445; MIS concentrations must successfully complete MGMT 368.

Finally, the Bachelor of Science degree in information science requires satisfactory completion of an exit test administered by the department. (See assessment section of the general requirements of all baccalaureate degree programs.)

## THE MINOR IN INFORMATION SCIENCE

The minor in Information Science requires CPSC 215, 225, 230, and 350, BUSN 362, CPSC 351 or MGMT 368, and CPSC 430 or MGMT 417.

## THE CURRICULUM IN COMPUTER ENGINEERING

## CPEN 314. Digital Logic Design (3-3-0)

*Prerequisite:* EETS 202 or consent of instructor. *Spring.* Introduction to logic circuits; combinational logic circuits; memory elements; sequential logic circuits; register transfer logic. Hands-on experience with devices emphasized.  
CPEN 315. Digital System Design (3-3-0)  
*Corequisite:* CPEN 314.

*Prerequisite:* CPEN 314. Computer Engineering major, or consent of instructor. *Fall.*

Digital design methodology and techniques; control and timing; machine organization, instruction sequencing and data flow control; control unit design; and techniques.  
CPEN 338L. Digital System Design Lab (1-0-0)

*Corequisite:* CPEN 315.

Advanced sequential circuit design and implementation, design with programmable logic, digital circuit simulation. The use of modern Electronic Design Automation (EDA) tools is emphasized.

## CPEN 371. Engineering Ethics (1-1-0)

*Prerequisite:* Sophomore class standing or consent of instructor. *Spring.*

This course covers contemporary ethical issues in engineering. A framework for professional activity is developed, which involves considerations and decisions of social impact. Current examples will be studied, discussed, and reported: IEEE and ACM code of ethics, software and hardware property law, privacy, social implications of computers, responsibility and liabilities, and computer crime.

## CPEN 414. Computer Architecture (3-3-0)

*Prerequisite:* Either CPEN 315 or CPSC 330. *Spring.*

The basic issues and techniques in computer architecture and design. Survey of architectures; instruction set design; software influences on architecture; processor implementation and simulation; pipelining; memory and I/O subsystems; special purpose architectures.

## CPEN 422. Microprocessors (3-3-0)

*Prerequisite:* CPSC 231 and CPEN 315. *Spring.*

In depth study of current microprocessor issues; interfacing and data communications; buses and memory/peripheral connections; parallel interfaces; serial interfaces; analog interfaces. Applications by means of the case study method.

## CPEN 431. Computer Engineering Design (4-2-0)

*Prerequisite:* CPEN 414 and CPSC 430. *Fall.*

Engineering design course focuses on applications of computer engineering. Engineering skills developed through supervised design projects. Design projects incorporate techniques and concepts developed in previous courses. Topics include FPGA implementation, micro-programmable controllers, device interfacing, design for test and design for manufacturing techniques. Development systems and EDA software are used throughout the course.  
CPEN 485. Topics in Computer Engineering (3-0-0)

Special topics in computer engineering selected from areas such as embedded systems, VLSI design, parallel processing, communications, electronic design automation, and computer graphics.

## CPEN 499. Computer Engineering Capstone Project (3-3-0)

*Prerequisite:* CPEN 414 and CPSC 430, senior standing, and permission of the department.

Capstone design project where senior student completes a practical computer engineering project, including

probabilistic aspects of the design, by applying the engineering knowledge and judgment they have acquired during their college career. A formal oral presentation and a written report are required as well the artifact that is the design.

## THE CURRICULUM IN COMPUTER SCIENCE

## CPSC 205. Introduction to Business Computing

*Prerequisite:* High school algebra or one semester of college-level mathematics. *Fall and spring.*

For students in Business Programs. Computer concepts, word processing skills, mail merge, producing surveys, and simple reports. Emphasis will be on business spreadsheet applications such as calculating depreciation and net present value, "what if" analysis, amortization, and graphing.

## CPSC 210. Introduction to Computing (3-3-0)

*Prerequisite:* High school algebra or one semester of college-level mathematics. *Fall and spring.*

Designed for general student population. Introduction to computers, their capabilities, and limitations. Computer terminology; hardware and software organization. Basic word processing and design, testing, and construction of spreadsheets, and databases.

## CPSC 215. Software Packages for Business

*Applications (3-3-0)*

*Prerequisite:* CPSC 200 or 210. *Fall and spring.*

For students majoring in information science and those wanting a more in-depth understanding of and competence in spreadsheets, databases, and word processing. Creating spreadsheet templates, database management systems, and elements of desktop publishing are included.

## CPSC 220. Computers &amp; Programming with

FORTRAN (3-3-0)

*Prerequisite:* MATH 110 or its equivalent; *Corequisite:* MATH 130. *As needed.*

Introduction to computer concepts and structures. Problem solving and algorithm implementation using the FORTRAN 77 programming language. Standard numeric and non-numeric data types, arrays, subprograms and formatted input/output. Structured program development.

## CPSC 225. Introduction to Computer Science (3-3-0)

*Prerequisite:* High school algebra or one semester of college-level mathematics; CPSC 210 or consent. *Fall and spring.*

The function and architecture of computer hardware. Data and instruction representation. Networks, operating systems and their functions. Algorithms, programming languages, and software engineering. Artificial intelligence. Theory of computation, and applications. This course includes a hands-on component.

## CPSC 230. Computers &amp; Programming I (3-3-0)

*Prerequisite:* MATH 130; either CPSC 220 or ENGR 121 or instructor's consent. *Fall and spring.* *Corequisite:* CPSC 230L. Problem solving and algorithm implementation using a procedural programming language. Introduction to data types, arrays, records and test files. Structured methods of program development are emphasized and object-oriented methods are introduced.

## CPSC 230L. Computers &amp; Programming I Lab (1-0-2)

*Corequisite:* CPSC 230. *Fall and spring.*

Laboratory course supports the concepts in CPSC 230 lecture with hands-on programming activities and language specific implementation. Laboratory exercises stress sound design principles, programming style, documentation, and debugging techniques.

## CPSC 231. Computers &amp; Programming II (3-3-0)

*Prerequisite:* CPSC 230. *Fall and spring.*

*Corequisite:* CPSC 231L.

Continuation of CPSC 230. Further study of object-oriented design and verification, programming style, documentation and debugging. Algorithms development and analysis with emphasis on simple data structures such as strings, lists and stacks. Recursion, internal search/sort algorithms. Pointers and dynamic memory management. Advanced object-oriented concepts include inheritance, virtual functions, and templates.

## CPSC 231L. Computers &amp; Programming II Lab

(1-0-2) *Corequisite:* CPSC 231. *Fall and spring.*

Laboratory course supports the concepts in CPSC 231 lecture with hands-on programming activities and language specific implementation. Laboratory exercises stress sound design principles, programming style, documentation, and debugging techniques.

## CPSC 240. Business Data Processing with COBOL

(3-3-0) *Prerequisite:* None. *Fall.*

Use of computers in a business environment. Report production, file structures, file maintenance and structured methods using the COBOL programming language.

## CPSC 240. Programming Language Concepts

(3-3-0) *Prerequisite:* CPSC 231. *Fall.*

Basic concepts dealing with information binding, arithmetic, string handling, data structures, storage and mapping, input/output, and execution environment. Specialized concepts concerning recursion, multiprocessing, list processing and language extensibility. Several programming languages will be examined.

## CPSC 240. Data and File Structures (3-3-0)

*Prerequisite:* CPSC 231. *Fall and Spring.*

Study of objects and data structures. Trees, graphs, heaps with performance analysis or related algorithms. Structure, search, sort/merge and retrieval of external files. Programming assignments will involve application of the topics covered.

**CPSC 330. Computer Organization (3-3-0)**

*Prerequisite:* CPSC 231 and CPEN (formerly ENGR 314). *Fall.* Study of computer organization and architecture. Examine functional organization of a von-Neumann computer including computer micro-operations, control organizations, basic instruction sets, addressing modes, CPU design, memory organization, and Input-Output organization. More advanced topics including vector processing and multiprocessors will also be introduced.

**CPSC 335. Data Communication Systems (3-3-0)**

*Prerequisite:* Either CPSC 225 or 330; CPSC 231; and MATH 135 or 140. *Spring.*

A broad overview of communications issues to include encoding, media, interfaces, error detection and correction, data compression, protocols, the OSI model, and LANs. Standard network applications such as ftp, telnet, gopher, and web browsers are discussed. Students will be required to design and implement a communications software project.

**CPSC 336. Network Implementation and Administration I (3-3-0)**

*Prerequisite:* CPSC 335. *Fall.*

Study of TCP/IP based networks for a UNIX environment and the integration of different types of hardware and operating systems. Routing, domain name servers, and mail servers. Network application development tools: sockets and rpc. Projects include the configuration of a UNIX network.

**CPSC 340. Assembler Language Programming (3-3-0)**

*Prerequisite:* CPSC 220 or 231. *As needed.*

Study of assembler language and programming techniques with regard to a specific computer system. Includes detailed coverage of the machine's architecture and instruction repertoire. Programming examples will deal with common information processing problems and with applications in the area of systems programming.

**CPSC 350. Information Systems Analysis (3-3-0)**

*Prerequisite:* CPSC 230 or consent. *Fall.*

Introduction to information systems profession. Tools and techniques for profiling organizations and analyzing their goals and needs to determine and specify information systems requirements. Practical experience in real-life information systems analysis.

**CPSC 351. Information Systems Design and Implementation (3-3-0)**

*Prerequisite:* CPSC 231 and CPSC 350. *Spring.*

Lecture/project based course for systematic design, implementation, and maintenance of computer information systems. From given requirements for a computer information system course guides student in methods, tools, and techniques for realizing the desired system.

**CPSC 410. Operating Systems I (3-3-0)**

*Prerequisite:* CPSC 320, CPEN (formerly PHYS) 315 or CPSC 330. *Fall.*

Introduction to operating systems, I/O processing, interrupt structure and multiprocessing-multiprogramming, job management, resource management, batch and interactive processing, deadlock problem, computer networking through teleprocessing and system performance evaluation.

**CPSC 420. Algorithms (3-3-0)**

*Prerequisite:* CPSC 320 and MATH 240. *Spring.*

The application of analysis and design techniques to numerical and non-numerical algorithms which act on data structures. Examples will be taken from areas such as combinatorics, numerical analysis, systems programming, and artificial intelligence.

**CPSC 425. Object Oriented Programming and Design Using C++ (3-3-0)**

*Prerequisite:* CPSC 320 or consent of instructor. *Spring.*

Basic object-oriented design and applications of C++. This course introduces the subset of C++ which is of the most practical use. It introduces object-oriented design methods and provides guidance in the effective implementation of object oriented programs using C++.

**CPSC 430. Management Information Systems Modeling and Simulation (3-3-0)**

*Prerequisite:* MATH 125, MATH 130 (or 140), MATH 235 (or 260), and CPSC 220 (or 231). *Fall.*

Course on the quantitative analysis of management problems. It is the Information Science equivalent of engineering courses in Operations Research. Emphasis on essence of systems modeling and simulation, prospects for obtaining computer solutions, and extracting the most value out of the system's model and its computer solution rather than mathematics of quantitative analysis.

**CPSC 440. Database Management Systems (3-3-0)**

*Prerequisite:* CPSC 320. *Fall and Spring.*

Database (DB) concepts. Relational, hierarchical and network models. Query languages, data sub languages and schema representations. The DB environment: DB administration, security, dictionaries, integrity, backup and recovery.

**CPSC 442. Computer Applications in Education (3-3-0)**

*Prerequisite:* Senior status or teaching experience.

*As needed.*

A study of current and future applications of computers in the instructional process. Applications will include the computer as multi-media instructional delivery system, as an aid in developing instructional materials, and as a tool for the management of data. A segment on computer literacy will review materials methods for teaching computer literacy while developing the student's computer skills.

**CPSC 445. Information Systems Laboratory (3-3-0)**

*Prerequisite:* CPSC 350 and 440. *Spring.*

A major project that includes a study of the factors necessary for successful implementation and operation of information systems: the traditional life cycle approach to managing and controlling application development and alternative development approaches. Written and oral presentation of project.

**CPSC 446. Network Implementation and Administration II (3-3-0)**

*Prerequisite:* CPSC 336. *Spring.*

A continuation of CPSC 336 to emphasize implementation and administration of information servers such as ftp and web servers for multiple platforms (emphasizing UNIX) with consideration for functionality and security. Interoperability of OS platforms for resource sharing and current web enhancements in the industry are also covered. Students are required to enhance the networks created in CPSC 336 with server implementations.

**CPSC 450. Operating Systems II (3-3-0)**

*Prerequisite:* CPSC 410. *Spring.*

A continuation of CPSC 410 with emphasis on the area of intra-system communications.

**CPSC 460. Introduction to Compilers (3-3-0)**

*Prerequisite:* CPSC 310 and 331. *Spring.*

A study of the problems of translating procedure oriented languages: lexicographic analysis, syntax checking, code generation and optimization, error detection and diagnosis.

**CPSC 470. Theoretical Computer Science (3-3-0)**

*Prerequisite:* CPSC 320 and 331; MATH 240. *Fall.*

Presentation of basic results relating to formal models of computation. Emphasis is placed on developing skills in understanding rigorous definitions in computing and in determining their logical consequences.

**CPSC 480. Software Design and Development (3-3-0)**

*Prerequisite:* CPSC 320 and 330. *Spring.*

Presentation of a formal approach to state-of-the-art techniques in software design and development. Application of such techniques in a team environment.

**THE CURRICULUM IN ENGINEERING****ENGR 121. Engineering Design (3-3-0)**

*Corequisite:* MATH 130. *Fall.*

An introduction to the methods of modeling, analysis, and design in the solution of engineering problems. A consideration of the impact of technological artifacts on society. Questions of professional ethics. Student design projects required.

**ENGR 122. Statics (3-3-0)**

*Corequisite:* MATH 131. *Spring.*

An introduction to the methods of modeling structures. The static analysis of trusses, beams, and frames. A consideration of the impact of structural artifacts on mankind. Student design projects required.

**ENGR 301. Dynamics (3-3-0)**

*Prerequisite:* PHYS 201/201L and MATH 240. *MATH 250 and MATH 260 or PHYS 340 are desirable.* *Fall.*

A vector space approach to the study of classical mechanics in the Newtonian, Lagrangian, and Hamiltonian formulation. ENGR 301L. Dynamics Laboratory (1-0-0)

*Corequisite:* ENGR 301. *Fall.*

Laboratory emphasizes experimental verification of concepts learned in lecture component of this course, and computer-aided analysis and design.

**ENGR 302. Mechanics of Solids (3-3-0)**

*Prerequisite:* MATH 240; MATH 250 and PHYS 201/201L. *Corequisite:* ENGR 302L. *As needed.*

The continuum mechanics of linear elastic solids presented in terms of vectors and tensors. Extension, torsion, pure bending; engineering beam theory; indeterminate systems; stability; limit analysis. Applications in engineering.

**ENGR 302L. Mechanics of Solids Laboratory (1-0-0)**

*Corequisite:* ENGR 302. *As needed.*

Laboratory emphasizes experimental stress analysis (strain gages, photoelasticity, Moiré fringes), and computer-aided analysis and design.

**ENGR 303. Fluid Mechanics (3-3-0)**

*Prerequisite:* MATH 250 and PHYS 201/201L or consent of instructor. *As needed.*

Fluid statics; integral and field equation for the balance of mass, momentum, and energy; and constitutive equations for ideal and viscous fluids. Applications to incompressible flows; boundary layers and free surface flows; one dimensional compressible flows. Similitude studies.

**ENGR 306. Thermodynamics (3-3-0)**

*Prerequisite:* MATH 250 and PHYS 203, CHEM 103 or 121, or consent of instructor. *Spring.*

The formulation of the basic concepts of thermodynamics: first and second laws, energy, temperature, entropy, enthalpy, reversibility and irreversibility, ideal gases, models of real gases. Thermodynamic cycles and their applications to engineering systems and mixtures and solutions.

**ENGR 311. Introduction to Electric Circuits**

and Electronics (3-3-0)

*Prerequisite:* PHYS 202/202L and MATH 240. *Corequisite:* ENGR 311L. *Fall.*

A study of the basic experimental laws of electrical circuits: Ohm's Law and Kirchhoff's Laws of voltage and current. Analysis techniques for DC circuits. Properties of the basic circuit elements: resistors, inductors, capacitors. AC circuits, sinusoidal AC circuits, and their solution by phasor methods. Introduction to the operational amplifiers.

**ENGR 311L. Introduction to Electric Circuits and Electronics Laboratory (1-0-3)**

*Corequisite:* ENGR 311. *Fall.*

**ENGR 312. Electronics (3-3-0)**

*Prerequisite:* ENGR 311. *Corequisite:* ENGR 312L. *Spring.*  
Electronic measurements techniques. Analysis of AC circuits with an emphasis on characteristics of solid state electronic devices. Operational amplifiers and integrated circuits. Students will be taught to design, construct, and test circuits which perform a variety of specific tasks. Introduction to sensor-actuator instrumentation systems.

**ENGR 312L. Electronics Laboratory (1-0-3)**

*Corequisite:* ENGR 312. *Spring.*

**ENGR 313. Discrete Structures for Computer Applications (3-3-0)**

*Prerequisite:* CPSC 231/231L.

*Fall and Spring.*

The concepts of modern algebra (symbolic logic, set theory, algebraic structures, groups, fields, lattices and Boolean algebra) applied to sequential machines and computer system design. Emphasis on applications to realistic problems in computer science and engineering. Case studies requiring programming.

**ENGR 411. Linear Systems (3-3-0)**

*Prerequisites:* ENGR 311 and MATH 320. *Spring.*

This course will emphasize the representation of multivariable linear systems in both the frequency and time domains. The following topics will be covered with an emphasis on linear circuit problems. Introduction to systems, classical approach to systems, convolution techniques, Fourier analysis, Laplace transforms, state-variable analysis, and design of digital filters.

**THE CURRICULUM IN PHYSICS****PHYS 103, 104. Elementary Physics (3-3-0 each)**

*Prerequisite:* High-school Algebra. *PHYS 103 fall and PHYS 104 spring.*

A survey of classical and modern physics with discussion of their historical development and implication to society. Analysis of problems in mechanics, heat, sound, electromagnetism, and modern physics. Influence of physics on art, literature, and values. Satisfies distribution requirements in the field of science.

**PHYS 103L, 104L. Elementary Physics Laboratory (1-0-3 each)**

*Corequisite:* PHYS 103, PHYS 104.

*PHYS 103L fall and PHYS 104L spring.*

Physics laboratory experiences to accompany the lecture part of the course. The laboratories introduce fundamental physical principles and the application of physical principles in modern technological society.

**PHYS 201-202-203. General Physics (3-3-0 each)**

*Prerequisite:* High school physics or consent of instructor.

*Corequisite:* MATH 140 for PHYS 201, MATH 240 for PHYS 202.

*PHYS 201 and 202 fall and spring, 203 fall.*

A presentation of the major concepts of physics from a contemporary point of view, using algebra, trigonometry, calculus and computers. For students in the physical and life sciences, mathematics, or engineering. Topics covered include mechanics, heat, sound, electromagnetism, optics, and modern physics.

**PHYS 201L-202L. General Physics Laboratory (1-0-3 each)**

*Corequisite:* PHYS 201-202.

*PHYS 201L fall and PHYS 202L spring.*

Physics laboratory experiences to accompany the lecture part of the course. The laboratories introduce fundamental physical principles, data analysis skills, and data analysis tools. Computer use is integrated throughout the laboratory exercise.

**PHYS 304. Electromagnetism (3-3-0)**

*Prerequisite:* MATH 250 and PHYS 203 or consent of instructor.

*Spring.*

The electrostatics and electrodynamics of discrete and continuous systems. Electrostatics, magnetostatics, solution of Maxwell's equations, interaction of electromagnetic radiation with matter and relativistic electrodynamics.

**PHYS 306. Physical Science for Teachers (6-3-3)**

*Prerequisite:* An 8 credit biology or chemistry sequence with laboratories and either EDUC 305 or teacher licensure.

*Spring.*  
Topics and research projects in physical science for elementary and middle school teachers, to include seminal concepts and hands-on processes for doing and teaching physical science (physical, chemical, planetary, and earth science). Activities and projects are geared to subjects, materials, concepts, and strategies appropriate for persons teaching at elementary school level.

**PHYS 322. Exploration of the Universe: Astronomy (3-3-0)**

*Prerequisite:* Junior standing or consent of instructor. *As needed.*

A survey of the history and methods of astronomy, including the solar system, planetary motion, stellar evolution, theories of cosmology, and such recent developments as quasars, pulsars, and black holes.

**PHYS 338. Apprenticeship in Teaching Physics (3-3-0)**

*Prerequisite:* Junior standing, 15 credits in major, EDUC 301/302L, and EDUC 305. *As needed.*

The student will work directly with a faculty member from the Department of Physics and Computer Science in designing laboratory experiments and demonstrations, and teaching parts of laboratories and giving demonstrations in classes. Special emphasis will be given to the use of computers and video-tapes and discs in the classroom.

**PHYS 340. Methods of Theoretical Physics (3-3-0)**

*Prerequisite:* PHYS 202, MATH 240, ENGR 311, PHYS 203 is desirable. *First offered spring 1998 if needed.*

Survey of the theoretical methods used for analyzing and predicting physical phenomena. Topics include linear systems of equations, matrices, vectors, complex variables,

and linear transforms. Computers will be used to implement these methods for a variety of physical systems.

**PHYS 351. Modern Physics (3-3-0)**

*Prerequisite:* PHYS 203 or consent of instructor. *Spring.*

A survey of the developments in atomic and nuclear physics. This course provides an introduction to quantum mechanics and its application to contemporary measurement systems.

**PHYS 352. Device Physics (3-3-0)**

*Prerequisite:* PHYS 351 or consent of instructor. *Fall.*

The physical principles which underlie the operation of technologically important electronic and optical devices. The course deals with semi-conductor devices: junction, field effect and charge coupled devices, as well as devices based upon electro-optical effects.

**PHYS 401. Models of Dynamical Systems (3-3-0)**

*Prerequisite:* CPSC 231/231L or consent of instructor, PHYS 301 or consent of instructor, PHYS 340, MATH 320. *Fall.*

Continuous and discrete models of dynamical systems. The classical models of deterministic dynamical systems such as orbital dynamics and fluids. Nonlinear systems including continuous and discrete chaos theory. Variational methods, inertial tensor, stability, Einstein summation, Lyapunov exponent, bifurcation diagrams, phase space, Poincare projections, Universality, Cantor set, entropy and fractal dimensions. Emphasis on computer solutions using both procedural languages and symbolic manipulation.

**PHYS 402. Quantum Physics (3-3-0)**

*Prerequisites:* ENGR 301, PHYS 203, PHYS 351, MATH 250, MATH 320, and either MATH 260 or PHYS 340. *Spring.*

Study of the quantum mechanics of simple physical systems. Topics include the wave function, Schrodinger's equation, one-dimensional systems, the harmonic oscillator, angular momentum, the hydrogen atom, approximation methods, scattering, and electromagnetic radiation.

**PHYS 421. System Design Lab (Data Acquisition) (3-3-0)**

*Prerequisite:* ENGR 311 and CPEN 314, CPSC 231. *Fall.*

The use of computers as data acquisition systems; coupling tasks to micro and mini-computers; controlling single and integrated systems and processes. Development of software and integration of existing digital and analog devices. Applications by means of the case study method.

**PHYS 431. Optical Physics (3-3-0)**

*Prerequisite:* PHYS 201. *Fall.*

This course lays the foundation of modern optical science. It presents an overview of the properties of light, describes the basic principles for the control and detection of light beams, and surveys optical devices in use today.

**PHYS 441. Modeling and Simulation (3-3-0)**

*Prerequisite:* CPSC 231/231L or consent of instructor, PHYS 301 or consent of instructor, PHYS 340, MATH 320. *First offered fall 1998 if needed.*

The modeling and simulation of physical systems. Applying software methodologies to the solution of physical problems. Lectures will typically involve a short

review of some physics topic such as Keplerian motion, followed by an extensive discussion on the modeling and/or simulation of the problem. A large component of the course will be a project. Students will be able to "design" their own project drawing from any area in the complete spectrum of the physics curriculum. The project might entail modeling physical systems (examples: mechanics, optics, fluids, waveguides, atmospheric propagation, or nonlinear systems.) Alternatively, the student may choose to write a simulation (examples: interplanetary spacecraft, orbital adjustment and insertion, or powered flight.)

**TOPICS COURSES AND INDEPENDENT STUDY****APCS 285. Elementary Topics in Applied Physics and Computer Science (Credits vary)**

Special topics in applied physics and computer science, selected from such areas as microcomputers and special applications software.

**APCS 286. Elementary Independent Study in Applied Physics and Computer Science (Credits vary)**

Directed research or projects under the direction of a faculty advisor. This course is subject to the University policy on independent study (see index).

**APCS 385. Intermediate Topics in Applied Physics and Computer Science (Credits vary)**

Special topics in applied physics and computer science, selected from such areas as microcomputers, telecommunications, networks, superconductivity, lasers, special programming languages and computer graphics.

**APCS 386. Intermediate Independent Study in Applied Physics and Computer Science (Credits Vary)**

Directed research or projects under the direction of a faculty advisor. These courses are regulated under the University Policy on Independent Study (see General Academic Policies section of this catalog for details).

**APCS 485. Topics in Applied Physics and Computer Science (Credits Vary)**

Special topics in applied physics and computer science, selected from such areas as expert systems, artificial intelligence, microcomputers, telecommunications, networks, superconductivity, lasers, distributed systems, special programming languages, and computer graphics.

**APCS 486. Independent Study in Applied Physics and Computer Science (Credits vary)**

Directed research or projects under the direction of a faculty advisor. These courses are regulated under the University Policy on Independent Study (see General Academic Policies section of this catalog for details).



CHRISTOPHER NEWPORT UNIVERSITY



## COLLEGE OF LIBERAL ARTS

Dean: Dr. Jouett L. Powell  
Secretary: Laetisha Bondes  
Location: Gosnold Hall  
Phone: (757) 594-7052

### Academic Departments

Arts and Communications  
Education  
English  
Government and Public Affairs  
History  
Leisure Studies and Physical Education  
Library Science  
Military Science  
Modern and Classical Languages  
and Literatures  
Philosophy and Religious Studies  
Psychology  
Sociology, Social Work and Anthropology

The College of Liberal Arts and Humanities involves academic disciplines, classroom instructional techniques, and basic intellectual competencies, which are both ancient and recent. One can enter into debate with fellow students in considering perennial questions of truth, beauty, and goodness, just as Socrates and his students did 2500 years ago in Greece. One can use the power of computerized word processing to improve clarity and persuasiveness in one's writing. Students can hone their abilities to solve problems in the work place and in society by improving the power of their thinking and speaking skills. Students can enhance their understanding and appreciation of the arts through a study of music, drama, the visual arts, and literature. They will be exposed to the governments, histories, languages and cultures of various world civilizations. In short, stu-

dents will be considering those methods and ideas and will be employing those intellectual skills which have remained basic through human history and which are now central to education throughout this country. Liberal arts majors and professional degree programs prepare students for professional careers and graduate study. Masters degrees and certification programs are offered in several departments.

The College of Liberal Arts offers a diverse curriculum, an outstanding faculty, and an invaluable educational experience. Graduates of Christopher Newport University, no matter what major, not only possess highly coveted credentials in an area of specialization but also the capacity to meet and to shape their futures with a perspective inaccessible to the narrowly educated.

## DEPARTMENT OF ARTS AND COMMUNICATION

McMurry, Room 105

(737) 394-7073

Dr. Rita C. Hubbard, Chairman

Phyllis C. Ayers, Department Secretary

## FACULTY

Professors: Brockett, Hines, Hubbard, Koch

Associate Professors: Alsdick

Assistant Professors: Barker, Henry, Pasovski, Prodletan,

Phillips, Reiser, Witwer

Instructors: Anglin, Hillow

The Department of Arts and Communication houses the disciplines of art, music, theatre, speech communication, and dance. It views the arts critically and historically, as they provide a living record of human experiences and perceptions. The arts today represent a continuation of the past, and students working toward their chosen goals of artistic creation acquire both technical expertise and historical understanding. Those concentrating in communication arts use both historical and current theory and research to study the role that communication plays in the life of the individual, the maintenance of social structure, and the shaping of rhetorical action.

The department offers a Bachelor of Arts degree in fine and performing arts with concentrations in either fine arts, communication arts, music, theatre arts, or music-theatre, and the Bachelor of Music degree. The department also offers minor programs of study in art, music, speech communication, and theatre. The Professional Communication Certificate Program, consisting of selected courses in English and speech communication, and the Professional Certificate in Music Business are also available.

## THE BACHELOR OF ARTS DEGREE IN FINE AND PERFORMING ARTS

The Bachelor of Arts degree in fine and performing arts requires that students fulfill University general education requirements and successfully complete a minimum of 30 credits in their concentration of fine arts, communication arts, music, or theatre arts, plus 12 credits from the other two or three academic disciplines. The music-theatre concentration requires 22 credits in music and 20 credits in theatre. Specifics for all programs follow. In planning their programs of study, students should select an adviser from the Department of Arts and Communication during their freshman year. A minimum grade of C- is required on all courses from the Department of Arts and Communication counted toward the completion of major and elective studies for this degree.

## THE BACHELOR OF MUSIC DEGREE

The Bachelor of Music degree is performance-oriented and geared towards musically talented students. Students are accepted into the Bachelor of Music degree program based on their ability and level of performance at the end of their sophomore year.

## The Bachelor of Arts degree in Fine and Performing Arts COMMUNICATION ARTS CONCENTRATION

The Communication Arts concentration is designed for those who want to prepare for careers in the Information Society, where over 30% of the U.S. labor force is now engaged in some form of transferring, reprocessing, and transmitting information. Courses focus primarily on building communication competencies in speaking, listening, interpersonal and intercultural communication, group dynamics and team building, persuasion, and principled reasoning. Upper level courses deal in depth with communication theories and research methods.

In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Arts degree in fine and performing arts (communication arts concentration) requires the following courses:

- (I) Speech 201\*, 211, 450, 452;
- (II) Eighteen additional credit hours in speech courses;
- (III) Twelve additional credit hours chosen from courses in at least two of the following disciplines: FNAR\*, MUSC\*, THEA\*.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic adviser.

In addition to this coursework, students are encouraged to take a body of courses in a secondary area of interest related to professional or vocational goals. Recommended areas are English, psychology, management and marketing, government and public affairs.

## THE STATE-APPROVED TEACHER EDUCATION PROGRAM IN SPEECH COMMUNICATION (9-12)

Students interested in receiving an add-on teaching endorsement in speech communication (9-12) are to refer to the "Teacher Education Programs" section of the catalog (see index), for details on admission criteria and procedures. To achieve such an endorsement, students are required to complete both a primary teaching endorsement in an appropriate field and the following speech minor: SPCH 201\*, 211, and nine additional credits in speech courses from SPCH 301, 316, 325, and 340. Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic adviser.

## THE MINOR IN SPEECH COMMUNICATION

The minor program in speech communication requires 15 credits in speech communication courses. A minimum grade of C- is required in all courses.

## PROFESSIONAL COMMUNICATION CERTIFICATE PROGRAM

The CNU Professional Communication Certificate Program is designed for those who want to sharpen their communication skills and seek career advancement in our information society. It is suitable for both full-time and part-time students. Those who enroll in the program are required to take:

- SPCH 201: Public Speaking
- ENGL 353: Writing for Business and the Professions and at least two electives from the following:
- SPCH 211: Interpersonal Communication
- SPCH 301: Nonverbal Communication
- SPCH 316: Principles of Interviewing
- SPCH 340: Intercultural Communication
- ENGL 395: Special Topics (business writing)
- ENGL 491: Internship in Public Writing

A minimum grade of C- is required in all courses.

## THE CURRICULUM IN SPEECH

## SPCH 201. Public Speaking (3-3-0)

Fall, spring, and summer.

Effective speech preparation and delivery with emphasis on the extemporaneous mode of natural and direct communication.

## SPCH 211. Interpersonal Communication (3-3-0)

Fall and spring.

A theoretical and practical study of face-to-face, two-way communication. Stresses methods of creating effective and efficient communication in family systems, friendships, love, and work relationships.

## SPCH 214. Fundamentals of Voice and Diction (3-3-0)

(same as THEA 214)

Fall, alternate years.

Study of basic principles underlying the effective use of the voice and exploration of practical methods leading to acceptable standards of diction.

## SPCH 301. Nonverbal Communication (3-3-0)

Prerequisite: SPCH 201 or 211 or consent of instructor. Spring, alternate years.

Study of body language, facial expressions, space, vocalization, time, objects, dress, and touch as forms of nonverbal communication which in conjunction with language convey ideas, intentions, emotional states, and attitudes. Related to current perspectives in American society.

## SPCH 316. Principles of Interviewing (3-3-0)

(same as PSYC 316)

Prerequisite: PSYC 201 or 211 or consent of instructor. Fall, alternate years.

Provides the student with the theory and skills necessary to observe, record, summarize and communicate information obtained in the interview process. This process will be studied as it relates to employment, survey, organizational, and counseling situations. Students will be required to conduct interviews both in role-play and actual interview situations.

## SPCH 320. Mass Communication and Society (3-3-0)

Prerequisite: SPCH 201 and 211 or consent of instructor. Fall, alternate years.

Study of the characteristics of mass media and their social significance. Special attention is given to persuasive strategies used to shape the way we think and the decisions we make.

## SPCH 325. Persuasion (3-3-0)

Prerequisite: SPCH 201 and 211 or consent of instructor. Fall, alternate years.

Course focuses on persuasion theory, research, and ethics. Attention is given to language use and symbols, nonverbal communication, and cultural and psychological approaches to persuasion. Tools and strategies are explored so that students can become responsible persuaders and effective evaluators of persuasion messages.

## SPCH 330. Male/Female Communication (3-3-0)

Prerequisite: SPCH 201 and 211 or consent of instructor. Fall, alternate years.

This course includes both theory and practice. Subjects include images and self-perceptions of men and women, self-disclosure, language uses of the sexes, interpersonal attraction, nonverbal codes, intimate and public contexts.

## SPCH 340. Intercultural Communication (3-3-0)

Prerequisite: SPCH 211 or consent of instructor. Spring, alternate years.

This course is an exploration into human communication in cross-cultural settings. Students examine the basic human communication process and determine how it is shaped by cultural values. Additionally, they learn how to confront and manage culture shock effectively in cross-cultural encounters.

## SPCH 395. Special Topics (3-3-0)

Prerequisite: SPCH 201 or 211 or consent of instructor. Fall or spring.

Topics vary, determined by the special interests and needs of students and the expertise of faculty. Samples: Group Processes, Organizational Communication, and Family Communication.

## SPCH 480. Communication Theory (3-3-0)

Prerequisite: SPCH 201 and SPCH 211 and junior standing. Spring, alternate years.

Survey of theories related to the study of human communication including processes of inquiry, development of theories, and evaluation.

**SPCH 482. Communication Research Methods (3-3-0)**  
*Prerequisite:* SPCH 201, 211, completion of MATH 123 or an equivalent statistics course, and junior standing. Fall, alternate years.

This course provides a survey of various research methodologies available to the aspiring communication scholar. It includes a look at both quantitative and qualitative research options.

**SPCH 481. Practicum in Communication Arts (credits vary)**  
*Prerequisite:* senior standing and consent of adviser  
 Part-time internship in association with local offices and firms. Periodic conferences, written evaluations.

**SPCH 485. Special Topics (3-3-0)**

*Prerequisite:* SPCH 261 or SPCH 211 and junior standing.  
 Topics vary, determined by the special interests and needs of students and the expertise of faculty.

**SPCH 489. Independent Study (credits vary)**  
*Prerequisite:* Junior or senior standing and consent of instructor.  
 Independent research done in consultation with a member of the faculty.

The Bachelor of Arts degree in Fine and Performing Arts  
**FINE ARTS CONCENTRATION**

The fine arts concentration is essentially preprofessional, providing the student with a thorough liberal arts background while offering the fundamentals required in drawing, painting, design, ceramics, and sculpture. Each of these academic disciplines allows advanced work so that the student will be prepared to pursue a career in a chosen art specialty at the graduate level. In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Arts degree in fine and performing arts (fine arts concentration) requires the following courses:

(I) FNAR 218, 219, and 321 or 322;

(II) Nine credit hours in art history at the 300-400 level;

(III) Twelve additional credit hours in FNAR courses (including FNAR 201G-202G\*);

(IV) Twelve additional credit hours chosen from courses in at least two of the following disciplines:

MUSC\*, SPCH\*, THEA\*.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic adviser.

#### THE MINOR PROGRAM IN ART

The minor program in art requires successful completion of FNAR 218, 219, and 321 or 322, plus nine additional credits including at least three credits of art history at the 300-400 level. While FNAR 201G-202G are prerequisites for upper-level art history courses, they cannot be counted in the minor. A minimum grade of C- is required in all courses.

#### THE STATE-APPROVED TEACHER EDUCATION PROGRAM IN ART (NK-12)

Students interested in receiving a teaching endorsement in art (NK-12) are to refer to the index for "Teacher Education Programs" for details on admission criteria and procedures. To achieve such an endorsement, students must complete the Bachelor of Arts degree in Fine and Performing Arts (fine arts concentration) as presented above. The curriculum must include FNAR 231, 341, 251, 321, 389, and 395 (Printmaking), plus the teacher education program courses in professional studies, field experience and internship, and the required support courses listed in the "Teacher Education Programs" section of the catalog.

#### THE CURRICULUM IN ART

**FNAR 201G, 202G. Introduction to the Arts (3-3-0 each)**  
 The development of world art and architecture from prehistoric times to the present. The first semester includes the prehistoric, ancient, and medieval arts of Europe, Asia, Africa, Pre-Columbian Americas, and Oceania. The second semester begins with the rise of modern cultures at the close of the Middle Ages and continues through the present period.

**FNAR 208. Apprenticeship in Teaching Art (3-1-0)**

*Prerequisite:* Junior standing, FNAR 218, FNAR 219, EDUC 301/301L, and EDUC 305

Prospective teachers are introduced to techniques, methods, materials, and evaluative procedures for art in grades NK through 12. Students will be apprenticed to members of the department having expertise in various areas of specialization, including drawing, design, painting, printmaking, sculpture, ceramics, and crafts. Emphasis will be placed on how these processes can be applied in educational settings.

**FNAR 434. Theory and Practice of Art Education (3-3-0)**

*Prerequisite:* Junior standing and six hours of education or psychology courses or field experience in teaching art.

A study of the theories of art education related to child development, perceptual theory, and general educational philosophy. Course focuses on the disciplines of art, art history, art production, art criticism and aesthetics.

#### THE CURRICULUM IN STUDIO ART

Note: In all studio courses, the student is responsible for the purchase of all personal and expendable art material.

**FNAR 218, 219. Basic Drawing and Design (3-0-6 each)**

Fall and spring

FNAR 218 is an introductory course in the applied study of design and the development of basic drawing skills. FNAR 219 continues the applied study of design and basic drawing skills and techniques including an added emphasis on three-dimensional design.

**FNAR 231. Fundamentals of Painting (3-0-6)**

Fall and spring.

A course in the concepts and techniques related to the art of painting in oils and acrylics. Varied approaches in the use of painting media, the selection of content and subject matter.

**FNAR 241. Ceramics (3-0-6)**

Fall and spring.

An introductory course in ceramics with an emphasis on hand building and wheel throwing techniques as well as on an understanding of clay and glaze materials and their proper use.

**FNAR 251. Sculpture (3-0-6)**

A basic course that introduces a variety of methods, materials, and processes used in the making of sculpture. An exploration of basic sculpture concepts.

**FNAR 321. Drawing (3-0-6)**

*Prerequisite:* FNAR 218, 219, or consent of instructor. Fall.

A course exploring the creative and technical aspects of drawing as an independent expressive medium.

**FNAR 322. Theory and Practice of Drawing (3-0-6)**

*Prerequisite:* FNAR 218, 219 or consent of instructor. Spring.

A course of study in the development of a variety of approaches to drawing and their applications.

**FNAR 323. Painting II (3-0-6)**

*Prerequisite:* FNAR 231. Fall and spring.

A course in the further development of painting skills and elements of style with a focus on the application of concepts. The development of critical facilities with regard to the creative process of painting.

**FNAR 325. Painting III (3-0-6)**

*Prerequisite:* FNAR 323. Fall and Spring.

A course in the development of the techniques and concepts of painting as a means of self-expression as well as the exploration of issues and ideas in practical application.

**FNAR 341. Advanced Ceramics (3-0-6)**

*Prerequisite:* FNAR 241 or consent of instructor.

Fall and spring.

Continues developing skills in hand building, wheel throwing, and techniques in glazing and decorating.

**FNAR 351. Advanced Sculpture (3-0-6)**

*Prerequisite:* FNAR 251 or consent of instructor.

Experience with a variety of sculpture materials with a focus on individual projects and further development of sculptural concepts.

**FNAR 360. Watercolor (3-0-6)**

*Prerequisite:* FNAR 218 or consent of instructor. Spring.

Course introduces students to watercolor techniques through teacher demonstrations, studio setups and outdoor field sketching trips. It includes a survey of materials as well as the use of watercolor in conjunction with other media. Design and composition in picture making is stressed.

**FNAR 389. Crafts (3-0-6)**

*Prerequisite:* FNAR 218, 219 or junior standing.

A course that explores the fundamentals of several basic craft processes and materials. This is a course suitable for teachers or others interested in learning about basic craft techniques. Possible projects include weaving, copper enameling, woodcarving, and simple jewelry making.

**FNAR 395. Special Topics. (Credits vary)**

*Prerequisite:* Consent of instructor. Fall and spring.

Studio work in such areas as advanced watercolor, printmaking, wheel-throwing, computer art, and other topics in accordance with special student needs and interest as well as departmental resources.

**FNAR 401. Individual Problems in Studio (3-0-6)**

*Prerequisite:* Basic studio courses and consent of instructor.

Fall and spring.

Special individualized problems in studio areas.

#### THE CURRICULUM IN ART HISTORY

**FNAR 371. Modern Art (3-3-0)**

*Prerequisite:* FNAR 201G, 202G, or consent of instructor.

Fall, alternate years.

A study in the development of progressive art from the late eighteenth century to 1945. The course traces the progression of successive movements in art as they relate to the unfolding concept of Modernism in painting, sculpture, and art theory.

**FNAR 372. Arts in the United States (3-3-0)**

*Prerequisite:* FNAR 201G, 202G, or consent of instructor. Spring, alternate years.

A study of the arts in America from the colonial times to 1960 as they reflect upon the varieties of the American experience.

**FNAR 373. Arts of Humanism (3-3-0)**

*Prerequisite:* FNAR 201G, 202G, or consent of instructor.

Fall, alternate years.

A study in the development of art from the early Renaissance through the 18th century. Special attention is given to the changing role of the artist, the effects of Roman and Greek archaeology, increasing rationalism, as well as establishing our conceptual vision of the world.

**FNAR 374. Arts of the Non-Western World, I**

**Asian Art. (3-3-0)**

*Prerequisite:* FNAR 201G-202G or consent of instructor. Fall, every third year.

A study of the historical development of art in India, China, and Japan. The course emphasizes the social and philosophical relationships of art to the cultures of these areas and how those relationships contrast with the role of art in Western cultures.



**FNAR 375. Art of the Non-Western World, II: Pre-Columbian America, Africa, and Oceania. (3-3-0)**  
*Prerequisite:* FNAR 201G-202G or consent of instructor. Spring, every third year.

A study of the arts of the complex cultures indigenous to Native Americans, Central Africa, and the South Pacific islands. The course emphasizes the historical development of the arts of these areas and the role of art in this wide variety of social contexts.

**FNAR 377. Contemporary Art. (3-3-0)**  
*Prerequisite:* FNAR 201G-202G or consent of instructor. Spring, alternate years.

A study of the major movements in world art from 1920 to the present. The course explores the plurality of styles and concepts current in contemporary painting, sculpture, and art theory.

**FNAR 395. Special Topics in Art History (3-3-0)**  
*Prerequisite:* FNAR 201G, 202G or consent of instructor.

A topic in art history may cover an area such as Baroque and Rococo, Classical and Ancient, and Contemporary, as determined by the special interests and needs of students and the expertise of the faculty.

**FNAR 491: Practicum in Fine Arts (credits vary)**  
*Prerequisite:* Senior standing and consent of advisor.  
 Part-time internship in association with a local office, gallery or museum. Periodic conferences, written evaluations.

#### MUSIC PROGRAM

The music program at Christopher Newport University is accredited by the National Association of Schools of Music and offers courses in music education, history, theory, composition, literature and pedagogy, performance, and conducting. Professional instruction is available on all woodwind, brass, percussion, and string instruments as well as on piano, harpsichord, organ, and in voice, composition, and conducting. Music majors graduating with either the Bachelor of Music degree or the Bachelor of Arts degree in Fine and Performing Arts are encouraged to pursue graduate study, although some students prefer to enter their profession immediately after graduation.

The Bachelor of Music degree and the Bachelor of Arts degree in Fine and Performing Arts combine a rigorous music education of global perspective with the professional knowledge and skills necessary to compete in today's society. The music curriculum provides a strong basis in music history, theory, and applied music. Advanced courses and independent study are offered to meet the specific requirements of the various areas of concentration. Graduates of the music program are prepared for either graduate study or professional career opportunities. Exposure to and participation in the many varying media of live musical expression both broaden and enrich the understanding and appreciation of the musical arts. Students are expected to support all recitals, concerts and lectures held on campus.

Music majors are required to pass a keyboard proficiency examination which is designed for their own particular field of study. Those who do not have substantial training on a keyboard instrument should be prepared to take at least four semesters of level 130 applied piano before taking this examination. Non-majors and music students enrolling in another instrument or voice enroll in APP MUSC 130, weekly private lessons that can be taken as a 30-minute lesson for one credit or as a 60-minute lesson for two credits. Only eight credits of APP MUSC 130 can be counted toward graduation. All music majors who are enrolled in APP MUSC 132 or higher are required to perform in at least one student recital per semester. Registration for all levels of instruction requires permission of both the instructor and the Director of Music and payment of the applied music fee. All performance majors are required to perform a thirty-minute junior recital and a sixty-minute senior recital. Music majors concentrating in music education are required to perform a thirty-minute senior recital. The applied music jury preceding the semester in which the recital is to be performed and a preparedness hearing four weeks before the recital determine whether the recital may be presented. Music history and theory majors are required to complete a thesis in their senior year; composition majors present a sixty-minute recital of their original works.

#### MUSIC DEGREES

The Bachelor of Music Degree is the initial professional degree in music. Its primary emphasis is on the development of the skills and knowledge necessary to function as a teacher, performer, composer, and/or scholar. The areas of concentration include music education, performance, theory, composition, and history. The Bachelor of Arts degree in Fine and Performing Arts provides a strong education in the liberal arts. The concentration in music provides a fundamental knowledge of written and aural skills, the history and development of music, and performance. The humanities are emphasized through required study in art, theatre, and/or speech.

#### MINOR IN MUSIC

The minor in music requires successful completion of a minimum of 18 credits in music above the 100 level. The minor program in music requires MUSC 211/211L; 212/212L; 207G/208G; 303/304; and APP MUSC 131, 132, 231, and 232. Students must present a 30-minute recital at the completion of APP MUSC 232 or at the highest level of applied music they successfully complete. Approval of the recital program must be attained in the semester immediately preceding the semester in which the recital is to be performed.

#### PROFESSIONAL CERTIFICATE IN BUSINESS STUDIES

The music program offers a professional certificate in business studies. The following curriculum is designed to offer music students the basic courses required for entry into positions in arts administration, arts management, promotion, and retail. The required courses include:

- ACCT 201-202: Principles of Accounting
- BUSN 311: Principles of Marketing
- BUSN 361: Legal Environment of Business
- MUSC 315: Music Technology

A minimum grade of C- must be earned in each course.

#### ASSESSMENT PROCEDURES

The rigor of the academic curriculum of the music program at Christopher Newport University is maintained and assured through a thorough and demanding curriculum, highly experienced and qualified professors, numerous assessment procedures, and accreditation by the National Association of Schools of Music and the Southern Association of Colleges and Schools.

#### Entrance Requirements

Music students are assessed in numerous ways throughout their tenure at CNU. A student intending to matriculate in the music program at CNU must first satisfy all entrance requirements, including an entrance audition and/or interview, two professional references by music educator's completion of the New Student Data Form, and pre-tests in music theory, ear training, and music history.

#### Admission to degree program requirements

Once admitted to the music program, the student must successfully complete all prescribed prerequisites for upper-level music courses with a grade of C- or better. To be admitted into either the Bachelor of Music or the Bachelor of Arts degree programs, the following prerequisites must be satisfied: two years of music theory and ear training (MUSC 211-212, 211L-212L, 311-312, 311L-312L), two semesters of world music history (MUSC 207G-208G), four semesters of applied piano, four semesters of applied music in the student's major area of concentration, four semesters of ensemble, and a cumulative GPA of 2.5 or higher.

#### Graduation requirements

In order to graduate, the music student must have successfully completed all requirements listed for individual concentrations (including all upper-level music courses, juries, and recitals) with a grade of C- or better, all general education requirements, the piano proficiency examination, and have taken the post-tests in music theory, ear training, and music history. The senior recital or thesis serves as the final assessment of a student's study in applied music. The teaching practicum serves as the final assessment of a student's study in music education. The goal of graduat-

ing competent and competitive students is assessed through the student's success in graduate school and/or chosen profession. The *Music Alumni Survey* is given to each graduate of the music program. The information requested in this form includes the student's opinions regarding the value of the courses and the quality of instruction at CNU, current information on the student, and suggestions for improvement.

#### THE BACHELOR OF MUSIC DEGREE

In addition to successful completion of all general education requirements (see index), the degree requires successful completion of one of the following concentrations:

##### Bachelor of Music in Performance

(Brass, Woodwinds, Percussion, Keyboard, Strings, Voice)

- (1) MUSC 207-208G\*, 211-212, 211L-212L, 303-304, 311-312, 311L-312L, 316, 317, 403;
- (2) Twelve additional credits in MUSC at the 300-400 level;
- (3) Either MUSC 301, 302, 304, 306, 307, or 308 depending on area of concentration. Woodwinds also must take MUSC 340, 351;
- (4) APP MUSC 131-132, 231-232, 303-304, 403-404;
- (5) Ten credits for instrumentalists and 8 credits for vocalists in MUSC 100, 101, 102, 103, 105, 106, and/or 409;
- (6) Four credits in APP PIAN 130; successful completion of the piano proficiency examination;
- (7) Eight semesters in MUSC 012 (Performance/Lecture Attendance).

##### Bachelor of Music in History and Literature

- (1) MUSC 207G-208G\*, 211-212, 211L-212L, 303-304, 311-312, 311L-312L, 316, 317, 403;
- (2) Twelve additional credits in MUSC at the 300-400 level;
- (3) MUSC 308 and MUSC 409 (three credits);
- (4) FREN or GERM 201-202\*;
- (5) APP MUSC 131-132 and 231-232;
- (6) MUSC 490 (Fall Seminar in Music Historical Research);
- (7) MUSC 499 (3 credits in research and 2 credits in thesis);
- (8) Four credits in either MUSC 100, 101, 102, 103, 105, 106, and/or 409;
- (9) Four credits in APP PIAN 130 and successful completion of the piano proficiency examination;
- (10) Eight semesters in MUSC 012 (performance/lecture attendance).

##### Bachelor of Music in Theory/Composition

- (1) MUSC 207G-208G\*, 211-212, 211L-212L, 303-304, 311-312, 311L-312L, 316, 317, 403;

- (2) Six additional credits in MUSC at the 300-400 level;
- (3) MUSC 315, 412, 413, and 415;
- (4) MUSC 220, 230, 240, 250, 260;
- (5) One credit in APP/MUSC 130 (introduction to theory/composition);
- (6) APP/MUSC 331-332 (theory) and MUSC 499 (research and thesis); or APP/MUSC 331-332 (composition) and 431-432 (composition and recital);
- (7) APP/MUSC 130 (score reading and band realization);
- (8) PHYS 103\*-104\* and one laboratory\*;
- (9) Eight credits in either MUSC 100, 101, 102, 103, 105, 106, and/or 409;
- (10) Four credits in APP PLAN 130; successful completion of the piano proficiency examination;
- (11) Eight semesters in MUSC 012 (performance/lecture attendance).

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

#### THE STATE-APPROVED TEACHER EDUCATION PROGRAM IN MUSIC (NK-12)

Under the Bachelor of Music degree, students can receive NK-12 state-approved endorsement in either Instrumental Music or Choral Music. For instrumental certification, applied music must be in a band, orchestra, or keyboard instrument. For choral certification, applied music must be in either voice or a keyboard instrument. Keyboard majors must include six credits in voice. In addition to requiring successful completion of the general education requirements (see index), the Bachelor of Music degree with teacher certification requires successful completion of one of the following concentrations:

#### BACHELOR OF MUSIC IN MUSIC EDUCATION (Instrumental Emphasis)

- (1) MUSC 207G-208G\*, 211-212, 211L-212L, 220, 230, 240, 250, 260, 303-304, 311-312, 311L-312L, 315, 316, 317, 337, 338, 400;
- (2) Either MUSC 430 (band) or 440 (orchestra), depending on area of concentration;
- (3) APP/MUSC 131-132, 231-232, 331-332, 431 (recital);
- (4) Seven credits in either MUSC 101, 102, and/or 103;
- (5) EDUC 301, 435, 443, 450L;
- (6) Math 125\*, HLTH 200\* or LSPE activity\*, PSYC 210-211\*, CPSC 210\*, SPCH 201\*;
- (7) Four credits in APP PLAN 130; successful completion of piano proficiency examination;
- (8) Seven semesters in MUSC 012 (performance/lecture attendance).

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

#### BACHELOR OF MUSIC IN MUSIC EDUCATION (Choral Emphasis)

- (1) MUSC 207G-208G\*, 211-212, 211L-212L, 240, 241, 303-304, 311-312, 311L-312L, 315, 316, 317, 337, 338, 403, 400;
- (2) APP/MUSC 131-132, 231-232, 331-332, 431 (recital);
- (3) Seven credits in MUSC 100, 105, 106, and/or 409;
- (4) EDUC 301, 435, 443, and 450L;
- (5) MATH 125\*, HLTH 200\* or LSPE Activity\*, and PSYC 210-211\*, CPSC 210\*, SPCH 201\*;
- (6) Four credits in APP PLAN 130; successful completion of piano proficiency examination;
- (7) Seven semesters in MUSC 012 (performance/lecture attendance).

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

#### The Bachelor of Arts degree in Fine and Performing Arts MUSIC CONCENTRATION

In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Arts degree in Fine and Performing Arts (music concentration) requires successful completion of the following courses:

- (1) MUSC 207-208G\*, 211-212, 211L-212L, 303-304, 311-312, 311L-312L, 316, and 403;
- (2) Nine additional credits in at least two of the following: FNAK\*, SPCH\*, and/or THEA\*. Recommended are FNAK 201G-202G; FNAK 218; SPCH 201; THEA 210G-211G; and THEA 213;
- (3) APP/MUSC 131-132, 231-232, 331-332 and 431-432;
- (4) Twelve additional credits in MUSC at the 300-400 level;
- (5) Four credits in MUSC 100, 101, 102, 103, 105, 106, and/or 409;
- (6) Four credits in APP PLAN 130; successful completion of the piano proficiency examination;
- (7) Eight semesters in MUSC 012 (performance/lecture attendance).

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

#### THE CURRICULUM IN MUSIC

##### MUSC 012. Performance/Lecture Attendance\*

Fall, spring and summer.

All students who are enrolled in MUSC 012 must attend and/or participate in a minimum of twelve music events for the semester. Performances that satisfy this requirement include concerts by the CNU Symphonic Band, Chamber Orchestra, University Chorale, Chamber Singers, Women's Chorus, Collegium Musicum, Jazz Ensemble, Percussion Ensemble, Guitar Ensemble, Music Theatre, Opera Work-

shop, Ramsour Series, Virginia Symphony, Virginia Opera, Virginia Choral Society, Norfolk Chamber Consort, Hampton Arts Commission Great Performers Series, concerts sponsored by the Performing Artists Association, student and faculty recitals, Conversations with a Composer, the Vianese Webb Memorial Lectures in Musicology, and folk music recitals. At least two credits must be obtained from the Lunch and Learn and/or the Friday Night At The Movies series. Other events may qualify for MUSC 012 credit, but prior consent is strongly advised to obtain credit. Students are encouraged to support all concerts and music lectures held on the campus of Christopher Newport University.

##### MUSC 100. University Chorale (1-0-3)

Fall and spring.

A non-auditioned mixed choral ensemble which performs both on and off campus throughout the academic year. The Chorale usually prepares lighter repertoire for the annual Holiday Happening concert in the Fall and a program of large choral masterworks in the spring. Students can register each semester, but no more than eight credits can be counted toward graduation.

##### MUSC 101. Symphonic Band (1-0-3)

Fall and spring.

An auditioned wind band that performs both on and off campus throughout the academic year. The repertoire includes a variety of musical styles, but the primary emphasis is on the masterpieces of the wind band repertoire. Student may register each semester, but no more than eight credits can be counted toward graduation.

##### MUSC 102. University Orchestra (1-0-3)

Fall and spring.

An auditioned orchestra that performs both on and off campus throughout the academic year. The repertoire includes a variety of musical styles, but the primary emphasis is on the masterpieces of the orchestral repertoire. Students may register each semester, but no more than eight credits can be counted toward graduation.

##### MUSC 103. Jazz Ensemble (1-0-3)

Fall and spring.

An auditioned jazz ensemble that performs both on and off campus throughout the academic year. The repertoire includes a variety of musical styles, both vocal and instrumental. Students may register each semester, but no more than eight credits can be counted toward graduation.

##### MUSC 104. Chamber Ensemble (1-0-3)

Fall and spring.

This course can be used for both vocal and instrumental chamber ensembles. Special focus is on the literature and performance practice of the small or specialty ensemble. Performance opportunities vary according to the size and nature of each ensemble. Recommended for all music majors pursuing the BA degree with a concentration in performance and instrumental music education. Students may

register each semester, but no more than eight credits can be counted toward graduation.

##### MUSC 105. Chamber Singers (1-0-3)

Fall and Spring.

An auditioned mixed choral ensemble which performs both on and off campus throughout the academic year. The repertoire includes a variety of musical styles, but the primary emphasis is on the masterworks of the choral repertoire. The ensemble is recommended for music majors and experienced choral singers in other majors. Students can register each semester, but no more than eight credits can be counted toward graduation.

##### MUSC 106. Women's Chorus (1-0-3)

Fall and Spring.

A non-auditioned choral ensemble of female voices which performs primarily on campus throughout the academic year. The repertoire includes a variety of musical styles, including jazz, popular, folk, and classical music. Students can register each semester, but no more than eight credits can be counted toward graduation.

##### MUSC 201-202. Introduction to Music (3-3-0 each)

Fall, 201; spring, 202.

A course that traces the stylistic development of music chronologically through historical periods from the Middle Ages to the present day. Students become familiar with major works of the most important composers from each period. The first semester includes periods before 1800, and the second semester continues to the present day. This course is recommended for all non-music majors.

##### MUSC 207G-208G. The World's Music (3-3-0 each)

Fall, 207G; spring, 208G.

A sequence that integrates Western and non-Western music emphasizing listening, command of music literature and production, and the terminology that explains music's course of development. 207G: Pacific, Asian, Middle- and Near-Eastern, south coastal Mediterranean, and Balkan music, and European music's development throughout the eighteenth century. 208G: European music of the nineteenth and twentieth centuries, including avant-garde styles, native music of the Western hemisphere, and music transmitted from Iberia, the British Isles, western Africa, and jazz and popular music of the U.S. These courses fulfill one sequence of the humanities distribution requirement and are required for all music majors.

##### MUSC 211-212. Elementary Theory of Music (3-3-0 each)

Prerequisite for 211: Completion of Beginning Theory Booklet. Fall, 211; spring, 212.

A beginning course in the study of tonal harmony. Triads, seventh chords, non-harmonic tones, and simple modulation are studied through composition and analysis. Required for all music majors.

##### MUSC 211L-212L. Elementary Ear Training (1-0-3 each)

Fall, 211L; spring, 212L.

MUSC 211L includes the study of melodic and harmonic intervals, pitch patterns, chord inversion, seventh chords,

beat line dictation, rhythmic dictation, two-part dictation, outer voice dictation, and error detection. Sight/singing/keyboard exams include scales, pitch patterns, melodies and rhythms, keyboard progressions, and sight/singing. MUSC 212L includes progressively advancing dictation, sight singing, keyboard skills, diatonic and chromatic melodies, functional harmonic progressions, and two-voice counterpoint. Required for all music majors.

**MUSC 220. Brass Instrument Techniques (1-0-3 each)**

Fall, rotational.

Instruction, literature, and teaching methods for trumpet, horn, trombone, euphonium, and tuba. Students will teach in one-on-one and class settings. Required for all instrumental music majors pursuing a Bachelor of Music degree with a concentration in music education.

**MUSC 230. Woodwind Instrument Techniques (1-0-3 each)**

Spring, rotational.

Instruction, literature, and teaching methods for flute, oboe, bassoon, clarinet, and saxophone. Students will teach in one-on-one and class settings. Required for all instrumental music majors pursuing a Bachelor of Music degree with a concentration in music education.

**MUSC 240. Percussion Techniques (1-0-3 each)**

Fall, rotational.

Instruction literature, and teaching methods for timpani, snare drum, xylophone, bass drum, cymbals, Latin and jazz drums, and auxiliary instruments. Students will teach in one-on-one and class settings. Required for all instrumental music majors pursuing a Bachelor of Music degree with a concentration in music education.

**MUSC 290. String Instrument Techniques (1-0-3 each)**

Spring, rotational.

Instruction, literature, and teaching methods for violin, viola, violoncello, double bass, and guitar. Students will teach in one-on-one and class settings. Required for all instrumental music majors pursuing a Bachelor of Music degree with a concentration in music education.

**MUSC 291. Classroom Guitar Techniques (1-0-3)**

Fall, rotational.

Instruction includes chord symbols and appropriate methods and materials for the teaching of classroom guitar. Accompaniment styles, various styles of popular music, and classical technique are included. Students will teach in one-on-one and class settings. Recommended for all music majors pursuing a Bachelor of Music degree with a concentration in music education with an emphasis in teaching at the elementary level.

**MUSC 260. Voice Techniques (1-0-3)**

Fall.

Principles of voice production and pedagogy. Topics will include breathing, posture, registration, voice classification (adolescent through adult), principles of resonance, the physiology of singing, selecting vocalizes and warm-up techniques, vowel purity, and articulation. Students will teach voice in one-on-one and class settings. Required for

all instrumental and vocal music majors pursuing a Bachelor of Music degree with a concentration in music education and for all voice majors pursuing a Bachelor of Music degree with a concentration in performance.

**MUSC 261. Vocal/Choral Literature and Diction (1-0-3)**

Spring.

Students will learn vocal pronunciation of English, French, Italian, German, and Latin through the International Phonetic Alphabet (IPA). Additionally, the course will investigate special topics including: classification of professional voices (i.e. lyric soprano, dramatic tenor, etc.), recital presentation, audition strategies, character development, and vocal health. Required for all voice majors pursuing a Bachelor of Music degree.

**MUSC 270. Marching Band Techniques (1-0-3)**

Summer, rotational.

Instruction, literature, and teaching methods for organizing and training marching bands in school settings. Computer assisted drill design is a major component of this course. Recommended for all instrumental music majors who are working toward a Bachelor of Music degree with a concentration in music education and pursuing a music teaching career at the middle or secondary school level.

**MUSC 280. Jazz Band Techniques (1-0-3)**

Summer, rotational.

Techniques and methods for organizing, programming, rehearsing, and teaching improvisation in a school jazz band setting. Recommended for all instrumental music majors pursuing a Bachelor of Music degree with a concentration in music education and pursuing a music teaching career at the middle or secondary school level.

**MUSC 295. Swing/Jazz Choir Techniques (1-0-3)**

Summer, rotational.

Techniques and methods employed for the organization and development of a swing/jazz choir. Literature, choreography, and performance practice are addressed. Recommended for all vocal music majors pursuing a Bachelor of Music degree with a concentration in music education and pursuing a music teaching career at the middle or secondary school level.

**MUSC 295. Special Topics in Music**

Prerequisite: Consent of instructor.

A variety of music-related topics not included in the regular curriculum will be offered. Topics can be geared toward either scholarship or performance.

**MUSC 303-304. History of Western Music (2-2-0)**

Prerequisite: MUSC 207G-208G. Fall, 303; Spring, 304.

A sequence that surveys musical styles, literature, and thought from the ancient world into the 20th century. No written papers are required, but examinations are through written essays. A significant amount of outside reading, library work, and listening is recommended. Required for all music majors.

**MUSC 308. Romantic Music (2-2-0)**

Prerequisite: MUSC 208C. Spring, rotational.

This course surveys musical culture of the nineteenth century. It encompasses selected music by romanticists from Schubert through Rachmaninoff. The course is intended for both music majors and non-majors with junior-level reading skill. Listening is required with appropriate oral or written reports.

**MUSC 311-312. Advanced Theory of Music (2-2-0 each)**

Prerequisite: MUSC 212. Fall, 311; Spring, 312.

This course is a continuation of MUSC 211-212. Students deal with advanced harmonic techniques, including altered chords, chromatic harmony, modulation, and composition. Formal and harmonic analysis is emphasized in the second semester. Required for all music majors.

**MUSC 311L-312L. Advanced Ear Training (1-0-3)**

Prerequisite: MUSC 212L. Fall, 311L; Spring, 312L.

MUSC 311L includes advanced dictation, sight/singing, keyboard skills, diatonic and chromatic melodies, secondary dominants, functional harmonic progressions, two-voice counterpoint, and modulation. MUSC 312L includes progressively advancing dictation, sight/singing, keyboard skills, diatonic and chromatic melodies, modes, secondary dominants, extended tertians, mode mixture, chromatic mediant modulation, functional harmonic progressions, and two-voice counterpoint. Required for all music majors.

**MUSC 315. Music Technology (2-0-3)**

Rotational.

Music technology pertains to all levels of music recording, sound reinforcement, writing, and instruction using computers. The computer component of this course includes music printing, transposition, arranging, ear training, theory, and sequencing. Required for all music majors pursuing a Bachelor of Music degree with a concentration in theory/composition.

**MUSC 316. Principles of Conducting (2-0-0)**

Prerequisite: MUSC 212/212L. Fall, rotational.

This course includes study of baton technique, beat patterns and gestures, cutting, transpositions, terminology, score analysis and preparation, rehearsal techniques, programming, setting arrangements, performer/conductor rapport, and more. Students conduct live ensembles both in the classroom and in the rehearsal hall. Required for all music majors.

**MUSC 317. Form and Analysis (2-2-0)**

Prerequisite: MUSC 312/312L. Fall, rotational.

A study of the formal structure of music utilized in various genres of the Baroque, Classic, and Romantic periods. Through analysis of works and through their own compositions, students gain insight into the similarities and differences of musical composition, performance, and interpretation from period to period and from composer to composer. Required for all music majors pursuing a Bachelor of Music degree.

**MUSC 337. Music in the Elementary Schools (2-2-0)**

Fall, rotational.

Fundamental procedures of and experiences in teaching elementary school music, showing music materials suitable for the first six grades. Methods to be discussed and practiced include those of Orff, Kodaly, Suzuki, Manhattanville, and Dolcosse. An introduction to fretted instruments will be included in this course. Required for all music majors pursuing a Bachelor of Music degree with a concentration in music education.

**MUSC 338. Apprenticeship in Teaching Music (2-2-0)**

Prerequisite: Junior standing, 15 credits in major, EDUC 301 and EDUC 305. Fall, rotational.

Prospective teachers are introduced to technique, methods, materials, and evaluative procedures for music in grades NK through 12 with particular emphasis on secondary school methods. Through observation, critical evaluation, and teaching experience, students learn the unique aspects and problems of teaching music in the classroom setting and a philosophy for doing so. Required for all music majors pursuing a Bachelor of Music degree with a concentration in music education.

**MUSC 391. String Literature and Pedagogy (2-2-0)**

Spring, rotational.

A survey of solo and chamber music literature and the historical development of the violin, viola, violoncello, and double bass. Teaching materials, including exercises, studies, and methods for private and class instruction, are discussed in addition to learning the standard orchestral excerpts of each instrument. Students will teach in one-on-one and class settings. Required for all music majors pursuing a Bachelor of Music degree with a concentration in string performance.

**MUSC 392. Vocal Pedagogy (2-2-0)**

Fall, rotational.

Basic repertoires of Italian arias, German Lieder, and representative songs by French, English, and American composers. Techniques and methods used in voice building and coaching of song literature. Topics include voice classification, quality, diction, registration, breath management, psychology, and physiology. Students will teach in one-on-one and class settings. Required for all music majors pursuing a Bachelor of Music degree with a concentration in vocal performance.

**MUSC 394. Keyboard Literature and Pedagogy (2-2-0)**

Spring, rotational.

Discussed are the literature and history of keyboard instruments in addition to teaching material for both private and class instruction. Memorization and sight reading are also addressed. Students will teach in one-on-one and class settings. Required for all music majors pursuing a Bachelor of Music degree with a concentration in keyboard performance.

**MUSC 395. Special Topics in Music (3-3-0)***Prerequisite: An assessment, rotational.*

Courses in music history and literature chosen to fulfill the needs of students pursuing the Bachelor of Music degree. Among the composer and genre studies to be offered are: Haydn, Beethoven, Schumann, and Opera Literature.

**MUSC 396. Woodwind Literature and Pedagogy (3-3-0) Fall, rotational.**

A survey of solo and chamber music literature and the historical development of the flute, oboe, bassoon, clarinet, and saxophone families. Teaching materials, including exercises, studies, and methods for private and class instruction, are discussed in addition to learning the standard orchestral excerpts of each instrument. Students will teach in one-on-one and class settings. Required for all music majors pursuing a Bachelor of Music degree with a concentration in woodwind performance.

**MUSC 397. Brass Literature and Pedagogy (3-3-0) Spring, rotational.**

A survey of solo and chamber music literature and the historical development of the trumpet, horn, trombone, euphonium, and tuba. Teaching materials, including exercises, studies, and methods for private and class instruction, are discussed in addition to learning the standard orchestral excerpts of each instrument. Students will teach in one-on-one and class settings. Required for all music majors pursuing a Bachelor of Music degree with a concentration in brass performance.

**MUSC 398. Percussion Literature and Pedagogy (3-3-0) Spring, rotational.**

A survey of solo and chamber music literature. Also studies the origin, development, and influences of indigenous instruments and their uses in twentieth-century music. Teaching materials, including exercises, studies, and methods for private and class instruction, are discussed in addition to learning the standard orchestral excerpts of each instrument. Students will teach in one-on-one and class settings. Required for all music majors pursuing a Bachelor of Music degree with a concentration in percussion performance.

**MUSC 403. Twentieth-Century Music (3-3-0)***Prerequisites: MUSC 304 and 312/312L. Fall, rotational.*

A course that traces the major developments of the twentieth century in musical composition and style. An analytical approach is utilized in the study of harmonic, melodic, and rhythmic usage in contemporary composition generally, as well as the newly developed techniques of serial and electronic composition. A historical approach is utilized in the examination of representative literature. Required for all music majors.

**MUSC 407/507. Music in America (3-3-0)***Spring, rotational.*

A course in which music is studied as a part of America's cultural history. Beginning with the music transported to the New World by the Pilgrims and Puritans, musical ac-

tivity is traced chronologically into the twentieth century. Among major topics discussed are the singing school movement, nineteenth century popular music, the development of music education, American band music, the beginnings of jazz, the establishment of an indigenously American expression, and the coming of world prominence in music of the twentieth century.

**MUSC 409. Collegium Musicum (1-0-2) or (3-2-2)***Prerequisite: MUSC 303 or consent of instructor.**Fall and spring.*

This is a course in the preparation and performance of early music. It is both a class and an ensemble devoted to performing Medieval music and early Renaissance music vocally and instrumentally. Preparation, not required at the 400 level, for such performance entails the selection, transcription, and instrumentation of the music and translation of texts that the music sets. Required for music majors pursuing the Bachelor of Music degree with a concentration in music history.

**MUSC 412. Modal Counterpoint (3-3-0)***Prerequisite: MUSC 312/312L. Fall, rotational.*

A study through analysis and compositional assignments of sixteenth century counterpoint, primarily in the style of Palestrina. Emphasis is placed on motifs and movements of masses up to five voices. Recommended for all music majors pursuing a Bachelor of Music degree with a concentration in theory/composition.

**MUSC 413. Tonal Counterpoint (3-3-0)***Prerequisite: MUSC 312/312L. Spring, rotational.*

A study through analysis and compositional assignments of eighteenth-century counterpoint, primarily in the style of J. S. Bach. After completing exercises in the techniques of species counterpoint, students will study the larger forms of inventions, canons, fugues, and chorale based compositions. Required for all music majors pursuing a Bachelor of Music degree with a concentration in theory/composition.

**MUSC 415. Orchestration (3-3-0)***Prerequisite: MUSC 312/312L. Spring, rotational.*

A course in which the basic concepts of arranging music for various groups of instruments are studied. After a general survey of the instruments of the orchestra covering ranges, clefs, timbre, special effects, and terminology, techniques of actual orchestration are studied through written projects and analysis of scores. Required for music majors pursuing a BM degree with a concentration in theory/composition.

**MUSC 429. Choral Literature and Conducting (3-3-0)***Prerequisite: MUSC 312/312L and MUSC 318.**Spring, rotational.*

A survey course which requires historical and structural analysis and conducting of major choral literature from the Renaissance to the present. Students conduct live ensembles both in the classroom and in the rehearsal hall. Required for all vocal music majors pursuing a Bachelor of Music degree with a concentration in music education.

**MUSC 430. Wind Literature and Conducting (3-3-0)***Prerequisite: MUSC 312/312L and MUSC 318.**Spring, rotational.*

A comprehensive study of wind groups focusing on instrumentation and literature from the earliest beginnings to the present. Special emphasis on major works, composers, stylistic changes, programming, and conducting. Students conduct live ensembles both in the classroom and in the rehearsal hall. Required for all instrumental (band) music majors pursuing a Bachelor of Music degree with a concentration in music education.

**MUSC 440. Orchestral Literature and Conducting (3-3-0)***Prerequisite: MUSC 312/312L and MUSC 318.**Fall, rotational.*

A comprehensive study of orchestral groups focusing on instrumentation and literature from the earliest beginnings to the present. Special emphasis on major works, composers, stylistic changes, programming, and conducting. Students conduct live ensembles both in the classroom and in the rehearsal hall. Required for all instrumental (orchestra) music majors pursuing a Bachelor of Music degree with a concentration in music education.

**MUSC 490. The Folk Seminar in Music Historical Research (3-3-0)***Prerequisite: Music 303-304. Corequisite (music history majors only): FREN 201-202 or GERM 203-202. Fall.*

A seminar that facilitates the scholarly preparation, writing, and annotation of research findings through accurate and disciplined use of conventional style sheets. Students are not required to conduct original research; instead, they examine and report on materials in the library and undertake a detailed writing project. This is, however, a seminar in that students question each other's findings, methods, and procedure orally. Required for all music majors pursuing a Bachelor of Music degree with a concentration in music history and literature.

**MUSC 495. Special Topics in Music (3-3-0)***Prerequisite: An assessment. Rotational.*

Courses in music history and literature chosen to fulfill the needs of students pursuing the degree. Among the genre and period courses that have been offered are: Orotaria, Baroque, and Classic.

**MUSC 499. Independent Study or Thesis (credits vary)***Prerequisite: Junior or senior standing. Rotational.*

Independent study provides special opportunities for students to explore specific areas of music and research outside the limitations of regular music offerings. Students desiring to pursue independent study should first receive the approval of a specific faculty member and then submit a project proposal to the Director of Music. Subject to the acceptability of the project, a faculty member will be assigned to work with the student. Required for all music majors pursuing a Bachelor of Music degree with a concentration in music theory or music history.

## THE CURRICULUM IN APPLIED MUSIC

**APP MUSC 136. Applied Music: Piano, organ, harpsichord, strings, woodwinds, brass, percussion, voice, theory, composition, score reading and bass realization, jazz improvisation, and conducting (1-2 credits)** *Prerequisite: Consent of Instructor and Director of Music. Fall, spring, and summer.*

For one credit hour, students receive one 30-minute lesson per week. For two credit hours students receive one 60-minute lesson per week. APP MUSC 130 is intended for music majors pursuing a minor area of performance and for non-majors who possess a strong performance background. Score reading and bass realization are each taught as a 30-minute lesson per week. The repertoire for all lessons is determined by the instructor according to student level and ability. Music majors who are non-keyboard performers are required to take at least four credits of APP MUSC 130 to help toward passing the required keyboard proficiency examination. Students may repeat APP MUSC 130 up to eight times for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

**APP MUSC 131, 132, 231, 232, 331, 332, and 431. Applied Music: Piano, organ, strings, woodwinds, brass, percussion, theory, composition, and voice (2 credits)** *Prerequisite: Music major; consent of Instructor and Director of Music. Fall, spring, and summer.*

Students receive one 60-minute lesson per week. Auditions are required for new students. The repertoire is determined by the instructor according to the level and ability of the student. A 30-minute hearing is required at the completion of APP MUSC 232 to determine whether or not the student may advance to APP MUSC 331 or 333. None of the credits here can be repeated for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

**APP MUSC 335 and 433. Applied Music: Piano, organ, harpsichord, strings, woodwinds, brass, percussion, composition, and voice (2 credits).**

*Prerequisite: Music major; consent of Instructor and Director of Music. Fall, spring, and summer.*

Students receive one 60-minute lesson per week. Completion of APP MUSC 232 and acceptance into the Bachelor of Music degree program are required. The repertoire is determined by the instructor according to the level and ability of the student. None of the applied music credits here can be repeated for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

**APP MUSC 334. Applied Music: Junior BM Recital (2 credits)**

*Prerequisite:* Junior standing. Fall, spring, and summer.  
A 30-minute junior recital is required during the semester of APP MUSC 334. The recital should include one work for chamber ensemble and program notes. None of the credits here can be repeated for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

**APP MUSC 432. Applied Music: Senior Recital (2 credits)**

*Prerequisite:* Senior standing. Fall, spring, and summer.  
A 30-minute senior recital is required during the semester of APP MUSC 432. The recital should include one work for chamber ensemble and program notes. None of the credits here can be repeated for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

**APP MUSC 434. Applied Music: Senior BM Recital (2 credits)**

*Prerequisite:* Senior standing. Fall, spring, and summer.  
A 60-minute senior recital is required during the semester of APP MUSC 434. The recital should include one work for chamber ensemble and program notes. None of the credits here can be repeated for credit toward graduation. An applied music fee is charged each semester (see fees and financial information).

**APPLIED MUSIC JURIES**

Juries are formed to adjudicate the areas of voice, keyboard, and instrumental performance. They serve as the "semester examination," and give students an opportunity to demonstrate their progress in performance skills to the music faculty. The applied music jury consists of the applied music faculty who teach in the area of the student's concentration. (The level 100 jury usually lasts between five and ten minutes; the level 121 juries and above usually last from 15 to 20 minutes depending on whether or not the jury is also serving as a hearing.)

**THE MUSIC-THEATRE PROGRAM**

The Music-Theatre concentration is an interdisciplinary concentration with emphasis on vocal performance, acting, and dance. It provides a foundation on which to base further academic studies and/or professional training. The program requires commitment to disciplined academic and experiential training in music theatre.

**The Bachelor of Arts degree in Fine and Performing Arts MUSIC-THEATRE CONCENTRATION**

In addition to requiring successful completion of the general education requirements (see index), the Bachelor of Arts degree in fine and performing arts (music-theatre concentration) requires successful completion of the following courses:

- (1) THEA 100 (repeated four times), 211, 212, 211L, 212L;
- (2) Applied Music/Voice 231, 232, 331, 332;
- (3) Theatre 213, 270, 313, 321, 322, 370, 470.

In addition to this coursework, the following are required: an audition to enter the program, participation in at least four acting roles in musical productions, completion of 150 hours of technical production work, and performance in a one-half hour recital employing a variety of musical styles. Approval of recital material and exhibition of competency are required prior to scheduling the recital. (See MUSIC and THEATRE listings for course descriptions.)

**THE THEATRE ARTS PROGRAM**

The theatre is not an invention of recent centuries. It has been with us since time immemorial. Through the years it has provided an illuminating record of how people lived, thought, and felt. Theatre, therefore, represents a vast storehouse of human experience harnessed in the form of drama. With the study of human behavior at its center, theatre has a vital place in the study of the liberal arts.

**The Bachelor of Arts degree in Fine and Performing Arts THEATRE ARTS CONCENTRATION**

For students pursuing the Bachelor of Arts degree in fine and performing arts (theatre arts concentration), the program provides a solid foundation on which to base graduate study, a teaching career on the secondary level, and further professional training. The program is committed to a disciplined approach to theatre as a form of art. This implies that a competent theatre practitioner must bring to his/her art a sense of dedication and willingness to work beyond the classroom. Extensive involvement in all phases of production, in addition to regular theatre classes, is therefore vital. The CNU Theatre represents the major practical component of the program. This organization stages four productions each year. Studio productions directed by students add an important dimension to the total program. In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Arts degree in fine and performing arts (theatre arts concentration) requires successful completion of the following courses:

- (1) THEA 212, 213, 318 or 319, 323, 450;
- (2) fifteen additional credit hours in THEA courses (excluding THEA 210G-211G);
- (3) Twelve additional credit hours chosen from courses in at least two of the following disciplines: FNAR\*, MUSC\*, SPCH\*.

In addition to this coursework, a student must successfully complete 150 hours of technical production work prior to graduation.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

**THE STATE-APPROVED TEACHER EDUCATION PROGRAM IN THEATRE (9-12)**

Students interested in receiving an add-on teaching endorsement in theatre (9-12) are to refer to "Teacher Education Programs" section of the catalog for details on admission criteria and procedures. To achieve such an endorsement, students are required to complete both a primary teaching endorsement in an appropriate field and the following theatre minor: THEA 210G\*-211G\*, 212, 313, 318 or 319, and 323.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

**THE MINOR IN THEATRE ARTS**

The minor program in theatre arts requires: THEA 210G\*, 211G\*, 212, 213, and 323; plus six additional credits in theatre arts courses.

**THE CURRICULUM IN THEATRE ARTS****THEA 210G, 211G. Introduction to the Theatre (3-3-6 each) Fall, 210G; spring, 211G.**

An artistic and historical survey of theatre experience from a world perspective. Reading and class performance of selected scripts, play attendance, media-oriented lectures related to the process of transforming drama to living theatre.

**THEA 212. Introduction to Technical Theatre Production (4-2-4) Fall.**

Fundamentals in scene construction, stage lighting, and contemporary production techniques. Five laboratory hours per week, arranged by the instructor, are required, as well as participation in some aspect of departmental production.

**THEA 213. Beginning Acting (3-3-4)**

Fall.

The course consists of basic psychophysical exercises, improvisations, and exploratory techniques in regard to character, situation, and inter-relationships, culminating in a presentation of a scene from a written script. For majors and non-majors.

**THEA 214. Fundamentals of Voice and Diction (3-3-0) [Same as SPCH 214]**

Fall, alternate years.

Study of basic principles underlying the effective use of the voice. Practical exercises leading to acceptable standards in diction.

**THEA 270. Introduction to Dance (3-0-4)**

[Same as DANC 270]

*Prerequisite:* None. Fall and spring.

This course introduces students to the practice of specific and traditional exercises at the barre, center floor, and on the floor to further the students' range, efficiency, and knowledge of movement. Through this course, students will discover their own innate ability to communicate ideas, thoughts, and feelings through the medium of classical ballet and modern dance.

**THEA 313. Intermediate Acting (3-3-0)**

*Prerequisite:* THEA 213 or consent of instructor. Spring.

Scene studies from realistic plays. Systematic application of techniques developed in THEA 213. For majors and non-majors. For the latter, emphasis is on applying the study of character, situation, and interrelationships, as inherent in script analysis, to the social sphere.

**THEA 318, 319. Scenography (3-2-4 each)**

*Prerequisite:* THEA 212 or consent of instructor.

Spring, alternate years.

A theoretical and practical study of unified production concepts. THEA 318 emphasizes scenic drawing, drafting, rendering, and model-making techniques. THEA 319 emphasizes stage lighting equipment, special effects, and lighting design. Participation in some aspect of departmental productions required from both courses.

**THEA 320. Costume Design for the Theatre (3-3-0)**

*Prerequisite:* THEA 212 or consent of instructor.

Spring, alternate years.

An approach to costume design through the development of concepts and imagery based upon script analysis. Artistic and technical methods of communicating designs, including drawing, rendering, and presentation, will be developed.

**THEA 321. Makeup for the Theatre (3-1-3)**

*Prerequisite:* THEA 212 or consent of instructor.

Fall, alternate years.

An artistic survey of the art and craft of makeup for the theatre. The student will travel through the practices of producing effects for the stage from a makeup related experience. The emphasis is on understanding the processes involved in the makeup application as well as on designing and applying makeup for the actor's interpretation on stage.

**THEA 322. Music Theatre (5-3-3)**

*Prerequisite:* THEA 213 and 313. Fall, alternate years.

A practical analysis of how to combine the disciplines of acting, singing, and dance (movement) for the stage. Audition procedures for the musical stage, and the study of how to adapt one's performance to a given physical space will be discussed. The history and analysis of the American Musical from its early European (1800s) influences, through its development and into the uniquely American genre of the Broadway musical as we know it today, will be reviewed. An exploration of scores, readings, and scene per-

formance, coupled with the historical overview, will enable the student to perform and analyze pieces of musical theatre shows from the turn of the 19th century to present. The student will be required to purchase a Music Theatre Anthology to be chosen by the instructor, as well as other texts.

**THEA 323. Directing (3-3-0)**

*Prerequisite:* THEA 213 or consent of instructor.  
Fall, alternate years.

Study of basic principles in directing through scenes from realistic plays.

**THEA 370. Dance as a Performing Art (2-0-4)**

[Same as DANC 370]

*Prerequisite:* DANC 270 or consent of instructor.  
Fall and spring.

In this course students will discover the theatricality of physical movement in classical ballet and modern dance. They will also explore the potential to convey ideas, thoughts, and feelings through movements in a dance performance.

**THEA 395. Special Topics (Credits vary)**

*Prerequisite:* Consent of instructor. Fall or spring.  
Studies determined by instructor according to special needs and interests of students and expertise of faculty.

**THEA 412. Theatre and Stage Management (3-3-0)**

*Prerequisite:* Junior standing or consent of instructor. Fall, alternate years.

A theoretical and practical study of concepts and principles of management in the theatre. Emphasis will be placed on communications, grant writing, box office skills, organizational skills, the history of management in the theatre, and the specific responsibilities of the manager. Participation in the management aspects of the departmental productions is required.

**THEA 413. Advanced Acting (3-3-0)**

*Prerequisites:* THEA 213 and THEA 313, or consent of instructor. Spring.

Scene studies, including non-realistic plays. This involves the study of various styles. Style, in this context, is evolved as an organic extension of the principles of realistic acting.

**THEA 480. History of Theatre (3-3-0)**

*Prerequisite:* THEA 210G-211G and junior standing.

Spring, alternate years.

A historically based survey of the theatre from the civilizations of ancient times through the present. The theatre serves as the catalyst for studying the various civilizations and cultures. Reading, viewing, and researching representational scripts and performances will allow the student to examine each culture or civilization and determine why changes in the theatre took place and how each culture affected the next era of theatrical activity.

**THEA 470. Choreography (2-0-4)**

[Same as DANC 470]

*Prerequisites:* DANC 270 and 370 or consent of instructor. Fall, alternate years.

Students will explore the potential to convey ideas, thoughts, and feelings through movement to the musical phrase. Course includes advanced ballet training plus the introduction of jazz and character dance.

**THEA 491. Practicum in Theatre (Credits vary)**

*Prerequisite:* Junior standing and consent of department.

Practical and theoretical projects with campus or off-campus organizations that serve the educational and professional goals of the student. Projects require both faculty approval and supervision. A maximum of six hours in THEA 491 may be counted toward a degree.

**THEA 495. Special Topics (Credits vary)**

*Prerequisite:* Consent of instructor. Fall or spring.

Studies to be determined by instructor according to special needs and interests of students and expertise of faculty.

**THEA 499. Individual Projects (Credits vary)**

*Prerequisite:* Consent of instructor. Fall or spring.

Individual construction, performance, or research projects under the guidance of a faculty member.

**THE CURRICULUM IN DANCE**

Regular dance classes, as well as special topics, are offered.

**DANC 270. Introduction to Dance (2-0-4)**

[Same as THEA 270]

*Prerequisite:* None. Fall and spring.

This course introduces students to the practice of specific and traditional exercises at the barre, center floor, and on the floor to further the students' range, efficiency and knowledge of movement.

Through this course, students will discover their own innate ability to communicate ideas, thoughts and feelings through the medium of classical ballet and modern dance.

**DANC 370. Dance as a Performing Art (2-0-4)**

[Same as THEA 370]

*Prerequisite:* DANC 270 or consent of instructor.

Fall and spring.

In this course students will discover the theatricality of physical movement in classical ballet and modern dance. They will also explore the potential to convey ideas, thoughts, and feelings through movements in a dance performance.

**DANC 470. Choreography (2-0-4)**

[Same as THEA 470]

*Prerequisites:* DANC 270 and 370 or consent of instructor. Spring, alternate years.

Students will explore the potential to convey ideas, thoughts, and feelings through movement to the musical phrase. Course includes advanced ballet training plus the introduction of jazz and character dance.

**DEPARTMENT OF EDUCATION**

Smith Hall, Room 154

(757) 594-7366

Dr. Jane M. Bailey, Chairman

Michael T. McCormick, Director of Field Experiences

Ann R. Sharp, Secretary

**FACULTY**

Professor: Friedman

Associate Professors: Bryan, Morgan, Bicosvatis

Assistant Professors: Bailey, Dorrington, Ramirez-Smith, Sprague

Emeritus: Jenkins

The Department of Education (EDUC) provides professional courses leading to licensure and endorsement for teachers in the Commonwealth of Virginia.

**TEACHER EDUCATION PROGRAMS**

The University offers state-approved teacher education programs designed for the preparation of early childhood/elementary (NK-5), middle (5-8), secondary (9-12), and other specialty area (NK-12) teachers. The University has state-approved programs in the following fields:

- Art (NK-12)
- Biology (9-12)
- Chemistry (9-12, Add-on)
- Computer Science (9-12, Add on)
- Early Childhood/Elementary Education (NK-5)
- Economics (9-12)
- English (9-12)
- French (NK-12)
- German (NK-12)
- Health Education (NK-12, Add-on)
- History (9-12)
- Mathematics (9-12)
- Middle Education (5-8)
- Physical Education (NK-12)
- Physics (9-12, Add-on)
- Political Science (Government) (9-12)
- Social Studies (9-12)
- Spanish (NK-12)
- Speech (9-12, Add-on)
- Theatre (9-12, Add-on)
- Vocal/Choral Music and Instrumental Music (NK-12)

**THESE STATE-APPROVED PROGRAMS REQUIRE PROSPECTIVE TEACHERS:**

- (1) To meet the University's requirements for degrees in the arts or sciences or disciplines appropriate to the endorsements being sought; and

- (2) To complete professional studies courses that meet the requirements for their teaching endorsement.

STUDENTS SEEKING TEACHER LICENSURE MUST SELECT AN ARTS AND SCIENCES MAJOR, SEEK AN ADVISER IN THAT MAJOR, AND ALSO OBTAIN AN ADVISER IN EDUCATION.

**CRITERIA FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM**

Students seeking a teaching endorsement through Christopher Newport University must be admitted to the Teacher Education Program (TEP). To be admitted, students must meet the following criteria:

- (1) A declared major in an arts or science discipline (students need to have an adviser in their major field and an adviser in the Teacher Education Program);
- (2) A minimum of 45 semester hours of credit;
- (3) A minimum overall grade point average of 2.50 (on a 4.00 scale);
- (4) Personal and social fitness and demonstrated potential for teaching, evidenced by current references from three people who have known the applicant in varying situations, classroom interactions, and/or field placement work;
- (5) Passing scores on the Praxis I, Pre-Professional Skills Tests in Reading (178), Writing (176), and Mathematics (178); computer version Reading (326), Writing (324), and Mathematics (323);
- (6) Related experiences, evidenced by data supplied by the student on the application for admission to the Teacher Education Program.

Students who fail to meet any of the criteria for admission to the Teacher Education Program should seek advice and counsel concerning remediation from the TEP Admissions and Retention Committee.

**PROCEDURES FOR APPLICATION TO THE TEACHER EDUCATION PROGRAM (TEP)**

The student must file an "Application for Admission to the Teacher Education Program" in the Office of Field Experiences (Smith Hall, room 154). This form may be obtained from the Department secretary in room 154, Smith Hall. The Application for Admission should be filed as soon as possible after the successful completion of at least 45 semester hours of course work. A student possessing a bachelor's degree or graduate degree may seek admission to the TEP upon admission to the University as an unclassified student.

## FINANCIAL AID

Students who are in need of financial assistance must apply through the CNU Financial Aid Office (A203) and will have to show evidence of full admittance into the Teacher Education Program.

## RETENTION IN THE TEACHER EDUCATION PROGRAM

Any student who fails to maintain performance at the level for admission to the Teacher Education Program as established by the criteria may be placed on probation in the program. Such a change in status is made upon the recommendation of the TEP Admission and Retention Committee.

## STUDENTS WITH DEGREES SEEKING LICENSURE

Students with baccalaureate or master's degrees who are seeking licensure will be required to meet the requirements of the Teacher Education Program. In order to receive licensure, students must have a degree equivalent to a CNU liberal arts degree; they must demonstrate or earn credit for the following areas:

English (freshman) (with at least a grade of "C")	6
Natural Science	7
Mathematics (with at least a grade of "C")	3
Physical Education or Health	2
Humanities	6
Social Science	12

## ACCELERATED LICENSURE

Students with earned liberal arts and science degrees may be eligible to enter the Accelerated Licensure Program for Middle and Secondary school teachers. Certain restrictions apply. Please contact the Department of Education and Leisure Studies, Room 154, Smith Hall, for details.

## ADMISSION TO THE TEACHER INTERNSHIP SEMESTER

Students should apply to the Education faculty for an internship position one full semester in advance of internship enrollment. Application forms are available in the EDUC office (Smith 154). All education courses (with the exception of EDUC 444) must be completed before the internship. No additional courses should be taken during the internship semester. The application for the teaching internship must be filed with the Director of Field Experiences by September 15 or February 15 prior to the internship semester. Students seeking to be admitted to the teaching internship semester must meet the following criteria:

- (1) Acceptance into the Teacher Education Program;
- (2) Senior standing with a minimum of 27 semester hours in the major;

- (3) A minimum overall GPA of 2.5 (on a 4.0 scale) with at least a C in both ENGL 101 and 102 and MATH course(s);
- (4) Competency in voice, speech, and oral communication, evidenced by a grade of at least "C" in a speech course or equivalent experience as determined by petition to the TEP Admission and Retention Committee;
- (5) An earned grade of "C" or above in all professional studies (to include MATH 308) prior to the internship semester. Courses completed with a grade of C- or below must be repeated;
- (6) Passing scores on the Praxis I: Pre-Professional Skills Tests in Reading (178), Writing (176), and Mathematics (178); Computer Version Reading (326), Writing (324), Mathematics (323).

## LICENSURE AND PLACEMENT

Graduates of the Teacher Education Program may apply for a Virginia Teaching License by filing Form DOA034 with the Office of Field Experiences. In order for a student to be recommended for a license, a grade of at least "C" must be earned in the teaching internship. Throughout the program, the applicant must have demonstrated competencies necessary for successful teaching. An applicant must also present passing scores on the Praxis I and Praxis II examinations. During the teaching internship semester, students in the Teacher Education Program complete a placement file.

TEACHER EDUCATION PROGRAM CURRICULUM  
EARLY CHILDHOOD/ELEMENTARY EDUCATION  
(NK-8)

Students seeking a teaching endorsement in early childhood/elementary education (NK-8) must successfully complete all general education and major and elective studies requirements (see index) for a bachelors degree in an arts or sciences area, plus:

- (A) Professional studies (17 semester hours required):  
EDUC 301, 305L, 306, 421, 435, 443, 444.
- (B) Field Experience and Internship (14 semester hours required):  
EDUC 301L, 305L, 421L, 430L.
- (C) Required Support Courses (64 semester hours required):  
Language/Communication Arts (15 semester hours required):  
ENGL 101-102\* or ENGL 103-104\*;  
ENGL 314 and ENGL 430;  
SPCH 201\*  
Mathematics (12 semester hours required):  
MATH 125\* and 308;  
Six additional hours in mathematics (MATH 109 is recommended).

Natural Science\* (11 semester hours required):  
Science sequence;  
Four additional hours in a laboratory science.

Social Science (15 semester hours required):  
Three hours in history\*;  
Three hours in geography;  
PSYC 210\* or PSYC 307\*;  
Six additional hours in history\*, economics\*, or government\*.

CPSC 210, HLTH 200\* or one LSPE activity course\*, and six hours in humanities\*, of combination thereof. Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

- (D) Praxis I and Praxis II Examinations (to include Education in the Elementary School Specialty Test).

## MIDDLE EDUCATION (5-8)

Students seeking a teaching endorsement in middle education (5-8) must successfully complete all general education requirements (see index) for a bachelors degree in an arts or sciences area, plus:

- (A) Professional Studies (16 semester hours required):  
EDUC 301, 305M, 306, 421, 435, 443, 444.
- (B) Field Experience and Internship (14 semester hours required):  
EDUC 301L, 305L, 421L, 430L.
- (C) Required Support Courses (53 semester hours required):  
CPSC 210, ENGL 315, HLTH 200\* or one LSPE Activity Course\*, MATH 125\* and 309, PSYC 211\* or 307, and SPCH 201, plus satisfy two areas from a, b, c, and d (following):  
a) Language/Communication Arts (18 semester hours required):  
ENGL 315 and 430; SPCH 201\* and nine additional hours in literature\*, writing, or English language.  
b) Mathematics (18 semester hours required):  
MATH 105, 109, or 110; 125; 130 or 140; 205, 309, and a three-credit course in computers.  
c) Natural Science\* (18 semester hours required):  
Course work must include laboratory courses in at least two sciences and a science sequence.  
d) Social Science\* (18 semester hours required):  
Three hours in history\*, three hours in government; three hours in geography or economics\*; PSYC 211 or 309; six additional hours in history, economics, or government.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

- (D) Praxis I and Praxis II Examinations (to include Education in the Elementary School Specialty Test).

SECONDARY EDUCATION (9-12) AND OTHER  
SPECIALTY AREAS (NK-12)

Students seeking a teaching endorsement in an approved secondary program (9-12) and (NK-12) must successfully complete all general education requirements (see index) for a bachelors degree in an arts or sciences area, plus:

- (A) Professional Studies (16 semester hours required):  
EDUC 301, 305S, 306, 422, 435, 443, 444, and 338 (Apprenticeship in Teaching);
- (B) Field Experience and Internship (13 semester hours required):  
EDUC 301L, 305L, 430L, and 338 (Apprenticeship in Teaching Lab);
- (C) Required Support Courses (14-17 semester hours required):  
CPSC 210; HLTH 200\* or one LSPE activity course\*; MATH 125\* (9-12 requires PSYC 211\* or 307); NK-12 requires PSYC 210-211\* or 307; SPCH 201\*.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

- (D) Praxis I and Praxis II Examinations (to include a discipline specialty test).

## THE CURRICULUM IN EDUCATION

Students must have been admitted to the Teacher Education Program or be eligible for admission to enroll in education courses. In order to register for education courses, a gold card must be obtained from an education advisor.

## EDUC 301. Perspectives in Education (2-2-0)

Prerequisite: EDUC 301L.

An introduction to teaching which addresses the historical, philosophical, social and cultural foundations of education including educational milieu, legal aspects, multi-cultural studies, and realities of the teaching profession.

## EDUC 301L. Perspectives in Education-Laboratory (1-0-2)

Prerequisite: EDUC 301.  
Course includes field experience consisting of observations in the public schools. Students will maintain a reflective journal recording observations derived from the field experience and summarization of points derived from the literature and class sessions, as they relate to the school environment in classrooms where they observe and participate. Assignments in this course will be made appropriately in elementary, middle, and secondary schools.

**EDUC 305E. Instructional Strategies: Early Childhood/Elementary (20K-3) (4-4-0)**  
*Pre- or Co-requisite:* EDUC 301, 301L, and PSYC 210;  
*coquisite:* EDUC 305L.

This course addresses principles of elementary curriculum design and practice of instructional strategies. Lesson planning and unit design are incorporated with methods, materials, and effective strategies for teaching an integrated elementary curriculum.

**EDUC 305M. Instructional Strategies: Middle School (Grades 5-8) (3-3-0)**  
*Prerequisite:* EDUC 301/301L and PSYC 211; *coquisite:* EDUC 305L.

Competencies for middle school teaching including planning, instructional techniques and methods, teacher decision making, elements of effective teaching and strategies to promote student achievement. Characteristics of middle schools such as learning and dealing with the needs of young adolescents will be emphasized.

**EDUC 305S. Instructional Strategies: Secondary (2-2-0)**  
*Prerequisite:* EDUC 301/301L and PSYC 211; *coquisite:* EDUC 305L.

Competencies of planning for secondary teaching, primary instructional techniques and methods, teacher decision making, elements of effective teaching, classroom climate, and teaching strategies to promote student achievement.

**EDUC 305LE. Micro-Teaching: Early Childhood/Elementary (NK-6) (1-0-3)**  
**EDUC 305LM. Micro-Teaching: Middle (Grades 3-8) (1-0-3)**

**EDUC 305LS. Micro-Teaching: Secondary (1-0-3)**  
*Coquisite:* EDUC 305E, 305M, or 305S.  
 Laboratory in micro-teaching and demonstration and practice of teaching strategies, including opportunities to observe and evaluate classroom methods in the public schools.

**EDUC 306. Educational Technology (1-1-0)**  
*Prerequisite:* CPSC 210 or equivalent, and EDUC 301/301L.  
 Using computers and media in the instructional day.  
**EDUC 421. Teaching Reading and Writing (4-4-0)**  
*Prerequisite:* PSYC 210 or PSYC 211 and EDUC 301/301L and 305/305L; *coquisite:* EDUC 421L.

Theory and practice in teaching developmental and diagnostic reading, vocabulary development, phonics, comprehension skills, listening and study skills, the writing process, and whole language.

**EDUC 421L. Teaching Reading and Writing Laboratory (2-0-4)**  
*Prerequisite:* PSYC 210 or PSYC 211 and EDUC 301/301L and 305/305L; *coquisite:* EDUC 421.

Laboratory experiences in planning and teaching for the specific reading and writing needs of students.  
**EDUC 421. Reading and Writing in the Content Areas (2-2-0)**

*Prerequisite:* 18 hours in major and EDUC 305/305L.  
 Strategies for teaching reading, writing and study skills in different content areas.

**EDUC 421L. Reading and Writing in the Content Areas Laboratory (1-0-3)**

Laboratory designed to extend and apply the strategies of teaching reading and writing in the content areas through practical experiences.

**EDUC 435. The Exceptional Learner (2-2-0)**  
*Prerequisite:* EDUC 301/301L and PSYC 210 or 211.

The Exceptional Learner is a survey course designed to provide prospective teachers of regular education a basic understanding of the historical development of special education, terminology in special education, etiology and characteristics of exceptionality, legal mandates, and general teaching strategies for the exceptional learner.

**EDUC 443. Classroom Management and Discipline (2-2-0)**  
*Prerequisite:* EDUC 301, 305/305L, and PSYC 210 or PSYC 211.  
 Classroom organization and management for optimal student learning; practical approaches for preventing and coping with behavior problems.

**EDUC 444. Evaluation of Learning (2-2-0)**  
*Prerequisite:* MATH 125 or equivalent and EDUC 301, 305/305L, 306, 421/421L or 422, 435, and 443. *Coquisite:* EDUC 439L.

Assessment issues including construction and selection of measurement and evaluation instruments, interpretation and use of test results, and communication of data with parents.

**EDUC 450L. Internship (10-0-30)**  
*Prerequisite:* EDUC 301/301L, 305/305L, 306, 421/421L or 422, 435, and 443; *prerequisite in appropriate academic discipline admission to Teacher Education Program; coquisite:* EDUC 444.

No additional courses should be taken during internship. Thirteen week full-time teaching internship in the public schools. There is a seminar component to the course which includes regularly scheduled meetings at CNU for all interns.

**EDUC 495. Advanced Topics (Credits vary)**  
 A variety of advanced topical courses in education will be offered to satisfy changing needs and special interests of students.

**EDUC 499. Independent Study (Credits vary)**  
*Prerequisite:* Approval of adviser and instructor.  
 Independent study on an approved topic under the direction of a faculty member.

Note: In addition to this coursework in professional studies, the Education Department cooperates with individual academic departments in offering discipline-specific Apprenticeship in Teaching courses listed in appropriate academic departments as 338. Course descriptions can be found in the section of the Catalog entitled "Courses and Course Descriptions" for the appropriate department.

## DEPARTMENT OF ENGLISH

Ferguson Hall, Room 110

(757) 394-7024

Dr. Jay Paul, Chairman

Donna H. Washington, Department Secretary

## FACULTY

Professors: Gordon, Miller, Paul

Associate Professors: MacLeod, Rosenberg, Wood

Assistant Professors: Archer, Flett, Keeling, Lee,

Mulligan, Pollard

Instructors: Cornette, Spain

Emerita and Emeritus: Chambers, Saxosta, Sanderlin

The department's five concentrations and two minors work to develop mastery of applied skills and theoretical approaches to the study of writing and literature. The department welcomes and values both the literary and writing enthusiast, those who will major in our department and those who will choose courses to satisfy their own desires and distribution requirements. The five concentrations are as follows:

1. B.A. in English, Literature
2. B.A. in English, Language Arts
3. B.A. in English, Creative Writing
4. B.A. in English, Journalism
5. B.A. in English, Writing

Recent graduates of the department of English work in management, newspaper, and public relations positions; teach in high, middle, and elementary schools; practice law; and teach in colleges and community colleges. Several have published poetry and fiction in nationally known magazines.

The Creative Writing concentration intensifies the experience of writing—and reading—poetry and fiction. The Journalism concentration deepens skills and hands-on experience in reporting, writing and editing. Across the department, courses open up both global perspectives—in the study of world literatures—and local perspectives—with internships that put you into professional settings such as *The Daily Press*, hospitals, not-for-profit agencies, and government agencies. Teachers—including those returning for recertification and graduate study—take advantage of the entire range of offerings, including popular courses in children's literature, linguistics, and grammar. Graduate-level courses may be taken individually or counted toward the Master of Arts in Teaching in Language Arts (see Graduate Catalog).

Descriptions below explain details of the department's five concentrations. Professors Douglas Gordon, Jay Paul,

Roberta Rosenberg, Scott Pollard, and Barry Wood will assist students in planning their course of study in English. Professor Pollard advises students on graduate programs.

Students who have an excellent background in writing and literature may be able to arrange for advanced placement in English. Information on advanced placement may be obtained from the Office of Admissions or from Professor Roark Mulligan, Director of Freshman Writing. (See the Advanced Placement/Credit by Examination section of this catalog.)

## FRESHMAN COURSES IN COLLEGE WRITING

The College Writing I and College Writing II courses are designed primarily to prepare students for writing in the University's four colleges. These courses involve intensive reading and writing, both inside and outside of class, beginning with summaries and paraphrases of academic prose, moving to basic explanatory writing, and culminating with a study of argument in relationship to issues in the arts, humanities, social sciences, professional studies, business, economics, and sciences and technology. All students are required to take a common written final examination and to hand in a folder of written work at the end of each course. Some students may be required to take special placement sections in which academic advising complements course work. For more information, contact the Director of Freshman Writing.

In order to receive university credit toward a degree, students must pass each one of the two courses with a C- or better. Because students must be active participants in reading and writing, the department faculty requires regular attendance and commitment to course goals and objectives. Class preparation, participation in discussions, careful reading, oral presentations, conferences with faculty, draft workshops, final draft editing, and completing work on time are essential for success in College Writing I and II at Christopher Newport University. To assist students in preparing for the rigors of reading and writing, the English Department provides, in addition to well trained and committed teachers, tutorial support in the Alice F. Randall Writing Center, open to all students at convenient hours during spring and fall semesters. For more information, contact Professor Archer, Randall Writing Center Director. Students with advanced preparation in writing may be eligible to enroll in English 10311-10411. Additional information is available from the Honors Program Director, Dr. Jay Paul at 394-7072. In order to receive university credit towards a degree, students taking English 10311-10411 must pass each with a C- or better.



**The Bachelor of Arts degree in English  
LITERATURE CONCENTRATION**

In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Arts degree in English, Literature Concentration, requires successful completion of the following courses in major and elective studies and a cumulative writing portfolio:

- (1) ENGL 101-102\* (or the equivalent as described in preceding paragraphs) and continued competence thereafter in written and/or oral expression (transfer students and others desiring to pursue this degree who are weak in composition skills will be required to complete ENGL 309 successfully);
- (2) ENGL 201, 205-206, 308, and 490;
- (3) ENGL 325, 326, 327, or 328;
- (4) Select two: ENGL 341, 342, 343, 344;
- (5) ENGL 376, 371, 372, or 373;
- (6) ENGL 374, 375, 376, or 377;
- (7) ENGL 421 or 422;
- (8) ENGL 416, 412, 413, or 414;
- (9) Cumulative writing portfolio.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

Persons interested in this program should consult Dr. Jay Paul at (757) 594-7072 for academic advising. The block of courses offered to satisfy major and elective studies must include at least 30 and at most 42 credit hours in English at the 300-400 levels and can include no more than three credit hours at the 200-level in addition to ENGL 205-206.

Courses on the 200-level introduce important literary periods and major writers, develop literary vocabulary, and encourage critical/analytical abilities by means of short essays and discussion exams. Courses on the 300-level provide more detailed information, extend literary vocabulary and critical/analytical abilities, and introduce critical approaches and research techniques. Courses on the 400-level encourage close analysis through intensive reading and extended research projects. Courses offered to satisfy major and elective studies must include at least 30 and at most 42 credit hours in English at the 300-400 level and can include no more than nine credit hours at the 200-level.

ENGL 308, 309, 430, and 490 will be offered every semester; ENGL 201, 205, 206, 341, 342, 343, 344, and 412 will be offered every year; most other 300- and 400-level literature courses will be offered every other year; ENGL 421 or 422 will be offered every semester. Other courses required for the Literature Concentration will be available regularly—usually every other year; ENGL 314 and 430 and some other advanced courses will be offered each summer. The designation "MW" indicates that one-third of the course reading involves works by minority and/or women writers.

Departmental advisors will be assigned when students declare English as their major. Advisors assist in working out balanced programs that fit student abilities and career objectives. Supporting courses, including history, fine arts, speech, modern and classical language and literature, and philosophy and religious studies may be recommended. Checklists summarizing curricular requirements are available at the Department Office.

**The Bachelor of Arts degree in English  
JOURNALISM CONCENTRATION**

In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Arts Degree in English, Journalism Concentration, requires successful completion of the following courses in major and elective studies as well as the presentation of an acceptable cumulative writing portfolio:

- (1) ENGL 101\*-102\* or 103\*-104\*, 201-202, 308, 421 or 422, 460 or 491, 490, and 400-level elective;
- (2) Select two: ENGL 341, 342, 343, 344, 410, 412;
- (3) Select 4, at least 3 from **bolded** courses: ENGL 260, 309, 351, 352, 353, 354, 360, 361, 362, 363, 365, 364, 361, 362, 363, 365 (writing topic, 450);
- (4) Publish eight (8) articles in *The Captain's Log*;
- (5) Cumulative writing portfolio.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

This program acquaints students with the methods and technologies current in the journalism profession. By participating in course work, the campus newspaper, and off-campus internships, students will progress toward professional competence. Persons interested in this program should consult Dr. Terry Lee at 594-7666 for academic advising. The block of courses offered to satisfy major and elective studies must include at least 30, and at most 42, credit hours in English at the 300-400 levels and can include no more than three credit hours at the 200-level in addition to ENGL 201-202.

**The Bachelor of Arts degree in English  
CREATIVE WRITING CONCENTRATION**

In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Arts Degree in English, Creative Writing Concentration, requires successful completion of the following courses in major and elective studies, as well as the presentation of an acceptable cumulative writing portfolio:

- (1) ENGL 101\*-102\* or 103\*-104\*;
- (2) ENGL 201-202, 308, 309, 351, 352, 450, 490, and 400-level elective;
- (3) Select two: ENGL 341, 342, 343, 344, 410, 412;
- (4) ENGL 421 or 422;
- (5) ENGL 309, 351, 352, 450, and 499 (or other approved creative writing course).

(6) Cumulative writing portfolio.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

This program focuses on the craft of fiction, poetry, and/or other creative forms, while providing familiarity with significant literary examples. Students practice various forms, while developing an ability to critique and revise, and have opportunity to do advanced work through independent study. Persons interested in this program should contact Dr. Jay Paul at 594-7072 for academic advising. The block of courses offered to satisfy major and elective studies must include at least 30, and at most 42, credit hours in English at the 300-400 levels and can include no more than three credit hours at the 200-level in addition to ENGL 201-202.

**The Bachelor of Arts Degree in English  
WRITING CONCENTRATION**

In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Arts Degree in English, Writing Concentration, requires successful completion of the following courses in major and elective studies, as well as the presentation of an acceptable cumulative writing portfolio:

- (1) ENGL 101\*-102\* or 103\*-104\*;
- (2) ENGL 201-202, 308, 490, and 400-level elective;
- (3) Select two: ENGL 341, 342, 343, 344, 410, 412;
- (4) ENGL 421 or 422;
- (5) Select five: ENGL 260, 309, 351, 352, 353, 354, 360, 361, 362, 363, 365 (writing topic, 450, 460, 491);
- (6) Cumulative writing portfolio.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

This program is designed for students who desire a variety of writing courses or who may be interested in professional writing careers (other than journalism) such as public relations. Students interested in this program should meet with Dr. Jay Paul at 594-7072. The block of courses offered to satisfy major and elective studies must include at least 30, and at most 42, credit hours in English at the 300-400 levels and can include no more than three (3) credit hours at the 200-level in addition to ENGL 201-202.

**The Bachelor of Arts degree in English  
LANGUAGE ARTS CONCENTRATION**

In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Arts degree in English, Language Arts Concentration, requires successful completion of the following major and elective courses, as well as the presentation of an acceptable cumulative writing portfolio:

- (1) ENGL 101\*-102\* or 103\*-104\*;

- (2) ENGL 205-206;
- (3) ENGL 308, 309, 341 or 342, 343 or 344, 412, 421 or 422, 430, 490;
- (4) Cumulative writing portfolio;
- (5) One of the following options:
  - (a) Secondary: ENGL 201, 311, and 315; ENGL 374, 375, 376, or 377;
  - (b) Middle School: ENGL 201 or 202; ENGL 311, 315;
  - (c) NK-5: ENGL 201 or 202; ENGL 310, 314.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

Persons interested in this program should consult Dr. Jay Paul at (757) 594-7072 for academic advising. The block of courses offered to satisfy major and elective studies must include at least 30 and at most 42 credit hours in English at the 300-400 levels and can include no more than three credit hours at the 200-level in addition to ENGL 205-206.

**THE MINOR IN ENGLISH**

The minor in English requires successful completion of either ENGL 201-202 or 205-206; three credits from ENGL 341, 342, 343, or 344; ENGL 421 or 422; three credits from ENGL 376, 371, 372, or 373; three credits from ENGL 374, 375, 376, or 377; three credits from ENGL 325, 326, 327, or 328; and three credits of English electives above the 200-level.

**THE MINOR IN PROFESSIONAL WRITING**

The minor in professional writing is designed for students in all majors. This course of study will be especially useful for students planning to enter careers in accounting, business, finance, marketing, advertising, real estate, public relations, technical writing and editing, and communications. The minor in professional writing requires the successful completion of one of the following sequences: ENGL 201-202, 205-206, or 207C-209G; ENGL 309; ENGL 360; ENGL 353; ENGL 491; and ENGL 351, 352, 354, 430, 450, or 499. If the 499 course is used to meet this last requirement, it may be taken in a discipline other than English, provided its focus is on professional writing. English majors who minor in professional writing may be required to take as many as two additional courses to complete the minor.

**THE CURRICULUM IN ENGLISH**

**ENGL 101. College Writing I (3-3-0)**

*Fall, spring, and summer.*

Prepares students for reading and writing in the University's four colleges. Introduces students to college reading, thinking, listening, speaking, and writing. Focuses on written and oral analysis of prose texts drawn from academic disciplines. Provides frequent guided practice, in-

side and outside of class, in writing summaries and paraphrases, developing thesis sentences, writing critiques of academic arguments, and developing explanatory writing that synthesizes material from multiple sources. Requires oral presentations and a common, written final examination.

**ENGL 102. College Writing II (3-3-0)**

*Prerequisite:* A grade of C- or higher in ENGL 101 or 103 or the equivalent transfer credit. Fall, spring, and summer.

Prepares students for advanced reading and writing in the University's four colleges. Continues College Writing I emphasis on writing summaries and critiques. Develops skills in reading and writing arguments connected to academic disciplines. Provides frequent guided practice, inside and outside of class, in writing analysis of arguments and creating extended written arguments with various aims. Examines claims, reasons, evidence, assumptions, and appeals. Includes writing that incorporates and documents material from multiple sources. Encourages students to question and evaluate the validity of arguments. Requires oral presentations and a common, written final examination.

**ENGL 103H. Persuasive Writing - Honors (3-3-0)**

*Prerequisite:* Admission to the Honors Program or consent of chairman. Fall.

Students learn to read critically, perform close analyses of texts, assess arguments, and draft, revise, and edit original essays. Individual conferences with instructor are required during the semester. Students must earn a C- or higher to satisfy University degree requirements.

**ENGL 104H. Argumentative and Interpretive Writing and Literature (3-3-0)**

*Prerequisite:* A grade of C- or higher in ENGL 103H and either admission to the Honors Program or consent of chairman. Spring. Students strengthen writing proficiencies developed in ENGL 103H through the critical interpretation (sometimes through interdisciplinary approaches) of literary works (including poetry, drama, short stories and a novel). Students write argumentative and interpretive essays and documented papers which explore an idea, value, or special feature of a text. Individual conferences with instructors are required during the semester. Students must earn a C- or higher to satisfy University degree requirements.

**ENGL 106. Analytical Reading (3-3-0)**

A course emphasizing principles and techniques for improving reading comprehension and developing inferential and critical interpretation skills. Readings taken from academic disciplines in the arts and humanities, social sciences and professional studies, business and economics, and science and technology. Required enrollment for food curriculum students. Recommended for ENGL 101 students interested in improving reading.

**ENGL 201, 202. English Literature (3-3-0 each)**

*Prerequisite:* Six-hour freshman English sequence. Fall and spring.

A survey of English literature emphasizing the major writers and dominant literary trends: first semester from

Beowulf through Johnson; second semester from Blake to the present.

**ENGL 205, 206. Survey of World Literature (3-3-0 each) (ENGL 206, MW)**

*Prerequisite:* Six-hour freshman English sequence. Fall and spring.

A study of literary masterpieces of the Western and Eastern worlds from classical to modern times, with emphasis on literary perspectives: epic, romance, satiric, tragic, comic, and ironic. All study will be based on English translations.

**ENGL 207G, 208G. Literature and Ideas (3-3-0 each)**

*Prerequisite:* Six-hour freshman English sequence. Fall and spring.

A thematic study of novels, stories, plays, and poems written by the best of writers world-wide. Readings introduce Asian, African, and South American traditions, as well as North America and Europe. Designed for non-English majors for humanities requirement and elective credit.

**ENGL 210. Word Power Through Classical Studies (3-3-0) (same as CLST 210) Spring, alternate years.**

A systematic program designed to aid in the comprehension of words encountered in college level reading. Analysis of Latin and Greek components in English words, derivatives, Latin phrases and abbreviations, and word histories. Useful for the general student and for students in the natural and social sciences, business, humanities, education, and speech communications.

**ENGL 266. News Writing and Reporting (3-3-0)**

*Prerequisite:* Six-hour freshman English sequence. Fall.

Teaches what you need to know to develop, report, and write news stories. We use the classroom as a news room, working together to focus story ideas, working together to craft and polish our stories. Local news editors and reporters visit the classroom; we visit their newsroom.

**ENGL 295. Special Topics (3-3-0)**

**ENGL 300. The Bible as Literature (3-3-0)**

*Prerequisite:* At least one course in the 201-209 sequence.

A literary study of the Old and New Testaments with emphasis upon artistic and humanistic merits of these collections. Segments of the Apocrypha will be discussed as well.

**ENGL 306. Approaches to Literature (3-3-0)**

*Prerequisite:* At least six hours from ENGL 201, 202, 205, and 206. Fall and spring.

The course introduces critical contexts useful for interpreting literature. Short papers permit practice in presenting analysis in support of interpretations, laying essential groundwork for the major. A documented paper, introducing literary research, involves electronic data bases and word processing.

**ENGL 309. Prose Writing (3-3-0)**

*Prerequisite:* Six-hour freshman English sequence; ENGL 400 recommended prior to or simultaneous with this course. Fall and spring.

Practice in writing essays and articles, some autobiographical, some analytical, some persuasive. This course is in-

tended for people in all majors. Especially recommended to liberal arts majors who have completed their 101-102 requirements before coming to the University and to all students who need further training and practice in correct and effective writing.

**ENGL 310. Introduction to Linguistics (3-3-0)**

*Prerequisite:* Sophomore standing or consent of instructor.

An exploration of the major fields of linguistics (the scientific study of language). Topics include sound (phonetics/ phonology), word parts (morphology), word orders (syntax), meaning (semantics/pragmatics), language acquisition (psycholinguistics), and dialects (sociolinguistics). Recommended for education majors; required for Language Arts (NK-S) majors.

**ENGL 311. Language and Teaching (3-3-0)**

*Prerequisite:* Six-hour freshman English sequence or consent of instructor.

The course will survey language acquisition—brain physiology, developmental stages, second language acquisition—and language change—lexicon, grammar, dialects. Along with this overview, students will do practical projects in use or in score of the following: teaching in a multicultural setting; teaching in an open-access setting; responding to student writing; designing curriculum; teaching English as a second language; study of Virginia Standards of Learning, NCTE guidelines, etc.

**ENGL 314. Children's Literature (3-3-0) (MW)**

*Prerequisite:* Six-hour freshman English sequence or consent of instructor. Fall, spring, and summer.

An exploration of a representative sampling of literature written for children, as well as applications for classroom instruction.

**ENGL 315. Adolescent Literature (3-3-0) (MW)**

*Prerequisite:* Six-hour freshman English sequence or consent of instructor. Fall and spring.

An exploration of the coming of age theme in adolescent literature as it is expressed in a representative sample of the contemporary fiction written for young adults.

**ENGL 320. Selected Studies in Women and Literature (3-3-0) (MW)**

*Prerequisite:* Six-hour freshman English sequence or consent of instructor.

Course analyzes the impact of gender on literature, the portrayal of women and men in literature and the resulting social, political, religious, and philosophical impact. Authors studied vary each semester; primary focus on the analysis of literature as reflection of and influence on culture.

**ENGL 325. Contemporary World Fiction (3-3-0) (MW)**

*Prerequisite:* At least six hours from English 201, 202, 205, and 206, or consent of instructor.

One of the hallmarks of contemporary world literature has been the amazing boom in translation, which has crossed all cultural and national boundaries and made available to us a broad and varied spectrum of works from the litera-

tures of Asia, India, the Middle East, Latin America, as well as Europe. The amount of great literature has grown enormously, and we will read a representative sample, crossing many cultural and continental barriers.

**ENGL 326. Modern World Fiction (3-3-0)**

*Prerequisite:* At least six hours from ENGL 201, 202, 205, and 206, or consent of instructor.

A study of world fiction from the late 19th Century to the present, with special emphasis on Dostoevsky, Joyce, Kafka, Gide, and Faulkner. In addition, the course will examine a key novelist from contemporary Western Europe and, on a rotating basis, one from Eastern Europe, Africa, Asia, or South and Central America.

**ENGL 327. Twentieth Century World Drama (3-3-0)**

*Prerequisite:* At least six hours from English 201, 202, 205, and 206, or consent of instructor.

Study of the major works of Chekhov, Strindberg, Pirandello, Brecht, Beckett, Bergman, Fellini, and Soyinka.

**ENGL 328. Great Books in Dialogue (3-3-0)**

*Prerequisite:* At least six hours from English 201, 202, 205, and 206, or consent of instructor.

From *The Karamazovs* to *Don Quixote* to *The Brothers Karamazov* to *The Golden Notebook*, authors have created works on scales too large and complex for survey courses. This course offers an opportunity to study three to five of humankind's essential literary works in depth. A specific list of works and/or topics will appear in the *Schedule of Classes*.

**ENGL 334. Apprenticeship in Teaching and Tutoring Writing (3-2-0)**

*Prerequisite:* Junior standing, 15 credits in major, EDUC 301/301E, and EDUC 305.

Introduces students to current theories and practices of teaching writing. Topics include language acquisition, rhetoric, linguistics, learning theory, and designing and evaluating writing. Students write one major case study and a bibliographic essay on a particular topic related to writing theory and practice. This course is both an apprenticeship for prospective teachers and the required preparation for tutoring in the Alice Randall Writing Center.

**ENGL 341. American Literature I (3-3-0) (MW)**

*Prerequisite:* At least six hours from ENGL 201, 202, 205, and 206. Fall.

A study of major authors from the Colonial and Romantic Periods (through 1850) to include Bradstreet, Franklin, Cooper, Irving, Poe, Emerson, Thoreau, Hawthorne, and Melville, as well as additional selections.

**ENGL 342. American Literature II (3-3-0) (MW)**

*Prerequisite:* At least six hours from ENGL 201, 202, 205, and 206. Spring.

A study of major authors of American Realism and Naturalism (1850-1900) to include Whitman, Dickinson, Twain, James, Crane, Chopin, and Dubois, as well as selections from the Local Color, Early Feminist, and African-American Movements.

**ENGL 343. American Literature III (3-3-0) (MW)**

*Prerequisite:* At least six hours from ENGL 201, 202, 205, and 206. Fall.

A study of major authors from the Modern Period (1900-1945) to include Frost, Wharton, Pound, Stein, O'Neill, Hemingway, Dos Passos, Stevens, McCullers, and Faulkner, as well as selections from the Harlem Renaissance.

**ENGL 344. American Literature IV (3-3-0) (MW)**

*Prerequisite:* At least six hours from ENGL 201, 202, 205, and 206. Spring.

A survey of American writers since World War II, including such poets as Plath, Lowell, Buzicka, Rich, Roethke, and Harper; dramatists such as Williams, Miller, Albee, Shepard, Mamet, and Wilson; and fiction writers such as Mailer, Bellows, Ellison, Barth, Baldwin, Oates, and Barthelme.

**ENGL 351. Fiction Writing (3-3-0)**

*Prerequisite:* Six-hour freshman English sequence. At least one sophomore, junior or senior literature course recommended. Fall. Intensive exercises in the writing of fiction, with emphasis on the short story. Attention to selected examples by contemporary authors. Manuscripts read and discussed in class. Individual conferences.

**ENGL 352. Poetry Writing (3-3-0)**

*Prerequisite:* Six-hour freshman English sequence. At least one sophomore, junior or senior literature course recommended. Spring.

Intensive exercises in the writing of poetry. Analysis of contemporary techniques. Manuscripts read and discussed in class.

**ENGL 353. Writing for Business and the****Profession (3-3-0)**

*Prerequisite:* Six-hours of freshman English sequence or consent of instructor. Fall and spring.

The principles and practice of writing for readers with business and professional backgrounds. Includes the preparation of memoranda, letters, proposals, abstracts, reports, resumes, supporting documentation, tables, graphs, and figures. Requires the adaptation of written material for oral presentation and the preparation, research, and writing of a community-based report. Valuable to majors in business, governmental administration, the sciences, and to humanities-subject majors who may work as writers and editors.

**ENGL 354. Public Relations Writing (3-3-0)**

*Prerequisite:* Six-hour freshman English sequence; junior standing. Spring.

This course explores various facets of Public Relations, from basic models of mass communication to the most effective forms of persuasive communications. Students will learn how to write for specific audiences, overcome barriers to communication, and understand the importance of public relations to the management planning process.

**ENGL 360. Advanced News Writing and Reporting (3-3-0)**

*Prerequisite:* Six-hour freshman English sequence; ENGL 201 recommended, but not required.

Deepens the reporting and writing experience by developing an awareness of the needs and desires of readers. Since news writing can be adversarial, informational, or community oriented, the student needs to decide which function his or her reporting will serve. The classroom will operate like a newsroom, with emphasis on completely reported and published stories.

**ENGL 361. Feature Writing and Public Affairs Reporting (3-3-0)**

*Prerequisite:* ENGL 260 or ENGL 360 or consent of instructor. Students will spend time developing stories that will, in some significant way, strongly impact readers. Students will develop features that entertain and news writing that responsibly covers and/or interprets events or issues in the public arena. There will be opportunities to look into individual areas of interest and to build confidence as a critical participant in the campus and greater Peninsula communities.

**ENGL 362. Editing and Desktop Publishing (3-3-0)**

*Prerequisite:* Six-hour freshman English sequence.

An active, team-centered, hands-on course. Students will work together to develop and produce a news magazine. Special attention to strategies for revising news and feature writing, six page layout, and for using PageMaker software. Students will participate in all areas of development and production and specialize efforts by assuming a role (e.g., editor, layout designer).

**ENGL 363. Photojournalism (3-3-0)**

*Prerequisite:* Sophomore standing. Basic techniques of news and human interest photography, with heavy emphasis on shooting assignments in the field. Special attention given to developing skills in visual storytelling. It is best to use an adjustable 35mm camera; not all point-and-shoot cameras will be adequate. Students must provide their own camera.

**ENGL 370. Medieval British Literature (3-3-0)**

*Prerequisite:* ENGL 201 and either ENGL 205 or 206.

Study of *Beowulf*, the Pearl Poet, medieval drama, and other non-Chaucerian works in translation. At least one-half of the course will focus on Chaucer's major works.

**ENGL 371. British Renaissance Literature (3-3-0)**

*Prerequisite:* ENGL 201 and either ENGL 205 or 206.

Non-dramatic poetry, 1580-1600, with emphasis on Spenser. Non-Shakespearean drama, 1580-1642, emphasizing such writers as Marlowe, Jonson, and Webster.

**ENGL 372. British Literature, 1600-1659 (3-3-0)**

*Prerequisite:* ENGL 201 and either ENGL 205 or 206.

*Carpe diem* poetry that encourages "seize the day" is covered, in conjunction with other important 17th century forms. Some poetry emphasizes loyalty to the king; other poetry and prose addresses God. The course also takes an extended look at the work of John Milton, the major figure

of the High Renaissance. His epic, *Paradise Lost* (1667), still speaks to archetypal yearnings to know about the beginning of things. About half of the coursework centers on Milton.

**ENGL 373. British Literature, 1660-1798 (3-3-0)**

*Prerequisite:* ENGL 201 and either ENGL 205 or 206.

Satire and mock epic are a few of the important genres of this period, usually known as the "early" 18th century. The Puritans fell from power in 1660 when the monarchy was restored, and along with that restoration came literature and theater that celebrated license and farce. At the same time, Samuel Johnson, the period's major figure, wrote fascinating essays on moral life. The period also covers the birth of the novel and a serious interest in biography.

**ENGL 374. British Romanticism (3-3-0)**

*Prerequisite:* ENGL 201 and either ENGL 205 or 206.

Study of major authors of Great Britain from 1798-1832, emphasizing the poetry of Wordsworth, Coleridge, Byron, Shelley, and Keats; the non-fiction prose of Wollstonecraft, Lamb, Hazlitt, and DeQuincy; some attention to novels of Austen, Scott, and/or the Gothic tradition.

**ENGL 375. British Victorians (3-3-0)**

*Prerequisite:* ENGL 201 and either ENGL 205 or 206.

Study of major authors of Great Britain from 1832-1887, emphasizing the nonfiction prose of Carlyle, Newman, Mill, Ruskin, Arnold, Huxley, and Pater; the poetry of E. B. Browning, Tennyson, E. Browning, Arnold, D. G. Rossetti, Christina Rossetti, Morris, Swinburne, and Hopkins.

**ENGL 376. Modern British Literature (3-3-0)**

*Prerequisite:* ENGL 201 and either ENGL 205 or 206.

Study of major authors from the early 20th Century, including such writers as Conrad, Shaw, Mansfield, Joyce, Woolf, Lawrence, Eliot, Yeats, Auden, Bowen, and H. G. Wells.

**ENGL 377. Contemporary British Literature (3-3-0)**

*Prerequisite:* ENGL 201 and either ENGL 205 or 206.

Study of major authors from World War II, including such poets as Thomas, Larkin, Hughes, Heaney, Hill, and Walcott; dramatists such as Pinter, Stoppard, Shaffer, and Churchill; novelists such as Lessing, Burgess, Naipaul, Trevor, and Waterson.

**ENGL 395. Special Topics in Literature or Writing (3-3-0)**

*Prerequisite:* At least one course in the 201-208 sequence. Fall and spring.

A seminar in major authors, literary concepts, historical periods, or writing fields with subject matter and instructor changing each time the course is offered. The seminar topic will represent both general student interest and the specialty (or research in progress) of an individual member of the department. Subjects will be chosen to appeal to students at large as well as to English majors. English majors may enroll only once for credit.

**ENGL 410. Southern American Literature**

(3-3-0) (MW) *Prerequisite:* English 309.

Intensive study organized around such writers as William Faulkner, Ellen Glasgow, Richard Wright, Eudora Welty,

Katherine Anne Porter, Thomas Wolfe, Zora Neale Hurston, Flannery O'Connor, Robert Penn Warren, Tennessee Williams, Walker Percy, Truman Capote, James Dickey, Peter Taylor, William Styron, and Ellen Gilchrist, or themes such as family and storytelling.

**ENGL 412. Multicultural Literature (3-3-0) (MW)**

*Prerequisite:* ENGL 309.

Study of writers who have added their voices to Multicultural American literature. Analysis of the works by writers such as Toni Morrison, Alice Walker, August Wilson, Amy Tan, Louise Erdrich, and others will illuminate the influence of race, class, gender, and ethnicity upon the writer's sense of self, family, and community.

**ENGL 413. Literary Genre (3-3-0)**

*Prerequisite:* ENGL 309.

Intensive study of works drawn from world literature and grouped according to form, technique, and organizing vision. Some of the traditional genres are comedy, epic, irony, satiric, romance, utopia, and tragedy. The course may study one genre or several closely related genres; trace the history of one or more genres; examine the modernist tendency to confuse genres; and study select genre critics from Aristotle to Frye. A specific course description will appear in the Schedule of Classes.

**ENGL 414. British and American Novel (3-3-0)**

*Prerequisite:* English 309.

Intensive study of the novel in English letters. The course may investigate the novel in a particular time and within a particular place—e.g., 18th Century Great Britain or Contemporary America; compare British and American novels—e.g., British and American novels, 1850-1900; examine a type of novel—e.g., Gothic, Picaresque, or stream-of-consciousness; or examine a single novelist—e.g., Dickens, Joyce, Faulkner. Some attention will be paid to selected theories of the novel. A specific course description will appear in the Registration News.

**ENGL 421. Shakespeare I (3-3-0)**

*Prerequisite:* English 309. Fall and spring.

A survey of Shakespearean drama with emphasis on the major plays. Reading list available from instructor.

**ENGL 422. Shakespeare II (3-3-0)**

*Prerequisite:* English 309. Offered occasionally, according to interest.

An advanced study of Shakespearean drama focusing on a topic, critical approach, or central problem.

**ENGL 430. Advanced English Grammar (3-3-0)**

*Prerequisite:* Six-hour freshman English sequence. Fall, spring, and summer.

A study of English grammar, using traditional terminology, to provide knowledge and vocabulary to explain sentence structure, follow conventions of usage and punctuation, and understand rhetorical effects of grammatical choices. Not a remedial course. Recommended prior to or simultaneously with English 309.

**ENGL 480. Advanced Writing Workshop (3-3-0)**

*Prerequisite:* ENGL 309 or 351 or 352 or consent of instructor. The course is designed for students who have already taken Fiction Writing, Prose Writing or Poetry Writing and wish to do additional work in fiction, poetry, or non-fiction prose. Each student will determine in consultation with the instructor the nature and quantity of writing to be undertaken. Class meetings will be devoted to discussion of manuscripts. There will be no textbooks, although impromptu reading assignments may be made. There will be no exams.

**ENGL 486. Internship at the Captain's Log (3-0-10)**

*Prerequisite:* For writing and editing: ENGL 260 or 360, 361 or 362, and consent of Captain's Log adviser. For photojournalism, ENGL 363 and consent of Captain's Log adviser.

Emphasis on achieving a professional level of expertise in writing, editing, design and layout, or photojournalism. Weekly conferences with the Captain's Log faculty adviser are required. Interns work ten hours per week for the student newspaper. Students will negotiate an agreement with the adviser and editor-in-chief, setting out fairly precise expectations that answer to the intern's particular interest and the newspaper's particular needs. Portfolio documenting work required at end of semester.

**ENGL 490. Senior Seminar (3-3-0)**

*Prerequisite:* Senior standing. (Required of all majors.)  
*Fall and spring.*

Intensive, active study of a single author, a single theme, a single genre, literature of a single region, or related literature of various cultures. Each student will complete a major project related to her or his major track in the department. An oral presentation of the project is required. Seminar topics available from the department chairman.

**ENGL 491. Internship (3-3-10)**

*Prerequisite:* Junior standing, at least one advanced writing course, and consent of instructor. *Fall and spring.*

Part-time internship in public relations and journalism in association with local offices and firms. For public relations, see Dr. Roark Mulligan. In journalism, see Dr. Terry Lee for availability and eligibility for writing, reporting, and photojournalism internships at a newspaper.

**ENGL 495. Special Topics(3-3-0)****ENGL 499. Independent Study (3-3-0)**

*Prerequisite:* Senior standing or consent of instructor.

## THE CURRICULUM IN COLLEGE STUDIES

**COLL 101. The College Experience: Becoming a Master Student. (3-3-0) Fall and Spring**

This course is designed to increase the student's success in college by assisting them in obtaining the knowledge and skills necessary to reach their educational goals. Topics include the nature of a liberal arts education, time-planning, test-taking, communication skills, study techniques, memory skills, question-asking skills, library use, and personal issues that face many college students. This course is recommended for freshmen, returning students, and transfer students who have completed less than 30 semester hours of credit. Students who have completed 60 hours or more may not enroll.

## GERONTOLOGY

Program Director: Dr. Robert J. Durel  
Professor of Sociology

## THE MINOR/CERTIFICATE PROGRAM IN GERONTOLOGY

Christopher Newport University offers a multi-disciplinary minor in gerontology for undergraduates and a certificate program for practitioners in the community. The program is designed to meet the following student goals:

1. Provide a body of knowledge about older persons combined with skills obtained from the student's major discipline to prepare for careers in nursing home administration, administrative positions in community aging programs, research and planning, recreation, social work, counseling, adult education, and others.
2. Offer a certificate program to practitioners in gerontology-related fields who wish to extend their knowledge base in gerontology while working in the community. Suggested prerequisite is an A.A. degree or equivalent. Specific pre-requisites must be met or waived by consent of instructor.
3. To serve as a minor for the student who has no career goals in the field but has an interest in gerontology. Any of the courses may be taken without commitment to the entire program.

The program in gerontology requires successful completion of 18 credits of course work, 12 credits of which are core requirements. The additional six credits may be chosen according to the student's interests. Core requirements for the program in gerontology are: BIOL 234, PSYC 340, SOCL 305, and SOCL 491. It is anticipated that courses in the core requirements will be offered in alternate years during the evening. The following courses, with course descriptions appearing in appropriate sections throughout the catalog, are electives for the program in gerontology: BCOR 402; LSPE 311; PHIL 304; PSYC 395D; SOCL 315; SOWK 280; SOWK 308; SOWK 395; and SOWK 492. Students using these elective courses for the program in gerontology will be expected to focus on the elderly. Elective courses are not necessarily offered on a regular basis.

## THE CORE CURRICULUM IN GERONTOLOGY

**BIOL 234. Aging and Health: Biological and Physiological Perspectives (3-3-0) Prerequisite:** BIOL 107-108 or BIOL 314 or consent of instructor. *Fall.*

Examination of the aging process and consequent changes in human physiology and body systems. Relationship of

physiological changes to health and nutritional problems. Survey of major health problems and interventive possibilities.

**PSYC 340. Psychology of Adulthood and Aging (3-3-0) Prerequisite:** PSYC 201 or consent of instructor. *Spring.*

A study of the psychological processes involved in the middle and later years of human development from young adulthood to the end of the life cycle.

**SOCL 305. Sociology of Aging (3-3-0)**

*Prerequisite:* Junior standing. *Fall.*

Study of process of aging, ageism and its effects. Demographic facts and trends; social aspects of physical and psychological functioning; the social environment of older people, including living environments, finances, family and friends; problems and programs to deal with them.

**SOCL 491. Practicum in Gerontology (3 credits)**

*Prerequisite:* Senior standing. *Fall and spring.*

Part-time internship in appropriate agency/organization. Periodic conferences, written evaluations, and internship project. Students must apply for internship through the Gerontology Program Director at least 30 days prior to the semester. Practicum placement will be coordinated by the Gerontology Program Director with the student's major department. Otherwise, students will register for the practicum in their major department or under the Gerontology Program (SOCL 491). Students should register for the practicum in the last semester of the program. Specific requirements are available from the program director. Certificate students working in a geriatric setting may substitute a three-credit course for the Practicum requirement, which must be chosen in consultation with the Gerontology Program Director. Persons wishing more information about this program should contact the Program Director (094-7110).

DEPARTMENT OF  
GOVERNMENT AND PUBLIC AFFAIRSFerguson Hall, Room 134  
0737 594-7449Dr. Buck G. Miller, Chairman  
Linda Flicher, Department Secretary

## FACULTY

Professors: Doore, Killam, Miller, Wreter  
Associate Professors: Williams  
Assistant Professors: Dempsey, Greenlee, Laboucq, Wall  
Instructor: Hersh

The government and public affairs program offers courses of study in politics, government, criminal justice administration, legal studies, public studies, public management, international administration, and geography. A wide variety of opportunities is available to the public affairs graduate, including careers in local, state, and federal governments, public and semi-public agencies, non-profit organizations, international organizations, and advanced studies in graduate and law schools. The department offers students the opportunity to engage in intellectual analysis and discourse about the systematic study of political institutions and political relationships, including the principles, organization, and methods of government and public policy making.

## INTERNSHIP OPPORTUNITIES

The Department participates with public, non-profit and private organizations in the creation of internship experiences. The Department believes that a planned and supervised on-the-job internship serves to further the educational interests of the student and the University and to strengthen the interdependence between the University and the community. An intern secures valuable, first hand knowledge of an actual work situation and contributes his or her abilities to the operation of the sponsoring organization. The participating organization has the opportunity to assist in the educational process by providing a vibrant learning environment and to communicate the interest and concerns of the community to the University.

## THE JOSEPH CENTER

The Joseph Center for the Study of Local and Regional Government was established within the Department of Government and Public Affairs in 1989. The Center was established by the University based on a financial gift by Mr. Edwin A. Joseph. The purposes of the Center include the conducting of research on public affairs in the Hampton Roads area, as well as in the Commonwealth of Virginia, in general. In addition, the Joseph Center conducts public forums, serves as a resource for government agencies, and acts as a reservoir of academic and civic expertise. Each Spring semester, the Center also sponsors the Joseph Semi-

nar (same as GOVT 461) which explores local and regional affairs.

## CNU ONLINE

The Department offers the Bachelor of Science in Governmental Administration in a computer-managed environment outside of the classroom, with concentrations in public management, criminal justice administration, legal studies, and international administration. Instruction is highly interactive between instructor and student and between students and students. Scheduling is not dictated by time and place. Students may take a combination of online and classroom courses. Online courses are particularly useful for students who work irregular work hours, are limited by disabilities, or cannot travel to campus. New students should contact the admissions office for more information. Online Courses are listed in the *Registration News*, the Department's Home Page, and the CNU Online Home Page.

## MID-ATLANTIC POLICE SUPERVISORY INSTITUTE

The Mid-Atlantic Police Supervisory Institute supports law enforcement organizations. It provides an educational foundation for criminal justice employees in the administrative skills necessary for effective supervision and enhanced quality of police service. An emphasis on ethics and maintaining the public trust is incorporated into all presentations of the Institute. Courses are delivered through CNU Online and augmented with periodic workshops.

THE MID-ATLANTIC CORRECTIONS  
SUPERVISORY INSTITUTE

The Mid-Atlantic Corrections Supervisory Institute supports corrections, probation and parole organizations. An educational foundation in management and ethics is necessary for corrections professionals to achieve effective supervision, superior performance, and top-of-the-line services delivery. Ethics, maintaining the public trust, and management skills and knowledge are part of all Institute courses. Courses are delivered through CNU ONLINE, the classroom, and periodic workshops.

THE BACHELOR OF ARTS DEGREE IN  
POLITICAL SCIENCE

The Bachelor of Arts degree in Political Science offers students a variety of courses from several fields in government and politics. Students are strongly encouraged to plan a selection of courses which suits their personal interests and career objectives. In addition to the general education component of the curriculum (see index), the Bachelor of Arts degree in Political Science requires successful completion of the following courses:

- (1) Any two courses from GOVT 103G\*, 104G\*, GEOG 201 or 202;

- (2) GOVT 201-202, 311, 321, 352, 353, 358, 371, 491 or 492;
- (3) Fifteen to twenty-one additional hours from GEOG 361 and GOVT courses at the 300-400 level. Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

The Bachelor of Arts degree in Political Science  
with a Concentration in  
INTERNATIONAL RELATIONS

The Bachelor of Arts degree in Political Science with a concentration in International Relations offers students courses in several fields of politics, with an emphasis on international relations. In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Arts degree in Political Science with a concentration in international relations requires successful completion of the following courses:

- (1) GOVT 103G\*, 104G\*, 201 or 202, 311, 321, 323, 325, 327, 352, 353, 358, 359, 491 or 492;
- (2) Four courses selected from GOVT 313, 314, 395 (can be used three times); GEOG 352, 361.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

The Bachelor of Arts degree in Political Science with  
State-Approved Teacher Certification (9-12) in  
POLITICAL SCIENCE

Students interested in receiving a teaching endorsement in political science (9-12) are to refer to the "Teacher Education Programs" section of this catalog, for details on admission criteria and procedures.

The Bachelor of Science in  
GOVERNMENTAL ADMINISTRATION DEGREE

This degree program provides the student with the analytical, political, administrative, and quantitative skills needed for understanding and solving public problems that call for a combination of technical knowledge and political insight. Students learn to identify and promote democratic ethics and legal values within the public policy-making process. Qualified graduates of this program are encouraged to pursue graduate studies in an area of specialization. In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Science in Governmental Administration degree requires successful completion of the coursework of one BSGA specialty.

## BSGA CONCENTRATIONS

Students pursuing the BSGA degree must complete GOVT 201 and 202 (GOVT 103G-104G for students in the International Administration specialty) and the course require-

ments for one of the following concentrations contained within the BSGA program:

Criminal Justice Administration  
Public Management  
Legal Studies  
International Administration

A general description of each concentration and the requisite requirements follows.

BSGA Concentration in  
CRIMINAL JUSTICE ADMINISTRATION

This concentration is designed to prepare individuals for entry level, supervisory, and middle management positions in the criminal justice system organizations at the federal, state, and local levels through an orientation to programs and operations. Knowledge and skills are developed in areas deemed critical by employing agencies to include professional writing, research techniques, spreadsheets, database management, software and telecommunications, statistics, legal and due process foundations, community service delivery, conflict resolution, ethics, correctional and police management, critical thinking, criminal justice systems function and process, juvenile justice systems, management, comparative evaluation of justice systems, planning, budget and human resource management. Interaction with criminal justice organizations is fostered, and career development emphasized. Requirements are as follows:

- (1) GOVT 201-202, 324, 354 or 361, 343, 345, 352, 358, 363, 365, 371, 383, 468, and either 491 or 492;
- (2) Two courses from GOVT 355, 368, 451; GEOG 361 (CJSC 210 is a prerequisite).

BSGA Concentration in  
PUBLIC MANAGEMENT

This concentration is designed to prepare individuals for management careers in public and non-profit organizations. It introduces students to domestic and international management, human resources management/personnel administration, budgeting and political and organizational leadership. Students master theoretical concepts, acquire research skills, and gain practical experience in public organizations. Skill development is fostered in areas deemed critical by hiring organizations. Skills include professional writing, research techniques, spreadsheets, database management, and computer software applications/analysis, telecommunications, statistics, policy analysis, strategic planning, evaluation, conflict resolution, geographic information systems, ethical, normative, political and legal analysis, critical thinking, case study application, and management techniques and strategies in budgeting and human resources/personnel. The concentration utilizes interaction with field organizations for data gathering and career networking/contacts.

**Requirements:**

- (1) GOVT 201-202, 331, 334, 352, 355, 358, 361, 371, 375, 381, 391, 401, 431, and either 491 or 492.
- (2) Select one course: GOVT 303; GEOG 361 (prerequisite CPSC 210).

**BSGA Concentration in LEGAL STUDIES (ABA APPROVED)**

This concentration is designed to provide students with the background needed to become certified legal assistants. In addition, this program provides excellent preparation for law school. Requirements:

- (1) GOVT 200, 201-202, 315, 352, 358, 363, 365, 366, 367, 371, 373, 493 and 494.
- (2) ACCT 341-342.
- (3) One of the following: GOVT 324, 355, or 375.

**BSGA Specialty in INTERNATIONAL ADMINISTRATION**

Opportunities for careers with multinational corporations, governmental agencies, and non-profit organizations are available for students who can combine administrative skills with cross-cultural and cross-national orientations. The department strongly recommends that students elect to achieve high proficiency in speaking and reading a foreign language. Completion of a foreign language to the 202 level is required. Students are strongly encouraged to spend at least one summer of study and work in a foreign nation, immersed in its culture and language. Requirements:

- (1) GOVT 103G\* 104G\*, 334 or 361, 311, 352, 355, 358, 371, 391, 491 or 492; GEOG 352 (prerequisite GEOG 201).
- (2) Four of the following: GOVT 313, 314, 323, 327, 359, 395 (may be taken three times); GEOG 360.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

In addition, MATH 125 and CPSC 210 should be selected to satisfy the appropriate general education requirements.

**THE PRE-LAW PROGRAM**

The department of government and public affairs offers numerous courses designed to assist students in preparing for law school. Although law schools do not require any particular undergraduate major as a preparation for law school, courses involving rigorous analytical skills are strongly recommended. Political science majors interested in attending law school should contact the pre-law advisor in this department to plan an appropriate course of study.

**THE MINOR IN GOVERNMENT AND PUBLIC AFFAIRS**

The minor in government and public affairs requires 18 credits in government and public affairs, including six cred-

its chosen from GOVT 103G\* 104G\* or 201-202. Students seeking a minor must choose their courses in consultation with an assigned departmental adviser.

**THE MINOR IN GEOGRAPHY**

Geography investigates location and spatial distribution. Courses in geography are offered within the department of government and public affairs. The minor in geography requires 18 credits. Up to six of these credits may be in community planning. Note: GEOG 201, 202, and 311 are recommended for teacher endorsement.

**THE CURRICULUM IN GOVERNMENT AND PUBLIC AFFAIRS****GOVT 103G. Modern Political Systems (3-3-0)**

This course furnishes an overview of the concepts and issues necessary to understand politics in the world today. It begins by surveying the principal ideologies of political debate and analysis. It then discusses a variety of topics in comparative politics, including the nature and origins of dictatorships and democracies. Class discussions, along with required readings, concentrate upon select countries in sub-Saharan Africa, Asia, Europe, Latin America and the Middle East.

**GOVT 104G. World Politics (3-3-0)**

An examination of major issues and conflicts facing the international community. Topics to be considered include: Various approaches to the study of world politics; Ideological differences, causes of conflict and war, issues of arms control, international economic competition, political and economic development, population and food supply, the energy crisis, revolutionary movements, and attempts at achieving stability through international organizations, regional institutions, and legal principles.

**GOVT 200. Research Skills and Legal Bibliography (3-3-0)**  
Develops students' abilities to use legal materials, including accessing and using computerized legal research resources. The course will cover the use of materials in three major categories: primary sources (statutes, court decisions, and administrative agency rulings), finding tools (digests of decisions, citators, encyclopedias, and computerized search systems) and secondary materials (textbooks, treatises and periodicals).

**GOVT 201. American Politics (3-3-0)**

An examination of political dynamics within the American system. Consideration is given to American political institutions, such as the President, Congress, judiciary, bureaucracy, elections, political parties, and interest groups.

**GOVT 202. State and Local Government (3-3-0)**

A survey of the structure, functions, and issues of state and local governments in the U.S. Includes such topics as federalism, the new role of the states, local government structures and elections, reform movements, and problems of modern local governments.

**GOVT 302. Public Finance (3-3-0)**

(Same as ECON 302) Prerequisite: ECON 201-202.

The nature and application of the fundamental principles which apply to the obtaining, managing, and disbursing of the funds necessary for the performance of governmental functions at the local, state, and federal levels. The American tax system is given detailed consideration.

**GOVT 311. Comparative Politics (3-3-0)**

A comparative study of the governmental processes of selected nations in terms of their ideologies, institutions, political organizations, and policies such as social welfare, crime control, urbanization, economic management, and foreign affairs.

**GOVT 313. The Politics of Latin American Nations (3-3-0)**

This course offers an introduction to the government and politics of select Latin American countries. The topics to be discussed include political institutions, political instability, authoritarianism, democratization, revolution, and U.S. relations with Latin America.

**GOVT 314. Central America and the Caribbean (3-3-0)**

This course offers an introduction to the social history and politics of select countries of Central America and the Caribbean. The topics to be discussed include political instability, authoritarianism, democratization, revolution, and U.S. relations with countries of this region.

**GOVT 315. Management of Legal Institutions (3-3-0)**

Use of advanced computerized information-processing and management systems in law firms. Legal research and report writing assignments provide experience in using word processing, spreadsheet, database, and networking applications packages in the modern law office or legal institution.

**GOVT 321. International Relations (3-3-0)**

Fundamental elements of international politics and an examination of the structure of the international system. Includes the role of states as political actors, their inter-relationships with one another, and the major problems of the contemporary period.

**GOVT 323. American Foreign Policy (3-3-0)**

An examination of the foundations of American foreign policy, military strategy, and economic relations; a survey of institutional processes in the formulation of American foreign policy.

**GOVT 324. Juvenile Justice Systems Administration (3-3-0) (Same as SOCL 324)**

An examination of the structure and function of the juvenile justice system in the United States generally and Virginia in particular. Issues relating to programs and operational concerns for each component are examined in detail. The unique process of the juvenile court is explored with emphasis on the role of the juvenile court judge, prosecutor, intake officer, and Landmark cases as they relate to process. Law enforcement and corrections concerns to include handling of delinquent and status-offenders, children

as victims, drug and gang strategies, and deterrence programs are examined.

**GOVT 325. International Organizations (3-3-0)**

An examination of the League of Nations experiment, organizing the United Nations, decision making processes in international organizations, and technical coordination among international agencies. Other International Government Organizations (IGOs) and Non-Governmental Organizations (NGOs) will be studied.

**GOVT 327. International Law (3-3-0)**

An examination of the nature, sources, and applications of international law; international agreements, territorial authority; nationality and statelessness. State responsibility and international claims; and force and the law of war.

**GOVT 331. Introduction to Community Planning (3-3-0)**

Examines the general nature of community planning and its development in the United States, including a survey of the problems with which planning seeks to cope.

**GOVT 334. Planning and Evaluation (3-3-0)**

Theory and techniques of strategic and comprehensive planning and of program and organizational evaluation. The course combines the study of general principles with experience in practical applications to particular subject areas.

**GOVT 335. Site Planning and Design I (3-3-0)**

An accelerated introduction to some major topics and skills of site planning and plan presentation. Includes isometric and perspective drawing, introduction to topography and grading, principles and practice in aesthetic design of sites.

**GOVT 336. Site Planning and Design II (3-3-0)**

Exercises in and analyses of large scale site planning. Typical exercises include apartment developments, residential subdivisions, and recreation areas.

**GOVT 337. Techniques of Community Planning (3-3-0) Prerequisite: GOVT 331 or consent of instructor**

Thorough survey of several planning techniques for the preparation of such preliminary studies as population analysis and land studies, and for the planning and programming of land use and public facilities. Exercises in the use of sources and techniques. Both individual and team projects.

**GOVT 341-342 (same as ACCT 341-342). Business Law (3-3-0 each) Prerequisite: None, Fall and Spring.**

A study of the primary legal principles and their applicability to ordinary commercial transactions, with emphasis on contracts, legal forms of business enterprises, agencies, negotiable instruments, and labor and antitrust legislation.

**GOVT 343. Introduction to Criminal Justice (3-3-0)**

A survey of the criminal justice system and overview of the major system components: law enforcement, judiciary and corrections; theories of crime causation; use of crime statistics. The focus is on identifying the relationships among the components of the criminal justice system and other components of government; critical thinking and issues confronting the system and the various components.

**GOVT 345. Management of Correctional Programs (3-3-0)**  
An overview of the corrections component of the criminal justice system. Focus is on issues of managing correctional programs in a custodial and community environment. Organizational, political, and ideological issues associated with crime control in a free society are examined within a perspective of broad correctional goals.

**GOVT 352. Quantitative Political Analysis (3-3-0)**  
[Same as SOCL and SOWK 392]

*Prerequisite:* MATH 125 or consent of instructor.

Data analysis techniques, including statistical analysis, measurement, hypothesis testing, multivariate analysis, and measures of association.

**GOVT 353 (same as SOCL 361 and SOWK 371).**

**Methods and Tools of Social Science Research (3-3-0)**

Examination of the methodological problems of social research. Selection and definition of problems of investigation, research designs, data gathering techniques, and sampling.

**GOVT 355. Ethics in Government and Politics (3-3-0)**

An examination of the process of generating criteria derived from democratic theory for making ethical judgments. The application of criteria to political situations as depicted in selected case studies. A review of ethical principles and their application, misleading assumptions, and false distinctions that may obstruct effective ethical decision-making about political actions.

**GOVT 357. Theories of Democracy (3-3-0)**

*Prerequisite:* Consent of instructor.

A survey of various contemporary positions concerning the nature of democratic government. Particular emphasis will be placed on revisions of the democratic ideal and challenges to those revisions. Concepts to be considered include elite competition, oligarchy, polyarchal democracy, pluralism, apathy, participation, party systems, political stability, and the effect of technological change on representative institutions.

**GOVT 366. Political Theory (3-3-0)**

[Same as SOCL 358] *Prerequisite:* Junior standing.

An analysis of the central issues raised by major political thinkers from Plato to Marx. Concepts to be examined include natural law, the state, freedom, obligation, equality, and political change.

**GOVT 368. Ideologies and Politics (3-3-0)**

An analysis of such contemporary ideologies as liberalism, democratic socialism, Marxism, fascism, conservatism, political Islam, and nationalism in relation to their significance for contemporary political movements and international affairs.

**GOVT 361. Public Policy Analysis (3-3-0)**

The study of the nature, causes, and effects of governmental decisions for dealing with social problems. An introduction to technical and conceptual skills for analyzing public policy problems, including problem structuring, forecasting, recommendation, monitoring, and evaluation.

**GOVT 363. The Judicial Process (3-3-0)**

An examination of institutional analysis of the judiciary in the context of socio-political conceptions of adjudication with emphasis on the role of courts in American society.

**GOVT 363. Crime and Defendants' Rights (3-3-0)**

First Amendment rights and the rights of criminal defendants, public law principles defining criminal acts, and the rules of evidence used in criminal trials and in administrative proceedings.

**GOVT 366. Litigation, Ethics, and Procedures (3-3-0)**

Study of the litigation processes, including discovery, procedural rules, and ethical considerations of legal assistants and lawyers. Emphasis on Virginia Civil Procedures.

**GOVT 367. Administrative Law (3-3-0)**

An examination of judicial and non-judicial control of the administrative process, procedural due process and the right to an administrative hearing, rules and rule making, and procedures for obtaining judicial review.

**GOVT 368. Comparative Criminal Justice Systems (3-3-0)**

The course presents an overview of the criminal justice systems in the United States and other countries. The major system components are examined, compared, and evaluated.

**GOVT 371. Introduction to Public Administration (3-3-0)**

*Prerequisite:* GOVT 201-202 or GOVT 105G-106G or consent of instructor.

An introduction to management in public, nonprofit, and international career fields. The course concentrates upon examining resources for creating successful, high performance organizations. Primary topics of study include the role of politics in public administration, structural and human resources available for creating efficient and effective programs, communication styles and strategies, and budgeting and evaluation techniques and strategies. Case studies and professional interviews augment reading sources and stimulate career networking.

**GOVT 373 (same as SOWK 373). Family Law (3-3-0)**

An examination of the legal basis for public and private intervention programs, including adoption, child custody, marriage, divorce, rights of children and youth, the aged, and the mentally ill.

**GOVT 375. Employment Law (3-3-0)**

This course will examine court decisions, as well as state, federal, and Constitutional laws which impact the employment environment. Particular emphasis will be given to federal laws such as Title VII, Americans with Disabilities Act, Equal Pay Act, Age Discrimination Act, and specific Reconstruction Civil Rights Acts. Students will gain an understanding as to why these laws came into existence and how prospective/current employees and supervisors are impacted.

**GOVT 381. Public Human Resources Management (3-3-0)**

*Prerequisite:* GOVT 371 recommended.

An analysis of modern methods and theories in human resources management/personnel administration including

hiring, promotion, performance evaluation, dismissal, and training. Critical issues such as merit, affirmative action, reverse discrimination, unionization, and employee strikes are studied to assess their impact upon individuals, selected population groups, and organizations.

**GOVT 383. The Politics of Unemployment (3-3-0)**

An introduction to the contentious political issues concerning the problems of work, the causes of those problems, their consequences, and the responding directions of proposed public policy. Considers the widely varying explanations of unemployment, subemployment, underemployment and job security, and the varying interpretations of their impacts on the public and on special groups such as the young, the elderly, and minorities. Reviews emerging directions of public policy, and their results, in the U.S. and other countries.

**GOVT 391. Public Budgeting (3-3-0)**

*Prerequisite:* GOVT 371 recommended.

An introduction to budgeting in public, nonprofit, and international career fields. The course concentrates upon developing budgeting knowledge and skills essential for successful management performance. Students interview professionals to gather budgetary information and develop proposals for actual programs. Areas of broad coverage include the role of politics, budget strategies, the role of line personnel and first line supervisors, the use of vision, goals, objectives, and strategic planning, the relationship between revenue systems, revenues and services, and the associated career areas of risk, pension, and inventory management.

**GOVT 395. Topics in Government and Public Affairs (3-3-0)**

*Prerequisite:* Junior standing or consent of instructor. An examination of problems, issues, practices, or recent developments in government and public affairs. A maximum of nine credits may be counted toward a degree.

**GOVT 401. Leadership in Public Organizations (3-3-0)**

*Prerequisite:* GOVT 371 recommended.

An examination of leadership in public, nonprofit, and international career fields. The course concentrates upon developing leadership knowledge and skills essential for successful management performance. Students interview professionals to gather information to develop professional reports. Subjects of investigation include trust, risk taking, management by objectives, quality of life, quality circles, reinventing government, total quality management, diversity, employee motivation, productivity, and mediation. Students assess leadership styles and strategic planning systems.

**GOVT 405. Planning Law and Administration (3-3-0)**

*Prerequisite:* GOVT 331 or consent of instructor.

Investigation of the range of legal tools for land use planning and of the various political and administrative levels of planning. Includes a brief consideration of types of planning administration. Special attention is given to zoning as a land use control.

**GOVT 401. Urban Politics (3-3-0)**

Examination of governments and public issues in contemporary American metropolitan areas. Survey of structures and functions of urban governments, major urban problems and an overview of community and economic development strategies for urban areas.

**GOVT 401. The Joseph Sweeney in Urban Systems (3-3-0)**  
Seminar on topics related to American urban dynamics. Specific topics vary from semester to semester. Focus of the course is on regional issues with special attention given to issues in Virginia's metropolitan areas in general and to Hampton Roads in particular.

**GOVT 406. Police Organization and Management (3-3-0)**

A history of police and criminal justice organizations; an examination of management theories and styles, economies-of-scale of organizational units, recruitment and personnel relationships, budgeting, planning, and research.

**GOVT 490. Senior Seminar in Government and Public Affairs (3-3-0)**

*Prerequisite:* Senior standing and departmental major.

A seminar course in which each student is expected to master research skills, present a formal paper, and participate in the discussion and analysis of presentations by other members of the seminar.

**GOVT 491. Practicum in Governmental Administration (3-3-0)**  
*Prerequisite:* GOVT 201-202, or GOVT 303G-304G and senior standing, or consent of instructor.

Part-time internship with a government, military, private, or non-profit organization. Periodic conferences, written evaluations, and final paper relating theory and practice. The final paper is presented orally.

**GOVT 492. Research (3-3-0)**

*Prerequisite:* GOVT 201-202, or GOVT 303G-304G and senior standing, or consent of instructor. Recommended for Government and Public Affairs majors and minors only.

This course is designed to permit seniors an opportunity to explore their major or specialty fields through a statistics based, library based, or policy analytical research effort. The final paper or product is presented orally.

**GOVT 493. Legal Writing (3-3-0)**

*Prerequisite:* Senior standing in the legal studies specialty or permission of instructor.

Instruction and practice in research and writing of basic instruments used in the general practice of law. A major research project in the student's area of interest will be required.

**GOVT 494. Practicum in Legal Studies (3-3-0)**

*Prerequisite:* GOVT 201, 493, and senior standing or consent of instructor. Legal Studies majors only.

Part-time internship with a legal services institution. Periodic conferences, written evaluations, and research project. A maximum of six credits may be counted toward a degree.

**GOVT 495. Advanced Topics in Government and Public Affairs (3-3-0)** *Prerequisite:* Senior standing and consent of instructor.

An examination at an advanced level of problems, issues, practices, or recent development in political science. A maximum of nine credits may be counted toward a degree.

**GOVT 498. Independent Studies in Government and Public Affairs (3-3-0)**

*Prerequisite:* Junior standing and consent of instructor. The purpose of this course is to enable a qualified student to enrich his/her program through independent work. The topic and evaluation are agreed upon in writing by the student and faculty member supervising the effort. This should be completed by the end of pre-registration for the session in which the study will take place. A student should have a minimum overall GPA of 2.5. Copies of the study plan, attached to an independent study authorization form, must be filed with appropriate college offices. A student may take a maximum of three hours of independent study in a semester and a maximum of six hours in his/her total academic program.

## THE CURRICULUM IN GEOGRAPHY

**GEOG 101. Maps and Charts (2-3-0)**

A course on introductory cartography and remote sensing favoring a practical approach. In conjunction with lab section, the student has an opportunity to develop skills not only in map reading and photo interpretation but also in designing and executing maps, charts, and visual aids.

**GEOG 103. Maps and Charts Laboratory (1-0-3)** Practical and experimental techniques of cartography, hydrography, and remote sensing.

**GEOG 201. Introduction to Geography I (3-3-0)** This course begins with a broad overview of certain physical aspects of geography (world landforms, climates, and ecosystems) and of map and globe skills. The course then moves to an examination of the developed regions of the world (Europe, North America, Russia, the newly independent states of the former Soviet Union, and Japan) as well as of Latin America. Attention will be given to customs of the people, urban and rural patterns of settlement, regional economic activities, political units, etc. Throughout the course relationships between people and their environment will be stressed. A variety of visual aids will be used. Recommended for teacher education students.

**GEOG 202. Introduction to Geography II (3-3-0)** Continuation of Geography 201, with emphasis on certain underdeveloped regions of the world (Africa, the Middle East, and Asia). Special exercises in summarizing and presenting geographic information. Recommended for teacher education students.

**GEOG 311. Physical Geography (3-3-0)**

*Prerequisite:* GEOG 201 or consent of instructor. This is a survey course stressing the areal distribution and functional interrelationships of the physical elements over the surface of the earth. The course aims to increase student awareness of similarities and differences in the physical environment from place to place. In order to understand these place to place variations, students study the physical processes involved. Topics to be covered include the study of landforms and the processes that create them (weathering, erosion, deposition, diastrophism and volcanism), aspects of the atmosphere and weather (including global climate change), and the soils and minerals of the world. How human activities are influenced by the environment and how humans alter their environment will be analyzed. The development of map reading and interpretation skills is another important aspect of the course. Recommended for teacher education students.

**GEOG 351. Geography of Cities (3-3-0)**

*Prerequisite:* GEOG 201 or consent of instructor. The course examines the process of urbanization throughout the world. One of the principle means for understanding urbanization is an examination of how people in different societies interact with their political, economic, social, and physical environments to create and modify the urban regions they inhabit. The interplay between the built environment of urban regions and contemporary urban problems will also be explained.

**GEOG 352. Economic Geography (3-3-0)**

*Prerequisite:* GEOG 201 or consent of instructor. The course analyzes the spatial differentiation of economic activity and development throughout the world. The interdependence of economic development at all spatial scales international, national, regional and local is examined. The course seeks to provide an understanding of the regularities and diversities present in the economic landscape. Special attention will be given to the international spatial patterns of production, consumption, investment and trade. The course also examines the spatial distribution of the benefits from economic development. Finally, the relationship between human economic activity and the physical environment in the areas of resource usage and environmental degradation are covered.

**GEOG 360. Development and the Environment in Latin America (3-3-0)**

*Prerequisite:* GEOG 201 or consent of instructor. This course will examine the relationship between the physical environment and economic development in Latin America. The focus will be on the economic, political, and cultural factors that underlie how citizens of Latin America are choosing to use their physical environment in their quest for economic development. Topics to be covered include: industrial pollution of the maquiladoras of Mexico; pesticide pollution associated with agro-export crop production;

changing land ownership patterns caused by increased agro-export production; environmental consequences of hydro-electric production; tropical rainforest deforestation in both the Amazon Basin and Central America (rates of deforestation in Costa Rica are even higher than in the Amazon); and who benefits from this increased economic activity.

**GEOG 361. Introduction to GIS (3-3-0)**

*Prerequisite:* GOVT 352 or equivalent and CPSC 230 or equivalent, or consent of instructor.

Geographic Information Systems (GIS) are becoming an increasingly common tool in the public and private sectors. The purpose of this course is to introduce students to the use of GIS for the analysis of contemporary geographic-based issues/problems. The course will provide students with an introduction to, and an understanding of, basic concepts, procedures, and applications of GIS for planning and evaluation of geographic-based issues/problems. The course combines general readings that introduce students to the basic concepts and uses of GIS, as well as specific case studies where students will evaluate the use of GIS in analyzing contemporary geographic-based issues. Finally, the course incorporates hands-on use of a PC-based GIS. Students will develop sufficient skills in the use of the PC-based GIS to enable them to complete a GIS-based analysis for a contemporary issue/problem.

**GEOG 375. Geography of Virginia (3-3-0)**

*Prerequisite:* Three hours in geography or consent of instructor. A regional analysis of Virginia as a key state on the Eastern Seaboard. The Chesapeake Bay, effects of sea level changes on the Tidewater region, land-forms and physiographic characteristics, economic and cultural patterns are examined. (Overnight field trips involving fish and fall line, mud and mountains, scapes and spelunking are parts of the course.)

**GEOG 385. Topics in Geography (3-3-0)** Selected topics in geographic subjects.

**GEOG 450. Maritime Geography (3-3-0)**

*Prerequisite:* GEOL 202, or GEOL 212, or consent of instructor. The seas are examined as a source of wealth, as means of transportation, and as seaward extensions of national interests. Special emphasis is placed on maritime activities and human occupancy of coastal areas.

## THE CURRICULUM IN SOCIAL SCIENCE

The following course is offered both by the Department of History and by the Department of Government and Public Affairs as an integral part of the University's program for the preparation of teachers.

**SOSC 338. Apprenticeship in Teaching History and the Social Sciences (3-1-4)**

*Prerequisite:* Junior standing, 12 credits of history, 15 credits in major, EDUC 301/301L, and EDUC 305.

Prospective secondary school teachers will be apprenticed, for one semester, to a faculty member from the Department of History or the Department of Government and Public Affairs, who will introduce the apprentice teacher to specific techniques, methods, problems, evaluation devices, etc., appropriate to the teaching of history and the social sciences. As part of this experience, the apprentice teacher will continue to have contact with the supervising faculty member during the period when the apprentice is working with his or her clinical faculty member.



## DEPARTMENT OF HISTORY

McMurrin, Room 206  
(757) 394-7947

Dr. James M. Morris, Chairman  
Cecilia L. Newton, Department Secretary

## FACULTY

Distinguished Professor: Santoro  
Professors: Butrick, Mazzarella, Morris, Saunders  
Associate Professor: Morgan, T.  
Assistant Professors: Gao, Sishagre

The Department of History offers the Bachelor of Arts degree in history, a minor program, and general and specific courses for all students interested in studying history for personal enrichment or for meeting their vocational needs. Survey courses are offered by which students may fulfill their general education requirements (History 111G-112G), major or minor prerequisites (History 111G-112G, History 201-202), and education certification requirements. In addition to detailed study in the European and American areas, Latin American, Africa, Middle Eastern, Far Eastern, and contemporary history courses are offered.

The study of history provides an excellent foundation for careers in areas such as teaching, business, law, public administration, journalism, the communications industry, archaeology, museum work, the ministry, the military services, and graduate study. Students are taught valuable skills such as:

- analysis of texts, documents, and artifacts
- the tools and methods of research
- collection and organization of information
- critical evaluation of conflicting interpretations
- the preparation and presentation of oral and written reports.

Beyond these, the student majoring or minoring in history is able to bring the breadth and depth of the human experience to illuminate and give perspective to his or her workday and personal world. In short, because history brings together all the scattered areas of study, there is not a field that cannot be enriched by studying history. Last, but not least, the study of history is endlessly fascinating, enriching, and enjoyable and can remain so for a lifetime.

## THE BACHELOR OF ARTS DEGREE IN HISTORY

In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Arts degree in history requires successful completion of the following courses:

- (1) HIST 111G\*, 112G\*, 201-202, 490
- (2) 21 additional credit hours in 300-400 level history courses from which a student selects a minimum of 6 credits of American history, 6 credits of

European history, 3 credits of the history of other regions of the world, and 6 credits of the student's choice, excluding SO5C 338. At least three of these (9 hours) must be taken at the 400 level. A course taken at one level (e.g. 300) may not be repeated at another level. No credit will be awarded for the repetition of a course. Further, a course enrolled in at one level (e.g. 400) may not be changed to another level at any time after the drop-add period.

The difference between 300-level and 400-level courses is as follows:

300-level courses require 8-12 pages of written work, including one or more of the following types of assignments:

- Primary source analyses of 2-5 pages;
- Book review of 5-8 pages;
- Directed research projects of 5-8 pages;

400-level courses require 12-20 pages of written work, including one or more of the following types of assignments:

- Primary source analyses of 2-5 pages;
- Directed research projects of 5-8 pages;
- One 10-15 page term paper, including, if at all possible, some primary sources.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor. A maximum of 42 credits in history courses above the 200 level may be offered toward the Bachelor of Arts degree in history. Also, a maximum of six hours in HIST 395/495 courses may be offered toward the Bachelor of Arts degree in history.

## THE STATE-APPROVED TEACHER EDUCATION PROGRAMS IN HISTORY AND SOCIAL STUDIES

Students interested in receiving licensure to teach should refer to the "Teacher Education Programs" section of the catalog (see index) for details on admission criteria, application procedures, and the teacher education program courses in professional studies, field experience, internship, and required support courses. History majors may qualify to teach at the following levels and in the following concentrations:

- Elementary education (NK-12)
- Middle education (5-8) in Social Science and one of the following three areas:
  1. Language/Communication Arts
  2. Mathematics/Computer Science
  3. Natural Science
- Secondary education (9-12 or NK-12) in either History or History and Social Studies

For further information and recommended programs, please contact the Department of History or the Department of Education.

## THE PRE-LAW PROGRAM

The Bachelor of Arts degree in history, combined with a minor program in government, represents an excellent schedule of rigorous analytical courses recommended for both admission to and success in law school. Specific course requirements and course recommendations for both the history major and the 18-hour government minor are available from the departmental pre-law advisor.

## THE HISTORY-BUSINESS PROGRAM

The Bachelor of Arts degree in history may be taken with a minor program in business administration to attain a liberal arts education plus preparation for a career in business. The total program of study must satisfy all requirements for the Bachelor of Arts degree in History and the minor program in business administration. The minor program in business administration requires successful completion of: ACCT 301-302, ECON 201G\*, 202G\*, and BUSN 301, 311, 323, and 362. Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

## THE MINOR IN HISTORY

The minor program in history requires successful completion of the following 21 credits in history courses: HIST 111G, 112G, 201, 202, plus nine credits in history courses of the student's choosing at the 300-400 level.

## CLEP AND AP

Students pursuing the Bachelor of Arts degree in history or the minor program in history may complete the 100- and 200-level requirements in the department of history through coursework or alternatively through:

- (1) The College-Level Examination Program (CLEP) testing program, details of which can be obtained from the "Office of Career and Counseling Services" section of this catalog; or
- (2) The successful completion of "Advanced Placement History" in high school and the earning of an acceptable score on the Advanced Placement (History) Examination of the College Entrance Examination Board.

## THE CURRICULUM IN HISTORY

Many courses listed below have dual numbers, one at the 300-level and one at the 400-level. A course taken at one level (e.g., 300) may not be repeated at another level. No additional credit will be awarded for the repetition of a course. Further, a course enrolled in at one level (e.g., 400) may not be changed to another level at any time after the drop-add period has ended.

## SURVEYS

HIST 111G. History of World Civilizations to the mid-17th Century (3-3-0) Fall and spring.  
A survey of world history centering on institutions, values, and cultural forms from prehistoric times through the mid-17th century.

HIST 112G. History of World Civilizations since the mid-17th Century (3-3-0) Fall and spring.  
An survey of world history centering on institutions, values, and cultural forms from the mid-17th century to the present.

HIST 201. History of American Civilization to 1865 (3-3-0) Fall and spring.  
A survey of the historical development of the United States from early colonial times through the Civil War including social, cultural, economic, intellectual and political movements through these years of earlier growth.

HIST 202. History of American Civilization since 1865 (3-3-0) Fall and spring.  
A survey of the historical development of the United States from the Civil War through the present time. The course emphasizes social, cultural, economic, intellectual, and political developments during the later years of America's growth.

## EUROPEAN HISTORY

HIST 301/401. Ancient Greece and the Near East (3-3-0)  
Prerequisite: HIST 111G or junior standing or consent of instructor.

A history of the civilizations of the ancient Near East and of ancient Greece to the death of Alexander the Great.

HIST 302/402. Roman History (3-3-0)  
Prerequisite: HIST 112G or junior standing or consent of instructor.

A history of Rome from the early history of Italy to the fall of the Roman Empire.

HIST 307/407. Medieval History I (3-3-0)  
Prerequisite: HIST 111G or junior standing or consent of the instructor.

A study of the decline of Rome, the Germanic invasions, Justinian, Islam, Charlemagne, and the emergence of Medieval civilization.

HIST 308/408. Medieval History II (3-3-0)  
Prerequisite: HIST 111G or 307/407 or junior standing or consent of the instructor.

The flowering of Medieval Culture, the feudal kingdoms, the clash of Empire and Papacy, the Hundred Years War, and the waning of the Middle Ages.

HIST 309/409. The Renaissance (3-3-0)  
Prerequisite: HIST 112G or junior standing or consent of instructor.

A study of the history and civilization of the Renaissance in Italy and northern Europe. The course will consider the many facets of Renaissance life and activity.

**HIST 316/430. Sixteenth Century Europe: The Age of Reformation (3-3-0)**

*Prerequisite:* HIST 111G and 112G or junior standing or consent of instructor.

A study of the history of Europe in the 16th Century, with particular emphasis on the background, ideas, and development of the Protestant and Catholic Reformations.

**HIST 311/411. Modern Russian History (3-3-0)**

*Prerequisite:* HIST 102 or 112G or junior standing or consent of instructor.

A survey of Russian history beginning with the emergence of modern Russia during the reign of Peter the Great and continuing to the present. Emphasis is placed on the rise of 19th century radicalism, the Revolutions of 1905 and 1917, the nature of Russian Marxism, Russia under the Soviet system, and post-Soviet Russia.

**HIST 314/414. Early Modern Europe, 1600-1789 (3-3-0)**

*Prerequisite:* HIST 102 or 111G and 112G or junior standing or consent of instructor.

A study of the development of absolutism and constitutionalism, the scientific revolution and enlightenment, and the impact of political and scientific developments on social and cultural patterns in 17th- and 18th-century European society to the French Revolution.

**HIST 317/417. The Age of Revolution, 1789-1850 (3-3-0)**

*Prerequisite:* HIST 102 or 112G or junior standing or consent of instructor.

A study of the French Revolution and Napoleon, Metternich and the Era of Reaction, the Industrial Revolution, Liberalism, Nationalism, and the revolutions of 1848.

**HIST 318/418. The Rise and Clash of the National States, 1850-1919 (3-3-0)**

*Prerequisite:* HIST 102 or 112G or junior standing or consent of instructor.

A study of the unification of Italy and Germany, Darwin and Evolution, Marx and Socialism, Imperialism, the descent into violence, World War I, the Russian Revolution, and the Versailles Settlement.

**HIST 319/419. Rampage in the Fascist Era, 1919-1945 (3-3-0)**

*Prerequisite:* HIST 102 or 112G or junior standing or consent of instructor.

A study of Europe between the wars, the Soviet Union under Lenin and Stalin, the rise of Fascism and Nazism, the collapse of the Versailles Settlement, and World War II.

**HIST 323/423. Tudor England. (3-3-0)**

*Prerequisite:* HIST 112G or junior standing or consent of instructor.

A history of England from the beginning of the modern English state under the Yorkists and early Tudors through the Elizabethan Age.

**HIST 334/434. Stuart England. (3-3-0)**

*Prerequisite:* HIST 112G or junior standing or consent of instructor.

A history of England in the 17th century from the advent of the Stuarts through the Glorious Revolution.

**HIST 337/437. Modern Germany, 1784 to 1919 (3-3-0)**

*Prerequisite:* HIST 102 or 112G or junior standing or consent of instructor.

The course briefly examines the ancient, medieval and early modern background before concentrating on the period of the French Revolution, Bismarck's unification, and World War I.

**HIST 338/438. Modern Germany since 1919 (3-3-0)**

*Prerequisite:* HIST 102 or 112G or 337 or 437 or junior standing or consent of instructor.

A study of the Weimar Republic, the Nazi period, World War II, the two post-war states and reunified Germany.

**HIST 382/482. Europe's Settlement of North America, 1800-1715 (3-3-0)**

*Prerequisite:* HIST 111G or 201 or junior standing or consent of instructor.

An examination of European intrusion into North America during the 16th and 17th centuries. Interactions among Africans, Europeans, and Native-Americans in Dutch, English, French, and Spanish outposts will be highlighted.

**AMERICAN HISTORY****HIST 300/430. The American Presidency (3-3-0)**

*Prerequisite:* HIST 201 and 202 or junior standing or consent of instructor.

An historical overview of the role of the American presidency through an analysis of selected major presidents such as George Washington, Abraham Lincoln, Woodrow Wilson, and Franklin Delano Roosevelt.

**HIST 336/436. Modern American Diplomatic History (3-3-0)**

*Prerequisite:* HIST 201 and 202 or junior standing or consent of instructor.

An examination of American diplomatic relations with the rest of the world.

**HIST 348/448. Introduction to Historical Archaeology (3-3-1)**

*Prerequisite:* HIST 201 or junior standing or consent of instructor.

An introduction to the principles and practices of historical archaeology using sites dating from 17th- and 18th-century Virginia. A combination of history and archaeology.

**HIST 350/450. A History of Native Americans (3-3-0)**

*Prerequisite:* HIST 201 or 202 or junior standing or consent of instructor.

An examination of Native Americans and their contacts with colonial European and post-revolutionary U.S. governments from the 16th century to the present. Included will be accounts of the origins and cultural developments of Native Americans.

**HIST 381/481. American Military History (3-3-0)**

*Prerequisite:* HIST 201 or 202 or junior standing or consent of instructor.

A survey of American military history from the colonial era to the present. Major military developments, institutional changes, and modes of warfare will be studied, including strategy, tactics, weaponry, conscription and

volunteerism, command decision-making, and the interrelationships between the military and civilian spheres of American life.

**HIST 353/453. Colonial North America and the Creation of the United States, 1715-1789 (3-3-0)**

*Prerequisite:* HIST 102 or 112G or junior standing or consent of instructor.

An examination of the interactions among Africans, Europeans, and Native Americans in English, French, and Spanish North American settlements and provinces in the 18th century, concluding with the creation of the United States in the 1770s and 1780s.

**HIST 354/454. The Founding of the Republic, 1789-1840 (3-3-0)**

*Prerequisite:* HIST 201 or junior standing or consent of instructor.

A study of the foundation of the United States, examining political, economic, social, ideological, and diplomatic issues from the American Constitution through the coming of the Civil War.

**HIST 355/455. Civil War and Reconstruction (3-3-0)**

*Prerequisite:* HIST 201 or 202 or junior standing or consent of instructor.

An intensive study of slavery and its expansion, the secession crisis, Civil War military operations, and Reconstruction.

**HIST 356/456. The United States in the Gilded Age and the Progressive Era, 1877-1919 (3-3-0)**

*Prerequisite:* HIST 202 or junior standing or consent of instructor.

An analysis of the major political, economic, social, and cultural developments from 1877 to 1919 and the role of the United States in world affairs.

**HIST 357/457. Twentieth Century America, 1920-1960 (3-3-0)**

*Prerequisite:* HIST 202 or junior standing or consent of instructor.

An analysis of the major political, economic, social, and cultural developments from 1920 to 1960 and the role of the United States in world affairs.

**HIST 388/458. Twentieth Century America, 1961-Present (3-3-0)**

*Prerequisite:* HIST 202 or junior standing or consent of instructor.

An analysis of the major political, economic, social, and cultural developments from 1961 to the present and the role of the United States in world affairs.

**OTHER REGIONS OF THE WORLD****HIST 360/460. History of Classical Asian Civilizations (3-3-0)**

*Prerequisite:* HIST 111G and 112G or junior standing or consent of instructor.

An analysis of traditional Asian societies focusing on the centrality of the Chinese Empire, its client states, and the birth of traditional Japanese imperial society. The course will conclude about 1800.

**HIST 361/461. History of Modern Asia (3-3-0)**

*Prerequisite:* HIST 111G and 112G or junior standing or consent of instructor.

A history of Asia in the modern world, beginning with the opening of Asia to Western influences in the 19th century and concluding with the modernization of Asia and the development of Asian Communism.

**HIST 362/462. History of Modern Latin America (3-3-0)**

*Prerequisite:* HIST 102 or 112G or 201 or 202 or junior standing or consent of instructor.

After a brief consideration of the early development of Latin America, the course examines the independence movements and republican institutions to the present.

**HIST 370/470. Africa in the Twentieth Century (3-3-0)**

*Prerequisite:* HIST 112G or junior standing or consent of instructor.

A survey of the major developments in African history over the last 100 years examining both the character of colonial rule and its impact on African societies. Covers the decolonization process and analyzes some of the major issues in contemporary Africa.

**HIST 375/475. History of the Modern Middle East (3-3-0)**

*Prerequisite:* HIST 112G or junior standing or consent of instructor.

Designed to introduce students to the last two centuries of Middle Eastern history, the course focuses on developments in the post-World War I period, including the growth of Arab nationalism and the emergence of the Israeli state. It examines social and political forces, such as Islamic Fundamentalism, which are currently shaping developments in the region.

**CONTEMPORARY HISTORY****HIST 363/463. The Contemporary World (3-3-0)**

*Prerequisite:* HIST 102 or 112G or junior standing or consent of instructor.

An historical analysis of world developments since World War II, with particular emphasis on the development of ideological and regional tensions. The goal of the course is to place the major concerns of the present in their proper historical perspective.

**TOPICS COURSES****HIST 395/495. Topics (3-3-0)**

*Prerequisite:* HIST 111G and 112G or 201 and 202 or junior standing or consent of instructor.

A thorough analysis of a particular phase, movement, or subject area of history with emphasis on its impact upon the larger historical scene. Topics and instructors vary each semester according to departmental assignment. A maximum of six hours in HIST 395/495 may be offered toward completion of major requirements.

**SENIOR SEMINAR****HIST 480. Senior Seminar (3-3-0)**

*Prerequisite:* Twelve credit hours in history above the 200 level, of which at least three credit hours must be at the 400 level. Required of all history majors. Fall and spring.

A seminar dealing with selected problems in history and an examination of historiography, methodology, and philosophy of history. The focus, form, and content of each seminar will be determined by the instructor. The nature of the seminar will be announced well in advance after consideration of student interest and staff availability.

**PRACTICUM****HIST 491. Practicum (3-0-10)**

*Prerequisite:* Twelve credit hours in history above the 200 level, of which at least three credit hours must be at the 400 level.

Fall and spring.

An internship with a regional, federal, state, local, or private historical agency in which the student achieves applied experience in the field of history. The student agrees to work 120 hours/semester under the direction of an agency supervisor. The student is assigned duties by agreement between the student, the agency supervisor, and the History Department. Credit hours gained in this course may not be applied toward departmental requirements for graduation.

**INDEPENDENT STUDY****HIST 499. Independent Study (credits vary)**

*Prerequisite:* HIST 111G and 112G; HIST 201 and 202, and at least six hours of 300- or 400-level history courses.

Fall, spring and summer.

An opportunity for independent research done in consultation with a member of the faculty from the history department.

**THE CURRICULUM IN SOCIAL SCIENCE**

The following course is offered both by the department of history and by the department of government and public affairs as an integral part of the University's program for the preparation of teachers:

**SOSC 338. Apprenticeship in Teaching History and the Social Sciences (3-1-0)**

*Prerequisite:* Junior standing, 22 credits of history, 15 credits in major, EDUC 301/301L, and EDUC 305.

Prospective secondary school teachers will be apprenticed for one semester to a faculty member from the department of history or the department of government and public affairs, who will introduce the apprentice teacher to specific techniques, methods, problems, evaluation devices, etc., appropriate to the teaching of history and the social sciences. As part of this experience, the apprentice teacher will continue to have contact with the supervising faculty member during the period when the apprentice is working with his or her clinical faculty member. This course may not be applied toward the 24 credit hours of the 300/400 level history courses required for the history major.

**HONORS PROGRAM**

Ferguson Hall, Room 110

(757) 584-7072

Dr. Jay S. Paul, Director of the Honors Program

The Honors Program is designed to attract superior and exceptionally motivated students to Christopher Newport University and to provide them with an enriched educational experience. The Honors Program is governed by the University Honors Council, a committee of six faculty members representing various disciplines on campus, the Director of Admissions, the Provost, and four students. The program recognizes two categories of honors students:

- (1) Honors Scholars, who are full-time students drawn from the freshman, sophomore, junior, and senior classes, and
- (2) Christopher Newport University Scholars, who are mature full- or part-time students entering their last three semesters.

The Honors Council, acting as an academic department, administers the Honors Program and those courses which are a part of the Honors curriculum. Honors courses are open by permission of the instructor to other members of the student body who are not in the Honors curriculum.

**HONORS SCHOLARS**

All first-time, classified, full-time freshman applicants who rank in the top 20 percent of their high school class, have a high school grade-point-average of at least 3.00 (on a 4.00 scale), and score at least 580 on the SAT Verbal Test and 520 on the SAT MATH Test will be invited to become Honors Scholars. Freshmen may apply for admission to the Honors Program during the Fall Semester (deadline: December 1) by submitting a completed application form to the Director of the Honors Program. Applications are welcome at any time from other students as well. (One page Application Forms are available in Crester Bank Room 409.) A University grade point average of 3.00 (on a 4.00 scale) will be required for acceptance; admission will be made as space permits. All Honors Scholars receive special advising and registration privileges, and may participate in the curricular offerings and social activities of the Honors Program.

**STYRON SCHOLARS**

Ten or more of the highest ranking Honors Scholars are designated Styron Scholars (named for William Styron, the Pulitzer Prize-winning novelist born in Newport News) of the Freshman Class. Each Styron Scholar receives an award of at least \$900 per year (the exact amount to be determined annually by the Honors Council). Scholarships renew automatically if a student maintains a grade point average of at least 3.30 while carrying 12 or more credit hours per semester and participating in the Honors Curriculum. At the discretion of the Honors Council, the 3.30 minimum may be waived.

**McMURRAN SCHOLARS**

Honors students with outstanding grade point averages will receive McMurrin Scholarships, the amount of which will significantly exceed that of the Styron Scholarships. These awards, in varying amounts, will be made annually by the Honors Council.

**WALLACE B. GREENE SCHOLARS**

Greene Scholarships of about \$2000 each are awarded annually by the Honors Council to the Honors Students with the highest grade point average in the sophomore, junior, and senior classes, regardless of major.

**KARL E. AND ELIZABETH H. BEAMER SCHOLARS**

Each year, one or more full-tuition-and-fee scholarships will be awarded to Honors Scholars who have demonstrated "excellence in and commitment to" the study of science and mathematics.

**TERESA VANDOVER AWARD**

This scholarship is available to a Christopher Newport Scholar who exemplifies the academic and personal qualities of the late Teresa VanDover, one of the inaugural class of Styron Scholars.

**ACADEMIC STANDARDS**

1. After the fall semester, the Honors Council will fill openings for scholarships in the following order:
  - First, from incumbent Honors Scholars who do not have scholarships, beginning with the highest grade-point-averages and proceeding in descending order through all Honors Scholars with grade-point averages of 3.00 or higher;
  - Second, from applicants, beginning with the highest grade-point-averages and proceeding in descending order through grade-point-averages of 3.50 or higher.
2. To remain in the Honors Program, a student must maintain a grade-point-average that exceeds the University standard for good standing by a full letter grade. That is,
  - 2.50 GPA for 12-29 credits attempted
  - 2.70 GPA for 30-44 credits attempted
  - 2.80 GPA for 45-59 credits attempted
  - 2.90 GPA for 60-74 credits attempted
  - 2.98 GPA for 75-89 credits attempted
  - 3.00 GPA for 90 or more credits attempted
3. A student disqualified from the Honors Program because of grades may apply for reinstatement when his/her grade-point-average reaches 3.00.
4. If an Honors Scholar has lost his/her scholarship but remained in the Honors Program, the scholarship will resume when the student's grade-point-average reaches 3.30, as space permits.

## CHRISTOPHER NEWPORT SCHOLARS

Christopher Newport Scholars are mature full- or part-time students of exceptional ability who are engaged in an interdisciplinary study beyond the scope of existing degree programs. Students who hold a 3.5 grade point average and who are either midway through the junior year or have completed 75 hours may apply to the Honors Council for admission to the program. Applications must consist of the following:

- (1) A letter detailing the candidate's background and goals, particularly as they justify the establishing of an individualized curriculum, and giving evidence of the student's intellectual maturity;
- (2) A letter of nomination from a member of the Christopher Newport University faculty who has taught the candidate; and
- (3) An academic transcript and, if applicable, an evaluation of transfer credits.

Christopher Newport Scholars are released from all formal curricular requirements for the last three semesters, other than the completion of the requisite number of hours for graduation. Each Christopher Newport Scholar will plan his or her academic program with the help of a three-person committee consisting of a faculty member, a member of the Honors Council, and the Provost (or his designee). Like the other students in the Honors Program, Christopher Newport Scholars are expected to approach their subjects in unusual depth, demonstrating a high level of performance in their work.

## COURSE REQUIREMENTS

## Freshman Year

- Fall: ENGL 103H, three credits  
Spring: ENGL 104H, three credits

## Sophomore Year

- Fall: SOWK 200, three credits

## Junior Year

- Fall: Juniors Seminar, one credit  
Spring: Juniors Seminar, one credit

## Junior or Senior Year

- Research-oriented work, three credits or more, in major (senior seminar, independent study, or an individually-designed project added to a course and approved by instructor)

## Senior Year

- Fall: HONR 490, Problems in the Modern World, three credits

The Pass/Fail Option may not be applied to Honors Courses, except Honors 200.

## THE HONORS CURRICULUM

## ENGL 103H, Persuasive Writing-Honors (3-3-0)

Students learn to read critically, perform close analyses of texts, assess arguments, and draft, revise, and edit original essays. Individual conferences with instructor are required during the semester. Students must earn a C- or higher to satisfy University degree requirements.

## ENGL 104H, Interpretive Writing-Honors (3-3-0)

Students strengthen writing proficiencies developed in ENGL 103H through the critical interpretation—sometimes through interdisciplinary approaches—of literary works including poetry, drama, short stories, and a novel. Students write argumentative and interpretive essays and documented papers which explore an idea, value, or special feature of a text. Individual conferences with instructor are required during the semester. Students must earn a C- or higher to satisfy University degree requirements.

## HONR 200, Student Leadership Institute (3-3-0)

Designed to enhance leadership skills in promising CNU students, the Leadership Class will meet on Friday afternoons during the Spring Semester. Applications for the course are welcome from all CNU students. Students are selected in the fall and participate in a weekend retreat in January. Offered to appointed leaders as a non-credit, personally enriching experience, the Student Leadership Institute may be taken as a three-hour course for credit, using the Pass/Fail grading system.

## HONR 291, 292, 293, Junior Seminars (1-1-0)

Weekly discussions on a wide range of topics led by the instructor and guest speakers. Students should not enroll more than once in any number in this series.

## HONR 295, Field Trip Experience: Northern Coastal Plain (2-2-0)

A 11-day extended field trip to Acadia National Park, Maine, with stops at various sites along the way to investigate habitats, flora, and fauna. Additional emphasis on creative and descriptive writing and log-book illustration. Camping. Classroom instruction precedes the trip.

## HONR 490, Problems in the Modern World (3-3-0)

This team-taught, interdisciplinary course is designed to encourage students to examine the special concerns of the world they are about to enter. The course will have its own unique focus, which may change each year. Each student will prepare a research project on an issue of current concern viewed from the perspective of the student's major discipline. The Pass/Fail Option may not be used in this course.

## (Major Field) 490H, Independent Study in the Major (3-3-0)

The opportunity to undertake a semester-long, independent research problem. Designed primarily for students intending to pursue graduate study, the course will be in the major field under the supervision of a faculty member and will result in a substantial document: a senior thesis, the report of a research project, or a similar written expression of the work accomplished.

DEPARTMENT OF  
LEISURE STUDIES AND  
PHYSICAL EDUCATION

Wingfield Hall, Room

(757) 894-7027

Dr. Peter J. Verboven, Chairman  
Montique McClary, Department Secretary

## FACULTY

## Professors: Cummings

Associate Professor: Royal, Verboven

Assistant Professor: Lottrell

Emeritus: J. Hubbard

Leisure Studies and Physical Education offers programs of study leading to the Bachelor of Arts or the Bachelor of Science degrees in Leisure Studies, with concentrations in one of the following three areas:

(A) Physical Education Teacher Education (NK-12 licensure),

(B) Fitness Management, or

(C) Recreation and Tourism.

An optional "add-on" teaching licensure endorsement in Health Education is also available under option (A). All Leisure Studies majors are strongly advised to seek an appointment with the appropriate major adviser in the freshman year in order to plan their programs of study. The department also provides courses to meet the requirements of item 3 of the general education requirements (see index)—that is, the requirements in health and physical education. LSPE activities course listings follow the curricular listings for Recreation and Tourism.

THE BACHELOR OF ARTS AND SCIENCE DEGREES  
IN LEISURE STUDIES

Because the three concentrations available under the Bachelor of Arts and Bachelor of Science degrees in Leisure Studies differ significantly, the requirements for each concentration are described separately below:

A. The Bachelor of Arts and Bachelor of Science Degrees  
in Leisure Studies [Physical Education/Teacher  
Education (NK-12 licensure) Concentration]

This concentration prepares students for teaching (grades NK-12). The add-on endorsement in Health Education is strongly recommended as a minor. In addition to successful completion of all general education requirements (see index), both the Bachelor of Arts and Bachelor of Science degrees in Leisure Studies [Teacher Education (NK-12 licensure) Concentration] require successful completion of the following courses:

- (1) LSPE 171\*, 181\*, 302, 303, 309, 320, 409, 420, 425, 430;

(2) Professional Studies in Physical Education:

PHED 318, 338, 403, 444, 444L;

(3) Professional Studies in Education: EDUC 301,

305S, 306, 422, 443;

(4) Field Experience and Internship: EDUC 301L,

305L, 450R, 450G, and PHED 338L;

(5) Required Support Courses: CPSC 210\*;

HLTH 200\*, MATH 125\*, PSYC 210-211\*.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic adviser.

To be allowed entry into the education courses, students must have an overall grade point average of at least 2.50 in all previously completed courses listed above. Moreover, classified students in this program whose overall grade point average falls below 2.50 or whose grade point average in major and elective studies falls below 2.50 may, at the discretion of the department, be dropped from the program. Prior to acceptance as a teacher licensure candidate, students must have achieved passing scores on the Communication Skills and General Knowledge portion of the National Teachers Examination (NTE) and must have completed the professional Knowledge & Specialty Area portion of the NTE. In addition to these course requirements, students must have completed an application and have been admitted to the Teacher Education Program (including having met the Speech requirement).

In order to earn the optional state-approved "add-on" endorsement in Health Education under this concentration, students must complete all requirements given above as well as the following 27 semester hours of coursework: HLTH 325, 330, 336, 358, 358L, 400; BIOL 254, 319; PSYC 315; AND SOCL 315 (or substitutions approved by the Director of LSPE).

B. The Bachelor of Arts and Bachelor of Science Degrees in Leisure Studies [Fitness Management Concentration]

This concentration provides experiences and professional preparation for a career as director/administrator of fitness and wellness programs in health facilities, wellness centers, youth organizations (Y's), corporations, and other health/fitness settings.

In addition to successful completion of all general education requirements (see index), both the Bachelor of Arts and Bachelor of Science degrees in Leisure Studies [Fitness Management Concentration] require successful completion of the following courses:

- (1) LSPE 107\*, 181\*, 309, 409, 420, 425, 430, 430L, 444, 451, 492;
- (2) HLTH 200\*, 325;
- (3) RTRM 431;
- (4) CPSC 210\*.

(5) Four courses selected from among: BIOL 224, 319; BUSN 412; FINC 323; HUTH 338; MKTG 311; RTRM 300; PSYC 313 or approved topics courses.

(6) Nine semester hours of general electives.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

In order to achieve classified status in this concentration, students must have an overall grade point average of at least 2.40. Moreover, any courses presented to satisfy either item 2 of the general education requirements and/or major and elective studies (see index) must have been completed with a grade no lower than "C-".

**C. The Bachelor of Arts and Bachelor of Science Degrees in Leisure Studies (Recreation and Tourism Concentration)**  
The fields of recreation and tourism are growing in demand and popularity. Currently, travel and tourism is the second largest industry in the United States, the Commonwealth of Virginia, and in the Hampton Roads area. Likewise, the demand for organized leisure services delivery systems at the local, state, and regional levels has increased sharply as more persons are seeking recreational outlets to satisfy their growing discretionary time needs.

The recreation and tourism concentration prepares students for a variety of professional careers in travel and tourism agencies, park and recreation departments, commercial/entrepreneurial businesses such as golf courses, theme parks, marinas, resort properties, military installations, racquet clubs, and youth agencies.

In addition to successful completion of all general education requirements (see index), both the Bachelor of Arts and Bachelor of Science degrees in Leisure Studies (Recreation and Tourism Concentration) require successful completion of major and elective studies courses listed under one of the following two emphases:

**Emphasis One: Commercial/Entrepreneurial Recreation and Tourism**

(1) RTRM 301, 310, 391, 471, 475, 498, 491, 492, 495;  
(2) BUSN 418; BUSN 311; MKTG 354;

(3) 18 credit hours selected from: ACCT 201-202;  
BUSN 323, 324, 325, 331, 361, 406, 412;  
MKTG 350, 450, 452, 453, 458; PHIL 374;  
ENGL 353; RTRM 300, 495.

**Emphasis Two: Public Recreation and Tourism**

(1) RTRM 301, 310, 391, 471, 475, 498, 491, 492, 495;  
(2) GOVT 337, 361, 371.

(3) 18 credit hours selected from:  
SOWK 200; GOVT 202\*, 331, 335, 336, 358,  
361, 391, 401, 440, 451; ECON 302; PSYC 304,  
313; PHIL 374; FINC 323; ENGL 353; RTRM  
300, 495; SOCL 305.

## THE CURRICULUM IN PHYSICAL EDUCATION

### PHED 318. Physical Education in the Elementary School (3-3-0)

*Prerequisite:* PSYC 210 and 211. *Permission of instructor.*  
The study of philosophy, content, methods, and materials in teaching elementary physical education (K-3). Topics include the movement approach to teaching elementary physical education, motor-skill development of elementary school children, teacher behavior, and lesson planning.  
**PHED 358. Apprenticeship in Teaching Physical Education (3-3-0)**

*Prerequisite:* Junior standing; 16 credits in major; EDUC 301/301L and EDUC 305/305L.

An introduction to teaching physical education in middle and secondary schools. Designed especially for prospective physical education teachers. The experience will include specific techniques, methods, problems, and evaluation procedures related to planning and organizing for observing and teaching in middle and secondary physical education. Special emphasis will be given to analysis of the teaching process and selection of appropriate content through peer-teaching and field experiences in the public schools.

### PHED 403. Curriculum & Instruction in Physical Education (3-3-0)

*Prerequisite:* EDUC 301/301L; *corequisite:* PHED 338.  
Emphasizes the systems approach to curriculum design and instructional development in physical education, including the process of curriculum construction, current trends, planning for instruction, using direct and indirect teaching styles, and program evaluation.

### PHED 444/LSPE 444. Measurement and Evaluation in Physical Education (2-2-0)

*Prerequisite:* MATH 125, CPSC 210, LSPE 400; *corequisite:* PHED 444L or LSPE 430L.

Emphasizes application of measurement theory to evaluation in physical education, including construction, selection, and administration of appropriate cognitive and psycho-motor tests; analysis and interpretation of measurement data using fundamental statistical procedures; and the development of appropriate grading systems.

### PHED 444L. Laboratory: Physical Education Testing & Measurement (1-0-2)

*Corequisite:* PHED/LSPE 444.

Laboratory to supplement knowledge and content of PHED/LSPE 444. (Required for students in Physical Education Teacher licensure program; optional for students in Fitness Management program.) Provides physical education teachers and coaches practical application of specialized equipment used for assessment of cardio-respiratory factors, strength, flexibility, endurance, body composition, agility, and physical skill performance. Will also include practical assessment of school-aged children.

## THE CURRICULUM IN LEISURE STUDIES

### LSPE 302. Application and Analysis of Individual Sports (3-3-0) *Prerequisite:* Declaration of LSPE Major.

The study and application of principles and strategies in developing the foundations for individual sports play, with emphasis on golf, tennis, badminton, archery, bowling, and recreational sports.

### LSPE 303. Application and Analysis of Team Sports (3-3-0) *Prerequisite:* Declaration of LSPE Major.

The study and application of principles and strategies in developing the foundations for team sports-play, with emphasis on flag football, soccer, baseball/softball, basketball, and volleyball.

### LSPE 308. Introduction to Driver Education - Driver Task Analysis (2-2-2) *Prerequisite:* Valid Virginia Motor Vehicle Operator's Permit and three years driving experience.

This course is an introduction to the task of the motor vehicle operator within the highway transportation system and factors that influence performance ability. It is the first in a sequence of two courses required for certification in Virginia to teach Driver's Training.

### LSPE 309. History and Principles of Physical Education, Health, and Sport (3-3-0)

*Prerequisite:* Sophomore standing.

A study of the historical, biological, psychological, and sociological foundations of leisure, physical education, and sport in various societies. Emphasis will be placed on the nature, scope, and changing concepts of various professions.

### LSPE 315. Officiating Team Sports (3-3-0)

A study of officiating in relation to the mechanical and theoretical application of the rules of football, basketball, soccer, baseball, field hockey, and volleyball.

### LSPE 318. Officiating Individual Sports (3-3-0)

A study of officiating in relation to the mechanical and theoretical application of the rules of badminton, tennis, swimming, wrestling, gymnastics, golf, and track and field.

### LSPE 317. Driver Education-Instructional Principles (3-3-0) *Prerequisite:* LSPE 308. (May not be taken concurrently.)

Analysis of the Rules and Regulations governing Driver Education in the Commonwealth of Virginia with application to program organization and administration, and the development and conduct of learning experiences in classroom and laboratory. This course is the second in the two course sequence required for Driver's Training Instructor certification in Virginia.

### LSPE 320. Organization and Administration of Programs in Physical/Health Education and Sport (3-3-0) *Prerequisite:* Declaration of LSPE Major.

A study of the nature and function of administration as it relates to leisure, physical education, health and sport. Emphasis will be placed on management as it relates to budgeting, liability, organization, staffing, scheduling, and directing.

### LSPE 409. Biomechanics (3-3-0)

*Prerequisite:* BIOL 314 & 315. *Junior standing.*  
The study of kinesiology and the application of mechanical principles to human movement in physical education and sport.

### LSPE 415. Care and Prevention of Athletic Injuries (3-3-0) *Prerequisite:* BIOL 314 & 315. *Junior standing.*

This course is designed to give the student a background in the prevention of athletic injuries, to instruct the student in various techniques of first aid, and to familiarize the student with rehabilitation techniques and types of equipment.

### LSPE 420. Motor Development and Learning (3-3-0) *Prerequisite:* PSYC 210 & 211, BIOL 314 & 315.

The study of progressive changes in motor performance and selected theory and principles underlying the learning and performance of physical skill. Emphasis will focus on developmental motor stages, memory processes in early acquisition of motor skills, developmental task analysis, and theories related to psycho-motor development.

### LSPE 425. Adapted Physical Education (3-3-0) *Prerequisite:* LSPE 420 & 430. *Senior standing.*

A study of techniques for adapting physical education for special populations, with emphasis upon observation, hands on experiences, and analysis of motor performance of atypical individual. Included is the study of state and federal legislation effecting the appropriate placement of individuals with special needs and the implementation of special physical education programs under the law.

### LSPE 430. Exercise Physiology (3-3-0)

*Prerequisite:* BIOL 374, BIOL 315, LSPE 409, LSPE 415, or consent of instructor; *corequisite:* LSPE 430L.

Reviews basic knowledge concerning applied anatomy, muscle physiology, kinesiology, nutrition, and weight control. The student who completes this course will be able to write exercise prescriptions and assess individuals on five components of fitness. Provides opportunities to prepare for the American College of Sports Medicine Certification for Health/Fitness Instructors.

### LSPE 430L. Exercise Physiology Lab (1-0-2) *Corequisite:* LSPE 430, LSPE/PHED 444.

Laboratory to accompany LSPE 430. (Required for students in Fitness Management; optional for students in Physical Education Teacher licensure program.) Practical application of specialized equipment used in wellness and fitness centers to assess personal fitness; writing of exercise prescriptions; interpretation of wellness questionnaires. Will also require on-site wellness and fitness center visitations.

### LSPE 444/PHED 444. Measurement and Evaluation in Physical Education (2-2-0)

*Prerequisite:* MATH 125, CPSC 210; *pre or corequisite:* LSPE 430; *corequisite:* LSPE 430L. (*Fitness Management Majors or PHED 444L. (Teacher Majors).*)

Emphasizes application of measurement theory to evaluation in physical education, including construction, selection, and administration of appropriate cognitive and

psycho-motor tests; analysis and interpretation of measurement data using fundamental statistical procedures; and the development of appropriate grading systems.

**LSPE 490. Seminar in Physical Education (3-3-0)**

*Prerequisite:* LSPE major with senior standing.

Discussion by faculty and students of current problems in physical education. A student is expected to demonstrate research skills and present a formal paper or project.

**LSPE 491-492. Practicum in Fitness Management (6-0-12 each)**

*Prerequisite:* Senior standing and consent of instructor.

Part-time internship in appropriate agency/organization. Periodic conferences, evaluations, and an internship project. Each practicum requires a minimum of 200 contact hours.

\*Check departmental manual for additional standards and prerequisites.

**LSPE 495. Special Topics in Leisure Studies & Physical Education (Credits vary)**

**LSPE 499. Independent Study (Credits vary)**

*Prerequisite:* Approval of advisor and instructor.

Independent study on an approved topic under the direction of a faculty member.

## THE CURRICULUM IN HEALTH

**HLTH 206. Personal Health (3-3-0)**

(Note: Fulfills General Education Requirement)

Study of health needs and current health problems for the individual and society. Designed to foster understanding of attitudes and skills needed to make choices/decisions leading to increased quality of life. Includes concepts of physical fitness, stress management, consumer health awareness, and total wellness. (No physical activity required.)

**HLTH 325. First Aid and CPR (3-3-0)**

*Prerequisite:* HLTH 200 or consent of instructor.

Knowledge and skills for the citizen responder to provide emergency care as the first link in the Emergency Medical Services system. Includes current techniques recommended for the care for wounds, cardio-respiratory emergencies, exposure to heat and cold, sudden illness, and bone and joint injuries. Regular attendance and 80% completion of all knowledge and skill requirements needed for American Red Cross certification in CPR and First Aid.

**HLTH 330. Substance Abuse (3-3-0)**

*Prerequisite:* HLTH 200 or consent of instructor.

A course designed to develop an empathetic and clinical understanding of chemical dependency and methods by which alcoholism and other addictions can be arrested by a multi-disciplinary approach. Theories on etiology of drug use treatment approaches and prevention will be discussed. Highlights identification signs, symptoms, effects of drugs and alcohol on the family, dealing with denial, the recovery process, and the appropriate intervention and services for the individual and the family.

**HLTH 336. Family Life (3-3-0)**

*Prerequisite:* HLTH 200 or consent of instructor.

A course designed to develop an understanding of family living. Emphasis will be on the development of positive self-concept, interpersonal relationship, life-long goal setting, and decision-making. Content focus will include human sexuality, the process of human reproduction, etiology, and prevention of sexually-transmitted diseases, and parenting.

**HLTH 338. Apprenticeship in Teaching Health Education (3-1-2)**

*Prerequisite:* Junior standing; 15 credits in major; EDUC 301/301L and EDUC 305/305L.

An introduction to teaching health education in middle and secondary schools. The experience will include specific techniques, methods, problems, and evaluation procedures related to planning and organizing for observing and teaching in middle and secondary school health. Special emphasis will be given to analysis of the teaching process and selection of appropriate health content through peer teaching and field experiences in the public schools.

**HLTH 480. Contemporary Health Issues (3-3-0)**

*Prerequisite:* HLTH 200 or consent of instructor.

A study of selected health issues. Areas of emphasis will change with the changes in public health. Suggested areas of study include AIDS, stress management, nutrition, lifestyle-management, community health involvement, and the disease process.

**HLTH 495. Special Topics in Health (Credits vary)**

## THE CURRICULUM IN RECREATION & TOURISM

**ETRM 200. Recreation Leadership (3-3-0)**

*Prerequisite:* Junior standing or consent of instructor.

A study of the goals and principles of recreation leadership, group dynamics, leadership styles and functions, and instructional strategies as applied to the development of leadership skills in planning, teaching, conducting, and evaluating recreational games and activities.

**ETRM 301. Principles of Recreation, Hospitality, and Tourism (3-3-0)**

*Prerequisite:* Junior standing or consent of instructor.

An overview of organized recreation services delivery systems, entrepreneurial recreation enterprises, and the travel and tourism industry including the history and significance, factors affecting recreation and travel behavior and participation patterns, organization and structure of service delivery, research needs, future prospects, and career options.

**ETRM 311. Recreation for Special Populations (3-3-0)**

*Prerequisite:* Junior standing or consent of instructor.

An introductory study of the application of leisure concepts to special populations, including the mentally ill, mentally

retarded, learning disabled, physically handicapped, aged, and socially deviant. Emphasizes the planning and delivery of leisure services for those who are limited in social, physical, and psychological living patterns.

**ETRM 330. Program Planning and Evaluation in Recreation, Hospitality and Tourism (3-3-0)**

*Prerequisite:* ETRM 301 or consent of instructor.

A study of the process of program development in recreation, hospitality and tourism agencies and businesses with focus on special events planning, meeting planning and host services. Emphasis on principles of program design, including program goals and objectives, needs assessment, selection and delivery of program content and program evaluation.

**ETRM 391. Introduction to Practicum (3-1-4)**

*Prerequisite:* Consent of instructor.

Class is to be enrolled in the semester prior to student enrolling in ETRM 491. Course will explore practicum sites in the Peninsula area, give students an opportunity to prepare a resume and actually "interview" for their practicum placement site, and focus on self-assessment of competencies and career goals and objectives.

**ETRM 431. Recreation and Tourism Resource and Facility Planning, Design and Maintenance (3-3-0)**

*Prerequisite:* ETRM 301, ETRM 330, or consent of instructor.

A survey of the basic principles of planning, designing, developing and maintaining recreation and tourism resources and facilities. The interrelationships between local, regional and national areas and facilities will be investigated. Emphasis on concepts and processes of planning areas and facilities to meet the leisure needs of the public.

**ETRM 435. Recreation and Tourism Management (3-3-0)**

*Prerequisite:* ETRM 301, ETRM 330, or GOVT 401.

Application of the fundamental concepts, theories, principles and practices in the administration and supervision of recreation and tourism organizational management, organizational structure; staff roles and responsibilities; personnel practices; recruitment; training and development; legal issues; performance appraisal; staff motivation, employee well-being, funding sources; economic feasibility analysis; business plans; budget preparation and analysis; financial management; and accounting techniques.

**ETRM 490. Seminar in Recreation and Tourism (3-3-0)**

*Prerequisite:* Completion of all required ETRM core courses and senior standing.

A seminar course designed to examine current issues in recreation and tourism from a social, political, economic and environmental perspective. Students are expected to demonstrate research skills and present a formal paper or project.

**ETRM 491. Practicum in Recreation and Tourism (6-0-12)**

*Prerequisite:* ETRM 301, ETRM 330, ETRM 435, recommended to be taken between sophomore and junior years.

Initial student field practicum involves field experience in a recreation or tourism agency under the supervision of field site coordinator and faculty supervisor. Minimum of 200 clock hours of work in planning, organizing and conducting activity programs for tourists/participants. Periodic conferences, evaluations.

**ETRM 492. Internship in Recreation and Tourism (6-0-12)**

*Prerequisite:* Completion of all ETRM core courses and senior standing.

A capstone course designed to relate didactic theory and principles to a practical work experience at the supervisory or mid-management level in a recreation or tourism agency under the supervision of a site coordinator and faculty supervisor. Minimum 200 clock hours of work in all phases of management and operations. Periodic conferences, evaluations and an internship project.

**ETRM 495. Advanced Topics (3-3-0)**

*Prerequisite:* Senior standing or consent of instructor.

Student majors will choose from advanced topics courses. Each course will be three credit hours. Topics will vary with needs and concerns of the field and student career goals. Examples include: Resort Management; Golf Course Management; Accommodations and Hospitality Industry; Recreation and Tourism Law, Convention and Meeting Planning.

**ETRM 499. Independent Study (Credits vary)**

*Prerequisite:* Approval of advisor and instructor.

Independent study on an approved topic under the direction of a faculty member.

## THE LEISURE STUDIES AND PHYSICAL EDUCATION ACTIVITIES CURRICULUM

The LSPE Activities program is designed to promote an understanding of lifestyle behaviors which contribute to total well-being, increased quality of life, and appreciation for human movement, sport and leisure pursuits. Course objectives include development of physical fitness knowledge and skills, understanding of the relationship of exercise and physical activity to total wellness, increased movement competency, physical self-efficacy and self-esteem, and the benefits of lifetime physical activity.

The following courses carry two credits each, and may be used to satisfy the general education requirement in Physical Education. Prior to participation in LSPE Activities courses, students must, for their own safety, provide results of a current medical examination to the Leisure Studies & Physical Education Office. Forms are available from the Registrar or the LSPE office. (Medical exams are not valid after two years.)

LSPE 102: Soccer  
LSPE 106: Badminton  
LSPE 107: Weight Training

- LSPE 120: Fitness Walking  
 LSPE 122: Beginning Jogging  
 LSPE 130: Outdoor Activities  
 LSPE 140: Beginning Skiing  
 LSPE 142: Beginning Aerobics  
 LSPE 171: Educational Rhythmic & Dance  
 LSPE 172: Beginning Tennis  
 LSPE 179: Beginning Swimming  
 LSPE 181: Physical Conditioning  
 LSPE 182: Beginning Volleyball  
 LSPE 184: Beginning Gymnastics  
 LSPE 185: Intermediate Volleyball  
 LSPE 186: Beginning Golf  
 LSPE 188: Intermediate Golf  
 LSPE 191: Archery  
 LSPE 193: Intermediate Tennis  
 LSPE 195: Beginning Bowling  
 LSPE 196: Intermediate Bowling  
 LSPE 197: Beginning Karate  
 LSPE 199: Topics

## DEPARTMENT OF LIBRARY SCIENCE

Captain John Smith Library, Director's Office  
 (707) 594-7130  
 Catherine Doyle, Chairman  
 Shirley A. Richardson, Department Secretary

### FACULTY

Assistant Professors: Archer, Doyle, Weber  
 Instructors: Aldridge, Boykin, Kross  
 Emerita: David

The Department of Library Science provides the professional services necessary for the acquisition and organization of recorded knowledge and for making it available for students and faculty in the teaching and research programs of the university. The members of the Department of Library Science participate in individual and group instruction for the effective use of the library's resources. Additional information about Smith Library may be found in "The University" section of this book.

### THE CURRICULUM IN LIBRARY SCIENCE

**LBSC 200. Research Skills (1-1-0)**  
 Develops students' abilities to perform effective research for term papers, class assignments, and other projects. The course studies the process and resources involved and the ways in which librarians store, retrieve, and disseminate information.

**LBSC 285. Special Topics (credits vary)**

## DEPARTMENT OF MILITARY SCIENCE (ARMY)

Radcliffe Gym, Room 131  
 (707) 594-7169 or 7284  
 Captain John E. Wood, Chairman

The mission of the Reserve Officer Training Corps detachment is to qualify students for positions of leadership and management in the United States Army and the civilian sector. By participating in the ROTC program, a student can earn a commission as a Second Lieutenant in the Regular Army, Army Reserve, or National Guard while pursuing a degree. A general military science curriculum is offered, which enables a cadet to qualify for assignment into any one of the 15 branches of the Army. All courses are taught at Christopher Newport University.

### WHAT ROTC OFFERS:

1. A maximum of \$3,000 in subsistence allowance money to each cadet during his/her junior and senior years.
2. A commission as a Second Lieutenant in the United States Army.
3. A job opportunity with a starting salary and allowances of \$27,000 per year or an opportunity to serve in the Army Reserve or National Guard.
4. Extensive leadership and management courses which are applicable both to civilian industry and military service.
5. An opportunity to participate in such confidence-building activities as land navigation, adventure training, marksmanship, field training exercises, and physical training.

### SCHOLARSHIPS

Two-year, three-year and four-year Army ROTC scholarships are available on a competitive basis. College freshmen and sophomores may apply for three- and two-year scholarships. Four-year scholarships are available only to high school seniors. ROTC scholarships pay for:

- Tuition - Up to \$12,000, \$8,000, or \$5,000 per year (depending upon scholarship awarded)
- Books - \$225 per semester
- Tax-free subsistence allowance - \$150.00 per month

### BOOKS AND UNIFORMS

The Department of Military Science provides required uniforms and course materials, except possibly one text per semester, to students free of charge.

### GRADUATE STUDIES

Newly commissioned officers may apply for delayed entry into active duty to pursue graduate degrees in recognized fields.

### REQUIREMENTS FOR COMMISSIONING

#### Four-Year Program:

1. Completion of four courses (MLSC 101, 102, 201, 202) offered during the freshman and sophomore years.
2. Completion of MLSC 301 and MLSC 302 during the junior year.
3. Attendance at a six-week ROTC Advanced Camp during the summer between the junior and senior years or following the senior year.
4. Completion of MLSC 401 and 402 during the senior year.

#### Two-Year Program:

1. Either prior service constructive credit or attendance at a six-week ROTC Basic Camp during the summer (between the sophomore and junior years) to earn placement credit for coursework missed during the freshman and sophomore years.
2. Completion of MLSC 301 and MLSC 302 during the junior year.
3. Attendance at a six-week ROTC Advanced Camp during the summer between the junior and senior years or following the senior year.
4. Completion of MLSC 401 and 402 during the senior year.

### NEW OPTION FOR FIRST-SEMESTER JUNIORS IN UPPER-DIVISION NURSING

1. Completion of MLSC 301 and MLSC 302 in the junior year.
2. Attendance at a six-week Nurse Summer Training Program during the summer between the junior and senior years. This training includes two weeks of military and leadership skills, followed by four weeks supervised in-hospital practical training.
3. Completion of MLSC 401 and 402 during the senior year.

### REQUIREMENTS FOR ENROLLMENT

Any full-time freshman or sophomore student who is physically qualified and not already holding a commission in any armed forces may enroll in Basic Military Science. Those meeting the above qualifications, but who have had prior military experience in the armed forces, ROTC in another college, or in junior ROTC in high school, and transfer students desiring to take advantage of previous military courses, should consult the Department of Military Science when matriculating. Entrance into the Advanced Course (300- and 400-level) is based upon the following:

- Satisfactory completion of the Basic Course, Basic Camp, or advanced placement due to prior military service
- Successful completion of an Army physical

examination:

- Execution of appropriate loyalty statements and contractual agreements
- Satisfactory completion of the appropriate screening tests; and
- Selection by the Professor of Military Science.

**OBLIGATIONS**

A student incurs no obligation to the military by participating in freshman or sophomore military science courses. The courses offer a student the opportunity to evaluate the prospect of military service and to qualify for the Advanced Program beginning in the junior year. When a cadet enters the Advanced Program, he or she contracts for eight years in the Army Reserve and is obligated to accept a commission as a Second Lieutenant in the United States Army Reserve (USAR) upon graduation.

**ACTIVE DUTY/RESERVE FORCES DUTY**

All commissioned officers incur an initial eight-year obligation. Cadets are selected for active or reserve forces duty by a nation-wide selection board during their senior year. The board decision is based on the student's stated desires, academic record, and ROTC performance record.

1. **Active Duty.** Three years are served on active duty, with the remainder in the Reserves. Application for continued active duty in the Regular Army is now required of all junior officers desiring to make the Army their career.
2. **Reserve Forces Duty (National Guard or U.S. Army Reserve).** Newly commissioned officers may incur active duty for approximately 90 days to attend a branch-specific Officer Basic Course and serve out their obligation while pursuing a civilian career. Cadets may choose to guarantee this option prior to entrance into the junior year.

**THE CURRICULUM IN MILITARY SCIENCE**

**MLSC 101. American National Security Policy**

(2-2-0) *Corequisite:* MLSC 101L, Fall. Presents the U.S. National Security Structure and the role of the U.S. Army in National Security. Also, the basic organizational structure of the U.S. Army and its branches is studied.

**MLSC 101L. Leadership Lab (0-0-1)**

*Corequisite:* MLSC 101.

**MLSC 102. Basic Leadership and Management Theory (2-2-0)**

*Corequisite:* MLSC 102L, Spring. Presents the rudiments of leadership and management. Included in the course of study are several case studies relating to areas of management and leadership. Also, the responsibilities of an officer's commission will be studied along with ethics, customs, courtesies, traditions, and military service.

**MLSC 102L. Leadership Lab (0-0-1)**

*Corequisite:* MLSC 102.

**MLSC 201. Advanced Leadership and Management (2-2-0)**

*Prerequisites:* MLSC 101, and 102, or equivalent; *corequisite:* MLSC 201L, Fall.

Presents the classical analysis of the decision-making process, situational estimates, and leadership situational studies.

**MLSC 201 L. Leadership Lab (0-0-1)**

*Corequisite:* MLSC 201.

**MLSC 202. Military Professional Ethics (2-2-0)**

*Prerequisite:* MLSC 201; *corequisite:* MLSC 202L, Spring.

An in-depth study of the professional ethics demanded of officers of the U.S. Army in the progress of their duties under all circumstances of service. This course seeks to prepare the student to assume the proper profile befitting the high ethical standards of a U.S. Army officer by introducing the student to several case studies and thoroughly analyzing each.

**MLSC 202L. Leadership Lab (0-0-1)**

*Corequisite:* MLSC 202.

**MLSC 301. Advanced Leadership and Management**

*Prerequisites:* MLSC 101, 102, 201, and 202

Advanced leadership and management. The classroom analysis of the decision making process, situational estimates, and leadership situational studies.

**MLSC 301L. Leadership Lab (0-0-1)**

*Prerequisites:* MLSC 101, 102, 201, and 202; or equivalent; *corequisite:* MLSC 301.

**MLSC 302. Military Skills (2-2-0)**

*Prerequisite:* MLSC 301 L; *corequisite:* MLSC 302L, Spring.

Concentrates on general military subjects directed toward the reinforcement of military skills and the development of new skills required for Advanced Camp. Subjects presented are rifle marksmanship, military skills instruction, physical fitness proficiency testing, map reading, and squad and platoon tactics.

**MLSC 302L. Leadership Lab (0-0-1)**

*Prerequisite:* MLSC 302L; *corequisite:* MLSC 302.

**MLSC 401. Civil Military Relations (2-2-0)**

*Prerequisite:* MLSC 302; *corequisite:* MLSC 401L, Fall.

Presents theories of civil-military relations. Emphasis is placed on the study of international laws of war and military laws as they relate to the military community. Also, military training philosophy and training management are discussed in depth.

**MLSC 401L. Leadership Lab (0-0-1)**

*Prerequisite:* MLSC 401L; *corequisite:* MLSC 401.

**MLSC 402. Organizational Management (2-2-0)**

*Prerequisite:* MLSC 401; *corequisite:* MLSC 402L, Spring.

Presents an overview of resources, systems, and procedures used to effectively manage and support military personnel and organizations. This is the capstone ROTC course that provides essential information to smoothly transition to the officer corps.

**MLSC 402L. Leadership Lab (0-0-1)**

*Prerequisite:* MLSC 402L; *corequisite:* MLSC 402.

**DEPARTMENT OF MODERN AND CLASSICAL LANGUAGES AND LITERATURES**

Ferguson Hall, Room 209

(707) 394-7020

Dr. J. Richard Guthrie, Jr., Chairman

Yvonne E. Wynn, Department Secretary

**FACULTY**

*Professors:* Guthrie, Jones, St. Onge

*Associate Professor:* Marquez

*Assistant Professors:* Bernstein, Cahill, King, Scheiderer

*Emerita:* Reppen

The Department of Modern and Classical Languages and Literatures offers courses and programs that are designed to teach the student to understand and to speak a foreign language with facility, to develop skill in reading and writing, and to promote understanding and appreciation of foreign cultures and literatures. The department also helps students to prepare for the teaching professions, the domestic and international business world, government work, social and welfare work, careers in science and medicine, work in and relating to the fine and performing arts, and research leading to advanced degrees. Thus, modern and classical languages and literatures are both an integral part of the liberal arts program and of many different career-oriented programs at the University. The department offers the Bachelor of Arts and minor programs in three languages. Also available are teacher education programs in French, German, and Spanish.

All entering students must demonstrate that they have successfully completed two years each of two foreign languages or three years of one foreign language on the secondary level. If, not, then a student must successfully complete one of the following sequences: French 101-102, German 101-102, Japanese 101-102, Latin 101-102, or Spanish 101-102.

Effective August 26, 1996, college credit of from 6 to 12 credits may be awarded based on results of a foreign language placement test. Credit will also be awarded to students who have completed a College Board Advanced Placement (AP) Examination on the high school level with the appropriate score or taken the College-Level Examination Program (CLEP) examination, administered by the Office of Career and Counseling Services. Students with French, German, Japanese, or Spanish as their native language may not take the 101 or 102 course in that language for college credit. These students must, however, take the Language Placement Test.

**THE BACHELOR OF ARTS DEGREE**

**IN MODERN LANGUAGES**

The Bachelor of Arts degree in foreign languages can be taken with a concentration in French, a concentration in German, or a concentration in Spanish. All foreign language majors must take four semesters of a language different from the one of their concentration OR two semesters of a language other than the one of their concentration, CLST 210, and either MLAN 205G or MLAN 206G. A minimum grade of C is required in all courses from the Department of Modern and Classical Languages and Literatures counted toward the completion of major and elective studies for this degree. Native speakers of French, German, and Spanish who choose to major in their language may not register for any 300-400 level course in advanced conversation but may substitute any 300-400 level elective in the language.

**THE CONCENTRATION IN FRENCH**

In addition to requiring successful completion of all general education requirements (see index), the concentration in French requires successful completion of the following courses in major and elective studies:

(1) FREN 101', 102', 201', 202', 301' or 303, 302' or

304', 306' or 308', 310, 311 or 312;

(2) Choose three: 351, 352, 353, 354;

(3) Three additional credit hours in French;

(4) Either 12 semester hours of a language different from the one of concentration, or else six semester hours of a language other than the one of concentration, CLST 210, and either MLAN 205G or 206G.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic adviser.

\*Not open to native speakers of French.

**THE MINOR IN FRENCH**

The minor program in French is a valuable complement to many concentrations, particularly biology, business administration, chemistry, economics, elementary education, English, history, philosophy and religious studies, political science, psychology, sociology, and theatre arts. The minor program in French requires 18 credits in French above the 100 level.

**THE STATE-APPROVED TEACHER EDUCATION PROGRAM IN FRENCH**

Students interested in receiving a teaching endorsement in French (9-12) are to refer to the "Teacher Education Programs" section of this catalog (see index) for details on admission criteria and procedures. To achieve the endorsement in French, students are required to complete the Bachelor of Arts degree in foreign languages with concentration in French, as presented above, plus the teacher education program courses in professional studies, field experience and internship, and the required support courses listed in the "Teacher Education Program" section of the catalog.



## THE CURRICULUM IN FRENCH

**FREN 101-102. Elementary French (3-3-0 each)**

*Prerequisite:* FREN 101; FREN 101 or its equivalent or consent of instructor.

Establishment of a basic foundation in the French language. Emphasis on the acquisition of practical vocabulary and structure through oral usage in the classroom. One hour per week in the language laboratory is required. Reading and writing skills based on the same material are developed simultaneously.

**FREN 101-102. Elementary French (3-3-0)**

*Prerequisite:* FREN K2 Accelerated; FREN 101 Accelerated or consent of instructor.

Begins at novice level; exists at low intermediate stage. Basic language structure systems needed for effective communication using ACTFL materials for listening, speaking, reading, writing. Strongly suggested for majors/minors.

**FREN 201. Intermediate French (3-3-0)**

*Prerequisite:* FREN 102 or by placement examination.

A course designed to review the major grammatical structures of the language and to develop further the student's ability to understand, speak, read, and write French. One hour per week in the language laboratory is required.

**FREN 202. Intermediate French (3-3-0)**

*Prerequisite:* FREN 201 or by placement examination.

More advanced work in all skill areas of the language. Material equally divided between practical conversation and selected readings. Conducted chiefly in French. One hour per week in the language laboratory is required.

**FREN 201-202. Accelerated Intermediate French**

*Prerequisite:* FREN 202 Accelerated; FREN 201 Accelerated or consent of instructor.

Begins at intermediate level of proficiency; exists at the high intermediate stage, ready for advanced work. Emphasis on structure more compatible with communication reading, writing and complex thought process requiring language structure. Strongly suggested for major/minors.

**FREN 301. Grammar and Composition (3-3-0)**

*Prerequisite:* FREN 202 or its equivalent.

Review of the main principles of syntax, composition, and translation. Conducted chiefly in French.

**FREN 302. Practical Conversation (3-3-0)**

*Prerequisite:* FREN 202 or its equivalent. Not open to native speakers of French.

Develop fluency in speaking French. Intensive oral-ural training. Conducted chiefly in French.

**FREN 303. Advanced Grammar and Composition (3-3-0)**

*Prerequisite:* FREN 202 or its equivalent.

Study of syntax and style through composition and translation. Conducted chiefly in French.

**FREN 304. Conversational Approach to Society and Institutions (3-3-0)**

*Prerequisite:* FREN 202 or its equivalent. Not open to native speakers of French.

Conversations emphasizing social phenomena and institutions serve as the format for improving general fluency and developing a more abstract vocabulary than in FREN 302. Stress will be placed on vocabulary related to French society and social situations.

**FREN 306. Facets of a Changing France (3-3-0)**

*Prerequisite:* FREN 202 or its equivalent. Not open to native speakers of French.

The focus of the classroom work will be conversational. Newspapers, magazines, and films will be used to present the various facets of change in contemporary France and will serve as the basis for discussions. The primary goal will be to improve the student's expression ability in a loosely-structured context on topics of current import. Techniques will include reports, group discussions, and interview situations.

**FREN 308. Conversation via Cinema (3-3-0)**

*Prerequisite:* FREN 202 or its equivalent. Not open to native speakers of French.

Use of videotapes of recent French films to improve listening comprehension, writing and conversation skills. A sequenced lab will consist of a second viewing of each film at the student's convenience.

**FREN 310. Practical French Phonetics (3-3-0)**

*Prerequisite:* FREN 202 or its equivalent.

An intensive study of pronunciation, rhythm, intonation, and the International Phonetic Alphabet designed to increase oral proficiency. Extensive use of laboratory materials.

**FREN 311. French Civilization (3-3-0)**

*Prerequisite:* FREN 202 or its equivalent.

A study of French society and culture from their origins to the Third Republic, encompassing social and political trends, art, and social customs.

**FREN 312. Contemporary France (3-3-0)**

*Prerequisite:* FREN 202 or its equivalent.

A study of French culture and society from the Third Republic to the present, encompassing social and political trends, art, architecture, and historical events.

**FREN 351. Survey of Medieval and Renaissance Literature (3-3-0)**

*Prerequisite:* FREN 202 or its equivalent.

The goal of this course is to give students an overview of the main currents of medieval and Renaissance literature. Primary readings from an anthology will be supplemented with selected works to be read in their entirety. Emphasis will be placed on the analysis of works as representative of a particular era, movement or genre. The course will be conducted in French and development of language skills will be an inherent part of the course focus.

**FREN 352. Survey of Seventeenth and Eighteenth Century Literature (3-3-0)**

*Prerequisite:* FREN 202 or its equivalent.

The goal of this course is to give students an overview of the main currents of seventeenth and eighteenth century literature. Primary readings from an anthology will be

supplemented with selected works to be read in their entirety. Emphasis will be placed on the analysis of works as representative of a particular era, movement or genre. The course will be conducted in French and development of language skills will be an inherent part of the course focus.

**FREN 353. Survey of Nineteenth Century Literature (3-3-0)**

*Prerequisite:* FREN 202 or its equivalent.

The goal of this course is to give students an overview of the main currents of 19th century literature. Primary readings from an anthology will be supplemented with selected works to be read in their entirety. Emphasis will be placed on the analysis of works as representative of a particular era, movement or genre. The course will be conducted in French and development of language skills will be an inherent part of the course focus.

**FREN 354. Survey of Twentieth Century Literature (3-3-0)**

*Prerequisite:* FREN 202 or its equivalent.

The goal of this course is to give students an overview of the main currents of 20th century literature. Primary readings from an anthology will be supplemented with selected works to be read in their entirety. Emphasis will be placed on the analysis of works as representative of a particular era, movement or genre. The course will be conducted in French and development of language skills will be an inherent part of the course focus.

**FREN 398. Elementary Topics (3-3-0)**

*Prerequisite:* FREN 202 or its equivalent.

A seminar in major literary periods, linguistic phenomena, or topics related to historical and cultural developments. Emphasis on research methods. No student may enroll more than twice for credit.

**FREN 403. Advanced Writing and Stylistics (3-3-0)**

*Prerequisite:* FREN 301 or 303 or consent of instructor.

Directed toward the student who is already familiar with the basic principles of French grammar and composition. The emphasis at this level is on increasing the student's facility in writing French and in helping develop appropriate levels of style. These goals will be implemented through a variety of written work, including free and guided compositions, translation, and business correspondence.

**FREN 496. Seminar in French Literature (3-3-0)**

*Prerequisite:* Senior standing or consent of instructor.

Topics in major authors or specific literary themes. The seminar topic will represent both student interest and the specialty or research in progress of individual members of the department. No student may enroll more than twice for credit.

**FREN 491. Twentieth Century French Novel (3-3-0)**

*Prerequisite:* FREN 354 or consent of instructor.

Critical and historical study of prose fiction in the twentieth century, emphasizing the development of the genre as seen in the novels of Proust, Gide, Malraux, Mauriac, Sartre, Camus, and other major authors.

**FREN 492. Twentieth Century French Poetry and Drama (3-3-0)**

*Prerequisite:* FREN 354 or consent of instructor.

A critical and historical study of the major poetic trends of the 20th century as seen in the works of Apollinaire, Peguy, Claudel, Valéry, the surrealists, and Prévert. Accompanying study of the drama of the period through the works of Apollinaire, Claudel, Giraudoux, Anouilh, Cocteau, Sartre, Lamour, and Beckett.

**FREN 493. Advanced Topics in French (3-3-0)**

*Prerequisite:* Senior standing or consent of instructor.

A seminar in major authors or topics related to historical and cultural periods or linguistic phenomena, with subject matter and instructor changing each semester. The seminar topic will represent both student interest and the specialty (or research in progress) of an individual member of the department. No student may enroll more than twice for credit.

**FREN 495. Independent Study (credits vary)**

*Prerequisite:* Senior standing or consent of instructor. Upon request and at department's discretion.

Projects for advanced students in French language, literature, and civilization.

## THE CONCENTRATION IN GERMAN

In addition to requiring successful completion of all undergraduate general education requirements (see index), the concentration in German requires successful completion of the following courses in major and elective studies:

(1) GERM 101\*, 102\*, 201\*, 202\*, 301 or 303, 302\*

or 308\*, 311 or 312;

(2) Select three: GERM 351, 352, 353, 354;

(3) Nine additional credit hours in GERM courses;

(4) Twelve semester hours of a language different from the one of concentration or six semester hours of a language other than the one of concentration, CLST 210, and MLAN 205C\* or MLAN 206C\*.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

\*Not open to native speakers of German.

## THE MINOR IN GERMAN

The minor program in German requires 18 credits in German above the 100 level. No specific courses are required.

## THE STATE-APPROVED TEACHER EDUCATION PROGRAM IN GERMAN

Students interested in receiving a teaching endorsement in German (9-12) are to refer to the "Teacher Education Programs" section of this catalog (see Index) for details on admission criteria and procedures. To achieve the endorsement in German, students are required to complete the Bachelor of Arts degree in foreign languages with concentration in German, as presented above, plus the teacher education program courses in professional studies, field experience and internship, and the required support courses listed in the "Teacher Education Programs" section of the catalog.

## THE CURRICULUM IN GERMAN

**GERM 101-102. Elementary German (3-3-0 each)**

*Prerequisite:* GERM 102: GERM 101, its equivalent, or consent of instructor.

An introduction to understanding, speaking, reading, and writing German. The student uses the language in practical situations while acquiring a basis for reading and writing at the same time. One hour per week in the language laboratory is required.

**GERM 201. Intermediate German (3-3-0)**

*Prerequisite:* GERM 102 or by placement examination.

A course reviewing the major grammatical structures of the language and further developing the student's ability to understand, speak, read, and write German. Emphasis is placed on use of the language. One hour per week in the language laboratory is required.

**GERM 202. Intermediate German (3-3-0)**

*Prerequisite:* GERM 201 or consent of instructor.

A continuation of the review of major grammatical structures of the language. Readings and discussions in German literature, culture and civilization. Emphasis is placed upon the expansion of active and passive vocabularies toward the goal of perfecting the knowledge of German. One hour per week in the language laboratory is required.

**GERM 301. Grammar and Composition (3-3-0)**

*Prerequisite:* GERM 202 or its equivalent.

A course dealing with the chief difficulties of grammar and the main principles of syntax, focusing on the development of skill in writing and translating.

**GERM 302. Conversation and Comprehension (3-3-0)**

*Prerequisite:* GERM 202 or its equivalent. Not open to native speakers of German.

A course to develop greater fluency in speaking idiomatic German and greater ability to comprehend the language in a variety of practical situations. Fluency, as well as intensive training in speaking, listening, and discussion is emphasized.

**GERM 303. Usage and Stylistics (3-3-0)**

*Prerequisite:* GERM 202 or its equivalent.

A course in usage and prose style through composition and translation. The student is introduced to the major reference works in usage and diction and for translation.

**GERM 306. Conversation via Cinema (3-3-0)**

*Prerequisite:* GERM 202 or its equivalent. Not open to native speakers of German.

This course will use videotapes of recent German films to improve listening comprehension, writing and conversational skills. The main emphasis will be placed upon vocabulary improvement.

**GERM 311. German Civilization (3-3-0)**

*Prerequisite:* GERM 202 or its equivalent.

A study of the German-speaking area of Europe, encompassing art, music, philosophy, history, geography, and social customs to 1888.

**GERM 312. German Civilization (3-3-0)**

*Prerequisite:* GERM 202 or its equivalent.

A study of the German-speaking area of Europe, encompassing art, music, philosophy, history, geography, and social customs from 1888 to the present.

**GERM 321. Techniques of Translation: German to English (3-3-0)**

*Prerequisite:* GERM 202 or its equivalent.

A course designed to acquaint the student with the skills of translation based upon practical translations such as business and legal correspondence, magazine articles, and essays on different subjects. Due to the length and complexity of several of the assignments, classes may meet from 1-3 times weekly.

**GERM 351. Survey of Medieval and Renaissance Literature (3-3-0)**

*Prerequisite:* GERM 202 or its equivalent.

The goal of this course is to give students an overview of the main currents of medieval and Renaissance literature. Primary readings from an anthology will be supplemented with selected works to be read in their entirety. Emphasis will be placed on the analysis of works as representative of a particular era, movement or genre. The course will be conducted in German and the development of language skills will be an inherent part of the course focus.

**GERM 352. Survey of Seventeenth and Eighteenth Century Literature (3-3-0)**

*Prerequisite:* GERM 202 or its equivalent.

The goal of this course is to give students an overview of the main currents of seventeenth and eighteenth century literature. Primary readings from an anthology will be supplemented with selected works to be read in their entirety. Emphasis will be placed on the analysis of works as representative of a particular era, movement or genre. The course will be conducted in German, and development of language skills will be an inherent part of the course focus.

**GERM 353. Survey of Nineteenth Century Literature (3-3-0)**

*Prerequisite:* GERM 202 or its equivalent.

The goal of this course is to give students an overview of the main currents of nineteenth century literature. Primary readings from an anthology will be supplemented with selected works to be read in their entirety. Emphasis will be placed on the analysis of works as representative of a particular era, movement or genre. The course will be conducted in German, and development of language skills will be an inherent part of the course focus.

**GERM 354. Survey of Twentieth Century Literature (3-3-0)**

*Prerequisite:* GERM 202 or its equivalent.

The goal of this course is to give students an overview of the main currents of twentieth century literature. Primary readings from an anthology will be supplemented with selected works to be read in their entirety. Emphasis will be placed on the analysis of works as representative of a particular era, movement or genre. The course will be conducted in German, and development of language skills will be an inherent part of the course focus.

**GERM 395. Topics (3-3-0)**

*Prerequisite:* GERM 202 or consent of instructor.

Courses in major literary periods and genres, in practical aspects of the language, in German civilization, and in German literature. No student may enroll more than twice for credit.

**GERM 490. Seminar in German Literature (3-3-0)**

*Prerequisite:* Senior standing or consent of instructor.

Topics in major authors or specific literary themes. The seminar topic will represent both student interest and the specialty or research in progress of individual members of the department. No student may enroll more than twice for credit.

**GERM 493. Twentieth-Century German Novel (3-3-0)**

*Prerequisite:* GERM 354 or consent of instructor.

A critical and historical study of prose fiction in the twentieth century, emphasizing the development of the genre as seen in such writers as Fontane, Mann, Hesse, Döblin, Müll, Kafka, Böll, and other major authors.

**GERM 494. Twentieth-Century German Poetry and Drama (3-3-0)**

*Prerequisite:* GERM 354 or consent of instructor.

A critical and historical study of the major poetic trends as well as major developments in the drama in the twentieth century. Inclusive of such poets as George, Schöndorfer, Caran, Bergengruen, Huch, Benn; dramatists Hauptmann, Von Hofmannsthal, Wedekind, Brecht, Borchert, Dürrenmatt, Frisch; and other major authors.

**GERM 495. Independent Study (credits vary)**

*Prerequisite:* Senior standing or consent of instructor.

Taught upon request and at the discretion of the department. Projects for upperclassmen in German language, literature and civilization.

## THE CURRICULUM IN JAPANESE

**JAPN 101-102. Elementary Japanese (3-3-0 each)**

*Prerequisite for 102:* JAPN 101, its equivalent, or consent of instructor.

An introduction to Japanese language and culture. All of the four skills, speaking, listening, writing and reading, are practiced. Students are expected to master basic conversational skills and the two sets of Japanese alphabets, katakana and hiragana, as well as some basic kanji or Chinese characters. Discussion of Japanese culture and cultural activities is incorporated. One hour per week in the language laboratory is required.

**JAPN 201-202. Intermediate Japanese (3-3-0 each)**

*Prerequisite for 201:* JAPN 102 or its equivalent (Placement test or consent of instructor required.) *Prerequisite for JAPN 202:* JAPN 201, its equivalent or consent of instructor.

The continuation of Japanese 101-102. All of the four skills, speaking, listening, writing and reading, including additional numbers of kanji characters, are introduced. The class will be conducted in natural-speed Japanese to prepare the

student for conversation with native speakers. Understanding of the cultural background of the language is emphasized. One hour per week in the language laboratory is required.

**JAPN 301-302. Advanced Japanese (3-3-0 each)**

*Prerequisite for 301:* JAPN 202 or its equivalent. (Placement test or consent of instructor required.)

*Prerequisite for 302:* JAPN 301 or its equivalent (Placement test or consent of instructor.)

Not open to native speakers of Japanese.

The continuation of Japanese 201-202. Completes the study of the major structures of the language and basic kanji characters. Increased fluency and coherence in both speaking and writing production will be emphasized.

## THE CURRICULUM IN LATIN

**LATN 101-102. Elementary Latin (3-3-0 each)**

*Prerequisite for LATN 102:* LATN 101, its equivalent, or consent of instructor.

An introduction to the Latin language. Emphasis upon the acquisition of basic vocabulary and forms and the development of reading skills.

**LATN 201. Intermediate Latin (3-3-0)**

*Prerequisite:* LATN 102 or by placement examination.

A review and completion of major grammatical structures of the language, as well as the development of basic skills in reading passages based on works by Latin writers.

**LATN 202. Intermediate Latin (3-3-0)**

*Prerequisite:* LATN 201 or consent of instructor.

A further development of the basic skills in comprehension and translation of passages of increasing difficulty from Latin authors.

## THE CONCENTRATION IN SPANISH

In addition to requiring successful completion of all general education requirements (see index), the concentration in Spanish requires:

- (1) SPAN 101\*, 102\*, (or 101\*, 102\* accelerated), 201, 202, (or 201\*, 202\* accelerated), 301, 302\* or 304\*, 311, 354;
- (2) Select three of the following: SPAN 351, 352, 353, 354;
- (3) Six or nine additional credits in advanced Spanish courses at the 300 or 400 level;
- (4) SPAN 463;
- (5) Either 12 semester hours of French, German, Japanese or Latin, or six hours of one of the aforementioned languages, CLST 210, and either MLAN 205G or MLAN 206G;
- (6) Presentation of an acceptable writing / speech portfolio.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

\*Not open to native speakers of Spanish.

**THE MINOR IN SPANISH**

The minor program in Spanish is a valuable complement to most concentrations, particularly biology, business administration, chemistry, economics, elementary education, English, history, philosophy and religious studies, political science, psychology, sociology, and theatre arts. The minor program in Spanish requires 18 credits in Spanish above the 100 level.

**THE STATE-APPROVED TEACHER EDUCATION PROGRAM IN SPANISH**

Students interested in receiving a teaching endorsement in Spanish (9-12) are to refer to the "Teacher Education Programs" section of this catalog (see index) for details on admission criteria and procedures. To achieve the endorsement in Spanish, students are required to complete the Bachelor of Arts degree with concentration in Spanish, as presented above, plus the teacher education program courses in professional studies, field experience and internship, and the required support courses listed in the "Teacher Education Programs" section of the catalog.

**THE CURRICULUM IN SPANISH****SPAN 101-102. Elementary Spanish (0-3-0 each)**

*Prerequisite for SPAN 102: SPAN 101 or its equivalent or consent of instructor.*

An introduction to the Spanish language, with emphasis on reading, writing, speaking, and listening comprehension. Accompanying laboratory practice. One hour per week in the language laboratory is required.

**SPAN 101-102. Accelerated Elementary Spanish (0-3-0 each)**

*Prerequisite for SPAN 102 Accelerated: SPAN 101 accelerated or consent of instructor.*

Begins at novice level; ends at low intermediate stage. Basic language structure system needed for effective communication using ACTFL materials for listening, speaking, reading, writing. Realistic language use relevant to students' concerns and life experiences. Lab required (2hr/wk). Open to all, but strongly suggested for majors/minors.

**SPAN 201. Intermediate Spanish (0-3-0)**

*Prerequisite: SPAN 102 or by placement examination.*

A review of grammatical structure, with further development of reading, writing, speaking, and listening comprehension skills. One hour per week in the language laboratory is required.

**SPAN 203. Intermediate Business Spanish (0-3-0) (equivalent to SPAN 201)**

*Prerequisite: SPAN 102 or consent of instructor. Fall.*

Business SPAN 203 is an intermediate level Spanish course designed for students who have completed their first year Spanish 101-102 sequence and may be substituted for SPAN 201. This course is task-oriented designed to equip students with the basics that are necessary to carry out daily business transactions. Students will learn business phrases and

terminology while carrying out a grammar review within a business context. The topics included in the first semester include how to look for a job, the office, business correspondence, talking on the phone, banking, real estate, insurance and retail and wholesale. Hispanic geography and culture will also be included with an emphasis on Mexico and Spain. Cultural readings, news briefs, business letters, videos, and tapes will complement the text.

**SPAN 202. Intermediate Spanish (0-3-0)**

*Prerequisite: SPAN 201 or consent of instructor.*

Further development of knowledge of grammatical structure, with further development of reading, writing, communication skills, and listening comprehension skills. Conducted chiefly in Spanish. One hour per week in the language laboratory is required.

**SPAN 201-202. Accelerated Intermediate Spanish (0-3-0 each)**

*Prerequisite for SPAN 202 accelerated: SPAN 201 accelerated or consent of instructor.*

Begins at intermediate level of proficiency; exit at the high intermediate stage, ready for advanced work. Emphasis on structures more compatible with communication, reading, writing, and complex thought processes requiring language structure. Lab required (3 hr/wk). Strongly suggested for majors/minors.

**SPAN 204. Intermediate Business Spanish (0-3-0) (equivalent to SPAN 203)**

*Prerequisite: SPAN 201, 203, or consent of instructor. Spring.*

Business SPAN 204 is an intermediate level Spanish course designed for students who are continuing from 203 or have completed SPAN 201 and may be substituted for SPAN 202. This course is task oriented designed to equip students with the basics necessary to carry out daily business transactions.

A cultural component consists of 50% of the course. Students will learn business phrases and terminology while carrying out a grammar review within a business context. The topics included in the second semester include how to look for a job, business correspondence, talking on the phone, the stock market, imports and exports and business negotiations. Hispanic geography and culture of Latin America and Spain will also be included. Cultural readings, news briefs, business letters, videos, and tapes will complement the text.

**SPAN 301. Grammar and Composition (0-3-0)**

*Prerequisite: SPAN 202 or Spanish accelerated or its equivalent.*

Review of the main points of grammatical structure, syntax, and composition. Conducted chiefly in Spanish.

**SPAN 302. Effective Communication in Spanish I (0-3-0)**

*Prerequisite: SPAN 202 or SPAN 202 accelerated or its equivalent. Not open to native speakers of Spanish.*

Guide to pronunciation and communication in modern Spanish as it is spoken by educated native or near-native speakers in fluent speech. Intermediate to advanced level. Practice works up from phrases to dialogues, reading passages, and oral presentations, spelling patterns, and rules for stress. Lab work required.

**SPAN 303. Advanced Grammar and Composition (0-3-0)**

*Prerequisite: SPAN 202 or its equivalent.*

Study of syntax and style through composition and translation. Conducted chiefly in Spanish.

**SPAN 304. Advanced Communication in Spanish II (0-3-0)**

*Prerequisite: SPAN 202 or SPAN 202 accelerated or its equivalent. Not open to native speakers of Spanish.*

Guide to pronunciation and communication in modern Spanish as it is spoken by educated native or near-native speakers in fluent speech. Advanced level: aims at both fluency and accuracy. Work with phonetics, sound transcriptions, and the connections between speech and reading and writing. Oral presentations.

**SPAN 311. Global Hispanic Civilization and Culture (0-3-0)**

*Prerequisite: SPAN 202 or its equivalent.*

Global approach to the evolution of society and culture of Hispanics around the world, particularly in Spain, pre/post-Columbus Latin America, and U.S. Includes history, social customs, arts and music.

**SPAN 321. Techniques of Translation: Spanish to English (0-3-0)**

*Prerequisite: SPAN 202 or its equivalent.*

A course designed to acquaint the student with the skills of translation. The course will be based upon practical translations such as business letters, newspaper articles, essays on different subjects. A variety of techniques emphasizing accurate and exact translations from Spanish to English will be used.

**SPAN 351, 352. Introduction to Latin-American Literature (0-3-0 each)**

*Prerequisite: SPAN 202 or its equivalent.*

A survey of Spanish-American literature, emphasizing the major writers and the dominant literary trends. First semester from the colonial period to Modernism. Second semester from Modernism to the present. Conducted in Spanish.

**SPAN 353, 354. Introduction to Spanish Literature (0-3-0 each)**

*Prerequisite: SPAN 202 or its equivalent.*

A survey of Spanish literature emphasizing the major writers and literary trends. First semester (053) from El Cid through the Golden Age; second semester (054) from 1700 to the present. Conducted in Spanish.

**SPAN 363. Drama of the Golden Age (0-3-0)**

*Prerequisite: SPAN 202 or its equivalent.*

Detailed study of the drama of the Golden Age: Lope de Vega, Cervantes, Tirso de Molina, Ruiz de Alarcón, and Calderón de la Barca.

**SPAN 364. The Novel and the Poetry of the Golden Age (0-3-0)**

*Prerequisite: SPAN 202 or its equivalent.*

Major emphasis on the picaresque novel and the development of poetic expression from Garcilaso to Gongora.

**SPAN 391. The Generation of '98 (0-3-0)**

*Prerequisite: SPAN 202 or its equivalent.*

Representative figures include Unamuno, Azorín, and Benito.

**SPAN 392. Twentieth-Century Spanish Literature (0-3-0)**

*Prerequisite: SPAN 202 or its equivalent.*

Critical and historical study of representative works of the 20th century.

**SPAN 394. Twentieth-Century Spanish-American Literature (0-3-0)**

*Prerequisite: SPAN 202 or its equivalent.*

Critical and historical study of representative works of the 20th century.

**SPAN 395. Elementary Topics (0-3-0)**

*Prerequisite: SPAN 202, its equivalent, or consent of instructor.*

A seminar in major literary periods, genres, and authors: cross-cultural, interdisciplinary issues; linguistic phenomena; or topics related to historical and cultural developments. Research and research methods emphasized.

**SPAN 463. Cervantes' Don Quixote (0-3-0)**

*Prerequisite: Senior standing or consent of instructor.*

Seminar devoted to a detailed reading and understanding of Cervantes' masterpiece in the original Renaissance version, and in the context of the European transformation from medieval culture to modernity.

**SPAN 490. Seminar in Spanish Literature (0-3-0)**

*Prerequisite: Senior standing or consent of instructor.*

Topics in major authors or specific literary themes. The seminar topic will represent both student interest and the specialty or research in progress of individual members of the department. Required of all majors.

**SPAN 495. Advanced Topics in Spanish (0-3-0)**

*Prerequisite: Senior standing or consent of instructor.*

An advanced research seminar with extensive readings on specific topics.

**SPAN 499. Independent Study (credits vary)**

*Prerequisite: Senior standing or consent of instructor.*

Taught upon request and at the discretion of the department. A course for upperclassmen in Hispanic studies. The area of study and number of credit hours may vary each time the course is offered. Special research projects and linguistic internships for advanced juniors and seniors are among possible offerings.

**THE CURRICULUM IN MODERN LANGUAGES**

The department of Modern and Classical Languages and Literatures offers the following courses conducted entirely in English.

**MLAN 205G. The Novel in English Translation (0-3-0)**

A course team-taught by members of the Department of Modern and Classical Languages and Literatures designed to acquaint the student with masterpieces of foreign prose narrative through English translation. Works are selected to reflect the cross-cultural differences between western Europe and Third World countries. Lectures emphasize not

only an historical and critical perspective, but also a contrastive analysis of the human, literary, and cultural traits of the individual areas of the world as reflected in their masterpieces. The approach is frequently based on the examination of a theme common to all works.

**MLAN 206G. The Drama in English Translation (3-3-0)**

A course team-taught by members of the Department of Modern and Classical Languages and Literatures designed to acquaint the student with masterpieces of foreign drama through English translation. Works are selected to reflect the cross-cultural differences between western Europe and Third World countries. Lectures emphasize not only an historical and critical perspective, but also a contrastive analysis of human, literary, and cultural traits of the individual areas of the world, as reflected in their masterpieces. Approach frequently based on the examination of a theme common to all works.

**MLAN 302. Diction in Foreign Languages (3-3-0)**

*Prerequisite:* One year of a foreign language or consent of instructor.

A course designed to introduce the correct pronunciation of French, German, Italian, Russian, and Latin. The class will not concentrate on the grammatical structures of the languages, but, instead, upon the correct and proper use of the sounds of the languages, based upon the International Phonetic Alphabet.

**MLAN 308. Contemporary Culture of the French, German, Japanese, and Spanish-Speaking Worlds (3-3-0)**

*Prerequisite:* Junior standing or consent of instructor.

A cross-cultural course team-taught in English by members of the Department of Modern and Classical Languages and Literatures. The goal of the course is to familiarize the student with current cultural phenomena, institutions, and patterns outside of his own frame of reference. General anthropological orientation will be presented as a departure for the discussion of the particular social, political, and national characteristics of the language areas involved.

**MLAN 338. Apprenticeship in Teaching Languages (3-3-1)**

*Prerequisite:* Junior standing, 15 credits in major, EDUC 301/301L, and EDUC 305.

Focuses on the study of the use of new instructional materials and methods for foreign language classes in middle and high schools. Emphasis on the teaching of reading, writing, listening comprehension, and culture. Techniques of testing will also be studied. Two hours will be devoted to lecture/peer-teaching, and one hour to observation in secondary school foreign language departments.

**MLAN 308. Elementary Topics in English Translation (3-3-0)**

*Prerequisite:* Completion of humanities distribution requirement or consent of instructor.

Courses for majors and non-majors in cross-cultural topics, comparative literature, and French, German, Italian, Japanese, Spanish, and Latin-American literature in translation. No student may enroll more than twice for credit.

**THE PROGRAM IN CLASSICAL STUDIES**

The principal objectives of the classical studies program are as follows:

- (1) To contribute broadly to the humanistic education of the undergraduate student through courses conducted in English in the area of classical civilization;
- (2) To offer to students in related fields specialized training in areas of classical civilization and in the Latin language for vocational or professional purposes; and
- (3) To provide the general student and the surrounding community with opportunities for personal enrichment and development through significant engagement with some major texts and ideas of our cultural heritage.

**THE CURRICULUM IN CLASSICAL STUDIES**

The following courses do not require knowledge of Latin or Greek and are conducted entirely in English.

**CLST 201, 202. Mythology and Its Influences (3-3-0 each)**

A thorough study of the principal classical myths, their Eastern origins and connections with Greco-Roman civilization, and their subsequent literary, anthropological, artistic, and psychological influence on western culture.

**CLST 216. Word Power Through Classical Studies (3-3-0)**

(Same as ENGL 216) Spring, in alternate years.

A systematic program designed to aid in the comprehension of words encountered in college level reading. Analysis of Latin and Greek components in English words, derivatives, Latin phrases and abbreviations, and word histories. Useful for the general student and for students in natural and social sciences, business, humanities, education, and communications.

**CLST 499. Independent Study (credits vary)**

*Prerequisite:* Junior standing. Taught upon request and at the discretion of the department chairman.

**DEPARTMENT OF PHILOSOPHY AND RELIGIOUS STUDIES**

Ferguson Hall, Room 209

Santoro Hall, Room 156

(737) 594-7171

Yvonne E. Wynne, Department Secretary

**FACULTY**

Professors: Hoaglund, Powell, Teacher

Associate Professor: Touchette

Assistant Professor: Mullin, Rose

Instructor: Redick

The Department of Philosophy and Religious Studies offers the Bachelor of Arts in philosophy, the Bachelor of Arts in philosophy with a concentration in religious studies, and a minor in philosophy. The philosophy program at the University emphasizes the development of critical thinking skills through courses in informal and formal logic and theory of knowledge. It encourages a global understanding of diverse philosophical traditions through courses in Western, Middle-Eastern, and Asian philosophy. It promotes an appreciation of value theory through courses in aesthetics and ethics. The Religious Studies program aims at a balanced presentation of the religions of the world with a sympathetic insight into the motivations and beliefs of each.

The offerings of the department fully prepare students for graduate work in philosophy as well as for the continuation of their education in other academic disciplines. Students who minor in philosophy are enriched in their understanding of their major field of study by gaining broader insight into its intellectual history and theoretical presuppositions. Students who take only a few courses in philosophy are benefited by an enhancement of their persuasive, expressive, and analytic skills which are uniquely cultivated by the study of philosophy.

**THE BACHELOR OF ARTS DEGREE IN PHILOSOPHY**

In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Arts degree in philosophy requires successful completion of the following courses in major and elective studies:

- (1) PHIL 101-102, 490;
- (2) Nine credit hours in historical studies chosen from PHIL 201G\*, 202G\*, 307, 348, 349, 350, 355, 421, 440, 451, and 452;
- (3) Six credit hours in value analysis chosen from PHIL 304, 306, 308, 315, 317, 374, and 384;
- (4) Three credit hours in advanced critical thinking chosen from PHIL 320, 323, 366, 430, 460, and 465;
- (5) Three additional credit hours in PHIL and/or RSTD courses.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

Philosophy majors preparing to teach at the elementary or middle school level must take PHIL 366 to satisfy requirement (4) above. During their senior year, all philosophy majors must also:

- (1) Write a longer research paper and give an oral presentation of it (PHIL 490);
- (2) Submit a portfolio of all written work completed in all philosophy and religious studies courses taken at CNU; and
- (3) Take the CNU Philosophy and Religious Studies departmental comprehensive examination.

In addition to preparing people for a profession in philosophy and for an enriched life generally, philosophy is also an entry into a variety of other professions. Many philosophy majors enter careers in publishing, journalism, broadcasting, business, marketing, and governmental administration. A number of philosophy majors enter graduate school for advanced degrees in the humanities and then go on to college-level teaching. Others enter graduate programs in business administration or law for which training in logical analysis and value-awareness provides an excellent background.

**The Bachelor of Arts degree in Philosophy with a CONCENTRATION IN RELIGIOUS STUDIES**

In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Arts degree in philosophy with a concentration in religious studies requires successful completion of the following courses in major and elective studies:

- (1) PHIL 101-102, 490;
- (2) Nine credit hours in historical studies chosen from PHIL 201G\*, 202G\*, 307, 348, 349, 350, 355, 421, 440, 451, and 452;
- (3) Three credit hours in value analysis chosen from PHIL 304, 306, 308, 317, 374, and 384;
- (4) RSTD 211G\*-212G\*;
- (5) Three additional credit hours chosen from: RSTD 232, 325, 330, 335, 361, 362, 365, 395, and 495.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

Those who complete the religious studies concentration are encouraged to take elective courses that support the concentration. The following courses are strongly recommended: CLST 201 and 202; ENGL 300; HIST 314; SOCL 201G-202G and 313. During their senior year, all philosophy majors with a concentration in religious studies must:

- (1) Write a longer research paper and give an oral presentation of it (PHIL 490);
- (2) Submit a portfolio of all written work completed in

all philosophy and religious studies courses taken at CNU; and

- (3) Take the CNU Philosophy and Religious Studies departmental comprehensive examination.

Courses in the religious studies program involve the empathetic and critical analysis of religious traditions in order to understand their development and their present character. As an academic discipline, religious studies does not seek to promote or to censure any particular creed, institution, or way of life. Rather, the goal is the exploration and clarification of diverse religious traditions and consideration of their similarities and differences.

As a part of a liberal education, this study fosters an awareness of one's own religious and cultural heritage through knowledge of the religious traditions influencing one's own personal life and culture and through knowledge of other traditions having comparable influence in the lives of other persons and in other cultures. Such awareness should aid in understanding and articulating personal convictions in relation to matters of religious concern.

In addition to the personal enrichment that such ability can provide, this reflective capacity can benefit those responsible for instructing others in religious matters (whether as paid professionals or as volunteers). Generally, in fact, any person responsible for dealing with other persons in counseling and healing roles should have some knowledge of the function of religion in the lives of individuals and cultures. Sensitive understanding of these matters can only enhance one's effectiveness. Courses in religious studies count as humanities electives and as credits within a philosophy minor or major.

#### THE MINOR IN PHILOSOPHY AND RELIGIOUS STUDIES

The minor requires a minimum of 15 credits above the 100-level. The upper-level courses must be chosen from at least two of the following areas of the curriculum: historical studies, value analysis, and advanced critical thinking. Philosophy supports other programs at the University wherever critical thinking and a sharpened sense of values are important. The general areas of ethics, aesthetics, political philosophy, and theology will be of special interest to students concentrating in the humanities and the social sciences. The areas of logic, theory of knowledge, philosophy of science, philosophy of language and philosophy of mind, with their stress on reasoning and logic, will be of interest to students concentrating in the natural sciences, mathematics, and computer science. Courses in Indian, Japanese, Chinese, and comparative philosophy provide a familiarity with non-Western cultures that is of value to those who are enrolled in international studies programs. The Department offers the Bachelor of Arts in Philosophy and Religious Studies in a computer-mediated environment

entirely online, outside the classroom, accessible by telephone line and over the internet. Many online courses are integrated with classroom courses giving the online student the opportunity of interacting with classroom students and participating in classroom projects. The online environment offers opportunities to the online major to participate in online internships and teaching assistantships, independent studies, research projects, and online discussion forums. Students may take a combination of online and classroom courses. The University's Registration News lists all online courses that are being offered during the current semester.

#### THE CURRICULUM IN PHILOSOPHY

##### PHIL 101. Critical Thinking I (3-3-0)

Fall, spring, and summer.

Designed to impart the basic skills of logical reasoning in natural languages: analyzing statements for consistency, implications, contradictions; distinguishing fact from opinion and evaluating testimony; distinguishing inference and argument from other discourse; analyzing and evaluating arguments using arrow diagrams; addressing vagueness and ambiguity by a more precise rendering of language.

##### PHIL 102. Critical Thinking II (3-3-0)

Prerequisite: PHIL 101 or consent of instructor. Fall or spring. Familiarizes students with longer and more complex argumentative writing, as well as with methods of analyzing, evaluating, and generating such arguments. All arguments treated are in natural language, and attention goes to context. Fallacies of equivocation and relevance are treated, and a logic of conditional statements, including necessary and sufficient conditions, is emphasized. Techniques include argument diagramming, writing analyses and evaluations of longer arguments, and writing the argumentative essay.

##### PHIL 201G. Ancient Philosophy (3-3-0)

Fall, spring, and summer.

A study of the philosophical thought of the European, Middle Eastern, and Far Eastern cultures from ancient times to 1500 A.D. Readings from original sources will include topics such as early Greek explanations of the physical world, Plato's theory of abstract forms and his account of political obligation, Aristotle's theory of the soul, Epicurean and Stoic accounts of the highest moral good, Medieval arguments for God's existence, Confucian and Taoist concepts of the individual and society, Buddhist and Hindu views of self and world and the significance of meditative techniques and practices.

##### PHIL 202G. Modern Philosophy (3-3-0)

Fall, spring, and summer.

A study of the philosophical thought of the European, Middle Eastern, and Far Eastern cultures from 1500 A.D. Readings from original sources will include topics such as Descartes' theory of mind and body, Hobbes' social con-

tract theory, Berkeley's denial of the material world, Hume's attack on miracles, Kant's theory of the phenomenal and noumenal worlds, logical positivists' criticism of ethics and metaphysics, Sartre's theory of human existence, Neo-Confucian conceptions of the Tao, and Zen Buddhism's view of knowledge and enlightenment.

##### PHIL 304. Ethics and Current Value Questions (3-3-0)

Offered at least once, Fall, spring, or summer.

Prerequisite: Junior standing or consent of instructor.

A systematic study of central problems of right action, stemming value and decision in the individual; the distinction of facts from values, rules versus ends; generalization and moral rules; the ground and nature of moral obligation; freedom; moral responsibility; the justification of punishment; the viability of egoism; the relativity of moral values. At every stage the student is provided opportunities to bring his new theoretical and conceptual material to bear on the analysis of moral problems in real-life situations.

##### PHIL 306. Search for Beauty (3-3-0)

Prerequisite: Junior standing or consent of instructor. Alternate years.

Confronts the student with the artwork and its elementary descriptive terminology. It considers the general significance of the fine arts and aesthetic value in the life of man by a systematic treatment of these problems: expression; creativity; the objectivity of the aesthetic judgment; the nature of the aesthetic experience; aesthetic qualities and the aesthetic object; the analysis of aesthetic value; art and morality.

##### PHIL 307. Current Trends in Modern Thought (3-3-0)

Prerequisite: Junior standing or consent of instructor. Alternate years.

An examination of the most important topics and theories of the leading philosophers of the 20th century. Selections from original works of major British, American and Continental philosophers will be studied. Topics include the nature and role of science, theories of language and truth, the validity of epistemology and ontology, the nature and structure of human existence, and the foundations of moral action.

##### PHIL 308. Philosophy of Religion (3-3-0)

Prerequisite: Junior standing or consent of instructor. Offered on request.

Topics will include an analysis of the nature and attributes of God with special reference to the problem of evil, arguments for the existence of God, the nature of religious language, the relation of faith and revelation to reason and sense-experience, the epistemological status of miracles, the role of the concept of God in metaphysics, and the relationship of religion to science.

##### PHIL 315. Feminist Philosophy (3-3-0)

Prerequisite: Junior standing or consent of instructor. Offered at least once every three years.

Course will focus upon recent literature in the philosophy of Feminism. Feminist critiques of knowledge, metaphysics, history, morality, philosophical anthropology, and social institutions will be examined and discussed. Course will deal with such topics as ideals of masculinity and femininity, feminine and masculine paradigms, the social construction of reality, human nature, reason, sex and gender, ego and self, autonomy, caring and maternal thinking, the implications of feminist thought for concepts of language, authorship, literature, and the feminist claims concerning the epistemological role of theory, practice and experience. The philosophy of Non-Western cultures will be considered in the light of the feminist critique.

##### PHIL 317. Existentialism (3-3-0)

Prerequisite: Junior standing or consent of instructor. Offered at least once every three years.

A study of existentialism from its 19th century beginnings with Kierkegaard and Nietzsche to the work of Jaspers, Heidegger, and Sartre. Topics that will be treated include the existentialist view of human existence, the concepts of anxiety, dread, and the absurd, the will to power, and the significance of human mortality. Both the methodological foundations of existentialism in the phenomenology of Husserl and its literary roots in such writers as Dostoyevsky, Tolstoy, and Camus will be treated.

##### PHIL 319. Philosophy of Love and Sexuality (3-3-0)

Offered at least once every three years.

This course will trace the development of the concept of Eros (sexual love, desire) through selected readings from the Western philosophical tradition. Topics to be covered include the attainability of "true love," the ethical imperatives of faithfulness and monogamy, the roles of masculinity and femininity, and the categorization of "normal" and "abnormal" sexual behavior. This course will focus upon several issues: 1) why the question of Eros is fundamentally a question of human existence; 2) why certain sexual values have become privileged in our culture; and 3) if these values are conducive to living a good life. Authors to be studied include Plato, Augustine, Freud, Jung, Kristeva, Sartre, Deleuze/Guattari, and Merleau-Ponty.

##### PHIL 320. Scientific and Legal Reasoning (3-3-0)

Prerequisite: Junior standing or consent of instructor. Offered at least once every three years.

An analysis of legal reasoning and scientific reasoning in the natural as well as social sciences. Topics to be discussed can include, in the sciences, the role of observation and its relation to theory, the nature of abstraction, generalization, experimentation, induction, probabilistic and statistical reasoning, and the use of deductive models of explanation. In law, topics can include natural law, law and custom, trial by jury, punishment and responsibility, justice and fairness, and liberty.

**PHIL 323. Philosophy of Mind and Machine Intelligence (3-3-0)**

*Prerequisite:* Junior standing or consent of the instructor. Offered on request.

An examination of the most recent literature in philosophy on topics pertaining to the nature of mind and the design of intelligent mechanical systems. The perennial questions of philosophy concerning the nature of consciousness, knowledge, mind, reason, and freedom of the will shall be considered in the light of technological developments in the field of artificial intelligence.

**PHIL 340. Classics of Ancient Philosophy (3-3-0)**

*Prerequisite:* Junior standing or consent of instructor. Offered on request.

Focuses on classics like *The Republic*, *The Nicomachean Ethics*, *The Analects of Confucius*, *The Pali Canon* of early Buddhism. The course provides the student with the opportunity for a focused reading, analysis, and interpretation of a classic text of ancient philosophy.

**PHIL 345. Classics of Modern and Contemporary Philosophy (3-3-0)**

*Prerequisite:* Junior standing or consent of instructor. Offered on request.

Focuses on classics such as Descartes' *Meditations* or Kant's *Critique of Pure Reason*, Nietzsche's *Will to Power* and *Genealogy of Morals*, Sartre's *Being and Nothingness*, the *Writings of Wang Yang Ming*, and *The Works of Chu Hsi*. The course provides the student with the opportunity for a focused study and intensive reading, analysis, and interpretation of a classic text from modern or contemporary philosophy.

**PHIL 348. Indian Philosophy (3-3-0)**

*Prerequisite:* Junior standing or consent of instructor. Offered at least once every three years.

A study of the history of Indian philosophy using original source material. Emphasis will be placed upon the development of Hindu and Buddhist thought through a study of the major classics of Indian philosophy such as the *Bhagavad Gita*, the *Sandhya Kavita*, Shankara's *Commentary on the Vedanta Sutra*, the *Pali Canon*, the *Prajnaparamita Sutra*, and the *Surangama Sutra*. Topics will include varieties of knowledge, liberation and enlightenment, the nature of the self and substance, techniques of meditation and concentration, and theories of action.

**PHIL 349. Islamic Philosophy (3-3-0)**

*Prerequisite:* Junior standing or consent of the instructor. Offered at least once every three years.

A study of the history of Islamic philosophy using original source material. The origins of Islamic thought will be examined in Greek and Neo-Platonic philosophy and in the literary tradition founded in interpretations of the Koran. Such thinkers as Al-Kindī, Al-Farabi, Al-Ghazali, Al-Arabi, and Rumi will be read and discussed with an emphasis on the development of the philosophical and religious themes in the tradition of Islam.

**PHIL 350. Chinese Philosophy (3-3-0)**

*Prerequisite:* Junior standing or consent of instructor. Offered at least once every three years.

A study of the history of Chinese philosophy using original source material. An emphasis will be placed upon the development of Confucian, Taoist, and Buddhist thought and the variety of reactions which these world views engendered within the Chinese tradition. Major classics such as the *Analects*, the *Great Learning*, *Doctrine of the Mean*, the *Mencius*, the *Tao Te Ching*, the *Chuang Tzu* the writings of Wang Yang Ming and Chu Hsi, and Mahayana sutras in the Buddhist tradition will be read and discussed.

**PHIL 355. Japanese Philosophy (3-3-0)**

*Prerequisite:* Junior standing or consent of instructor. Offered at least once every three years.

The course will examine the developments of the traditions of Shintōism, Buddhism, Confucianism, Zen Buddhism and the evolution of Japanese aesthetics in the intellectual tradition of Japan. Selections from sources such as *The Vinayakīrti Sutra*, the *Lotos Sutra*, the *Prajnaparamita Sutra*, the *Lankavatara Sutra*, the writings of Kukai, Homen, Hase, Banket, Dogen and others representative of the major intellectual trends will be read and discussed. The course is intended to give an overview of Japanese culture with an emphasis upon its roots in its philosophical tradition.

**PHIL 366. Critical Thinking for Teachers (3-3-0)**

*Prerequisite:* Junior standing or consent of instructor. Offered at least once every three years.

Trans-conceptions of critical thinking relevant to the K-12 curriculum including those of Benjamin Bloom, R. H. Ennis, Matthew Lipman, and Richard Paul. Classes designed for critical thinking are studied, as well as programs for teaching critical thinking, e.g., the Philosophy for Children program. Some attention goes to restructuring lesson plans and classroom management techniques to foster critical thinking.

**PHIL 374. Business Ethics (3-3-0)**

*Prerequisite:* Junior standing or consent of instructor. Offered at least once, Fall, spring, or summer.

Examines the role of ethics in the business context. The utilitarian and Kantian theories are dealt with to suggest solutions to ethical problems in these and similar areas: fairness in hiring and promotion policies; the employee's right to privacy and legitimate employer interest; the polygraph; management philosophies; conflicts of interest and bribery; responsibility to the consumer for information and safety; fair treatment of women and minorities; youth, age, and seniority; care for nature and the environment.

**PHIL 384. Medical Ethics (3-3-0)**

*Prerequisite:* Junior standing or consent of instructor. Fall, spring, and summer.

The focus is on value issues in medicine. The aspects of moral theory relevant to problems in medicine are treated, and recent biomedical technology is examined briefly to discover where value issues arise. The moral problems attending birth and death are treated, abortion and the be-

ginning of human life, severe congenital defects, rights of the dying, the definition and the determination of death. Moral issues in the relation between the health care provider and the patient are treated: confidentiality, informed consent, how much the patient should be told, screening for genetic disease, etc., experimenting with human subjects. Also covered are the moral problems of behavior modification and control; genetic engineering, psychosurgery, the insanity plea, and involuntary commitment. Finally, attention is also devoted to problems of social justice and health care delivery; medicine in the market place; the health maintenance organization; the putative right to health care; and the allocation of scarce resources.

**PHIL 395. Special Topics in Philosophy (3-3-0)**

*Prerequisite:* Three hours of philosophy or consent of instructor. Offered on request.

The following topics or similar ones will be offered on the basis of student interest: cross such as British empiricism; elementary logical theory; and methods of inductive reasoning; philosophy of law; philosophy of mind.

**PHIL 421. Comparative Philosophy (3-3-0)**

*Prerequisite:* PHIL 201-202G, 348, 350, or 355. Offered at least once every three years.

Major texts and authors of the Western and Asian traditions will be compared and contrasted. Emphasis will be placed upon modern intellectual developments in the cultures of China, India, Japan, Europe, and the United States. Selections from the major writings of Neo-Confucianism and Neo-Taoism in China, of the schools of the Vedānta and Yoga in India, of contemporary sects of Buddhism in Japan, and of European existentialism and the tradition of Analytic Philosophy in England and the United States will be read and discussed. Such thinkers as Wang Yang Ming, Chu Hsi, Shankara, Krishnamurti, Dogen, Nishida, Heidegger, and Wittgenstein will be covered.

**PHIL 430. The Quest for Truth (3-3-0)**

*Prerequisite:* PHIL 101 or consent of instructor.

Offered on request.

Explores some of the main questions of human knowledge raised in the field of epistemology. What is the origin and extent of knowledge? What are the kinds of knowledge? What are the degrees of certainty? How reliable is the testimony of others? What is the relationship between language and the world? What distinguishes deductive from inductive reasoning? How reliable is memory? Can we trust our knowledge of the past? How does knowledge differ from belief?

**PHIL 440. American Philosophy (3-3-0)**

*Prerequisite:* PHIL 201G-202G or consent of instructor. Offered at least once every three years.

A study of American philosophy focusing on issues in such movements as Transcendentalism, Pragmatism, Naturalism, and the Philosophy of Language. Major American philosophers such as R. W. Emerson, D. Thoreau, C. S. Lewis, John Dewey, and William James may be treated as

well as important contemporary figures in the fields of philosophy of mind, moral philosophy and the philosophy of language.

**PHIL 451. Great Ancient Philosophers (3-3-0)**

*Prerequisite:* Junior standing or consent of instructor. Offered on request.

A comprehensive examination of the writings of one of the major thinkers of the ancient or medieval period, such as Parmenides, Plato, or Aristotle, Confucius, Chuang Tzu, Mo Tzu, and Nagarjuna.

**PHIL 452. Great Modern and Contemporary Philosophers (3-3-0)**

*Prerequisite:* Junior standing or consent of instructor. Offered on request.

A comprehensive examination of the writings of one of the major thinkers of the period from the 1500 A.D. to the present, such as Descartes, Locke, Hume, Kant, Nietzsche, Heidegger, Shankara, Wang Yang Ming, and Gandhi.

**PHIL 460. Symbolic Logic (3-3-0)**

*Prerequisite:* PHIL 101 or its equivalent. Offered on request.

The purpose of this course is to increase, strengthen, and refine the student's skills in translating arguments into symbolic notation and testing them for validity. Both truth-table and deductive tests of validity are used in dealing with truth-functional arguments. The type of argument treated ascends in complexity from those involving simple quantification to those with more complex multiple quantification and then to relational arguments. Natural deduction techniques will be used, and the student will work with rules of inference, conditional proof, and indirect proof.

**PHIL 465. Advanced Logic (3-3-0)**

*Prerequisite:* PHIL 460 or its equivalent. Offered on request.

Beginning with an examination of some properties of formal deductive systems, this course proceeds to develop axiom systems for both propositional and predicate logic and to prove the consistency and completeness of each.

**PHIL 490. Senior Seminar (3-3-0)**

*Prerequisite:* Open only to philosophy majors with senior standing. Fall or spring.

The course has a seminar format in which students are guided in the writing of a major research paper. In addition to instructor supervision, students provide feedback, commentary, and analysis of each other's work. Required for all philosophy majors.

**PHIL 495. Advanced Topics in Philosophy (3-3-0)**

*Prerequisite:* Six hours of philosophy or consent of instructor. Offered on request.

The following topics or similar ones will be offered on the basis of student interest: cross such as pre-socratic philosophy; modal logic; philosophy of language; philosophy of mind; action theory; decision theory; theories of justice.

**PHIL 499. Independent Research (3-3-0)**

*Prerequisite: Philosophy major and senior standing. Offered on request.*

A research project involving substantial reading on a specific problem, theme, or the work of an individual philosopher. The research is supervised by a staff member who must approve the project before registration. A research paper is required.

**THE CURRICULUM IN RELIGIOUS STUDIES****RSTD 211G. Introduction to World Religions (3-3-0)**

*Fall, spring, and summer.*

An introduction to major ancient and modern religious traditions of the world, such as Confucian religions, indigenous American, African, and Australian religions, the religions of ancient Egypt, Mesopotamia, Greece, and Rome, Hinduism, Buddhism, and modern Asian and Middle Eastern religions (i.e., Sikhism, Baha'i, and Japanese new religions). In the course of exploring the historical and conceptual aspects of these religions, thematic issues, such as myth, ritual, the problem of evil, and the epistemological status of religion will be addressed. These traditions will be approached through the use of primary sources (autobiographies, novels, poetry, prayer guides, etc.) whenever possible.

**RSTD 212G. Introduction to World Religions (3-3-0)**

*A continuation of RSTD 211G (each course is self-contained and may be taken out of order). Fall, spring, and summer.*

Using the same approach described in the preceding entry, this course will explore a number of ancient and modern religious traditions, such as Taoism, Confucianism, Shinto, Zoroastrianism, Judaism, Christianity, Islam, modern Western religions (Protestantism, Mormonism, Christian Science, and contemporary New Age movements).

**RSTD 232. Christianity (3-3-0)**

*Offered at least once every three years.*

An introduction to major events, persons, issues, and ideas within the development of the Christian tradition. Special attention is given to the early years of formation within the worlds of Palestinian Judaism and of the Roman Empire and to modern tensions with science and secularism. Topics include: theological debates regarding the nature of Jesus, the Trinity, the nature of salvation, faith and reason; the development of the church as an institution; the authority of the Bible; the role of rituals and sacraments.

**RSTD 330. The Mystic Quest (3-3-0)**

*Prerequisite: Junior or senior standing or consent of instructor. Alternate years.*

A theoretical and experiential introduction to major mystical traditions within the religious traditions of the world. The course will include discussion of the theoretical assumptions grounding these traditions, as expressed in classic mystical texts, as well as sessions in which meditative practices from these traditions will be practiced in class.

**RSTD 335. Native American Religions: Vision, Ritual, and the Medicine Way (3-3-0)**

*Prerequisite: Junior or senior standing or consent of instructor. Alternate years.*

Course will focus on cultural rituals of Native Americans, such as the sweat lodge, sun dance, and vision quest. The significance of these rituals will be suggested through readings and video presentations.

**RSTD 343. Old Testament (3-3-0)**

*Offered at least once every three years.*

Concerns the writings of the Old Testament and their role in the development of Hebrew religion. Archaeological, literary, and cultural backgrounds are used to illumine the historical, legal, prophetic, and poetic sections of the writings. An explanation of the meaning of covenant provides a continuing focus within the diversity of materials considered.

**RSTD 342. New Testament (3-3-0)**

*Alternate years.*

Explores the life and teachings of Jesus found in the four gospels and the contributions of Paul to the development of early Christian thought and practice as reflected in his letters and in the Acts of the Apostles. The additional books of the New Testament, including non-Pauline epistles and the Revelation to St. John, will also be considered.

**RSTD 345. The Prophets of Israel and the Prophetic Tradition (3-3-0)**

*Prerequisite: PHIL 363 or consent of instructor. Offered on request.*

Designed to consider the role of prophecy in specific religious traditions originating in the Near East and subsequently influencing Western culture. Topics to be considered include: the rise and development of prophecy within Judaism; the impact of the prophetic tradition on Christianity and Islam; the continuing influence of prophetic movements in Western history.

**RSTD 395. Topics in Religious Studies (3-3-0)**

*Offered on request.*

The following topics or similar ones will be offered on the basis of student interest: individual religious thinkers such as Maimonides, Augustine, Pascal, and others; periods and schools of thought such as Medieval Scholasticism; modern critics of religion; mysticism; religion in America.

**RSTD 495. Advanced Topics in Religious Studies (3-3-0)**

*Prerequisite: Six hours of religious studies or consent of instructor. Offered on request.*

The following topics or similar ones will be offered on the basis of student interest: the nature of religious experience; religious language; contemporary religious issues and writers; problems in the study of religion.

**DEPARTMENT OF PSYCHOLOGY**

Wingfield, Room 116

(502) 594-7094

Dr. F. Samuel Bauer, Chairman  
Emilie J. Smith, Department Secretary

**FACULTY**

**Professors:** Bauer, Doerries, Herrmann, Lopater  
**Associate Professors:** Deoley, Doeltje, Groesbeck  
**Assistant Professors:** Berry, Catanzano, Marshall  
**Emerita and Emeritus:** Spires, Windsor

The aims of the psychology program are to enable students to learn facts, principles, theories, and methods in psychology and to apply this knowledge usefully and responsibly. The department is organized so that the major student may survey the entire field of psychology and learn to use the tools of psychological research. Many students majoring in psychology will go on to graduate study; others will find employment opportunities as personnel officers, case workers in welfare departments, probation officers, mental health technicians, teachers of early childhood education or in special education.

**THE BACHELOR OF ARTS AND BACHELOR OF SCIENCE DEGREES IN PSYCHOLOGY**

In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Arts and the Bachelor of Science degrees in psychology require successful completion of the following courses in major and elective studies:

- (1) PSYC 201-202 or 210-211\*, 300, 301, 302, 490, 491 OR 492;
- (2) Six additional credit hours chosen from among PSYC 303, 304, 305, 306, 310, 314, 315;
- (3) Two of the following: PSYC 404, 405, 406, 410;
- (4) Additional 300-400 level PSYC electives sufficient to make the total number of PSYC credit hours in major and elective studies at least 36.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

Electives should be chosen in consultation with an academic advisor. Students pursuing a degree in psychology should successfully complete PSYC 300 and 301 as early in their programs as feasible but in no case later than by the completion of the first 90 hours of the program. Care should be exercised to ensure that prerequisites have been satisfied. Note that PSYC 300, 301, 302 must be taken in serial order and must be completed before certain senior level courses may be taken.

**CONCENTRATIONS FOR PSYCHOLOGY MAJORS**

Students who wish to major in Psychology must come to the Psychology Department Office to provide the department with certain information and select a concentration. The concentrations are: General Psychology, Industrial/Organizational Psychology, and Early Childhood Psychology. The department chairman will assign a faculty advisor who is appropriate to the concentration selected, and provide students with a permit to officially declare the major in the Office of the Registrar. Students are urged to consult their assigned advisors regularly.

The General Psychology Concentration should be selected by students wishing to prepare for graduate work in all areas of Psychology except industrial/organizational psychology, as well as students who are undecided about their postgraduate plans. This concentration allows the greatest choice of psychology courses.

The Industrial/Organizational Concentration should be chosen by students wishing to continue their education in this area or who wish to enter the job market at the Baccalaureate level. Industrial/Organizational Psychology is currently a growth area in Psychology. Concentrators must complete PSYC 303, 313, 316, 333, and 417 in addition to the required Psychology courses. Also, PSYC 410 and 491 must be elected as part of the general requirements.

Early Childhood Psychology Concentration is the third concentration offered. Most of the students electing this concentration will also be working toward teacher certification, but this is not a requirement. Concentrators must take PSYC 210 and 211. (If credit has been earned in PSYC 201, 202, or the equivalent, PSYC 307 may be taken in addition to all other required courses to substitute for PSYC 210/211.) Beginning with students declaring the major and this concentration after July 1, 1995, students must take all other required psychology courses (with the exception of PSYC 302) and complete two courses chosen from PSYC 304, 305, 306, and 314. Additionally, all students in the concentration must complete PSYC 310, 312, 322, 410, and 427. For this concentration only PSYC 410 and 427 will count as the two senior level laboratory courses (concentrators will not take PSYC 404, 405, or 406). Students in this concentration must take the laboratory section of PSYC 410 designated specifically for the concentration. Students who will receive teaching certification at the same time as they graduate with the psychology major in this concentration are exempt from the requirement for taking either PSYC 491 or 492. Students who will graduate before completing requirements for teacher certification are not exempt from that requirement. Psychology advisors will advise students in this concentration only on matters regarding the psychology and the general degree requirements, while advisors in the Department of Education and the Center for Effective Teaching will provide guidance on the requirements for teaching certification.

## THE MINOR IN PSYCHOLOGY

Students wishing to minor in psychology must present themselves in the Psychology departmental office to provide certain information and submit a plan for the minor before the minor may be declared in the Registrar's office. The department will approve the plan or work with the student to find an acceptable plan. Eighteen credit hours (minimum) constitute the minor, which must include PSYC 201, 202 or PSYC 210, 211. All prerequisites must be met for courses taken for the minor. A psychology minor is particularly appropriate for business, sociology, social work, government, public administration, and nursing.

## THE CURRICULUM IN PSYCHOLOGY

## PSYC 201. Principles of Psychology I (3-3-0)

Basic principles of behavior covering history and systems of psychology, biological bases of behavior, sensation and perception, learning and memory, intelligence, cognition, motivation, and emotion.

## PSYC 202. Principles of Psychology II (3-3-0)

A continuation of PSYC 201 concentrating on human growth and development, personality, abnormal psychology, therapeutic methods, and social psychology.

## PSYC 210. Human Growth and Behavior I (3-3-0)

A study of data and theory concerning the development of the individual throughout the life span from conception to death. Social, emotional, physical, and cognitive development will be considered. Emphasis will be given to the nature of developmental change and the forces which bring it about. This course will cover the period from conception to late childhood.

## PSYC 211. Human Growth and Behavior II (3-3-0)

A continuation of PSYC 210, covering adolescence and adulthood.

PSYC 300. Statistical Applications in Social Science Research (3-3-0) Prerequisites: PSYC 201 or 210 and completion of MATH 125 or an equivalent statistics course.

An introduction to elementary statistical usage including descriptive statistics, probability, inferential statistics, correlation and regression, and distribution free techniques.

## PSYC 301. Experimental Psychology (3-2-0)

Prerequisites: PSYC 201-202 or PSYC 210-211, and PSYC 300, and ENGL 101-102 or equivalent.

A treatment of the historical, philosophical, and methodological issues of contemporary concern in empirical psychology. This course introduces the student to the American Psychological Association format for writing a psychological research paper. Laboratory exercises in selected areas will be conducted. The content will also cover a treatment of the ethics of the usage of human and animal participants in psychological research.

## PSYC 302. Advanced Experimental Psychology and Methodology (3-3-0)

Prerequisite: PSYC 301.

This course includes instruction in research methodologies appropriate to human and animal learning experiments, advanced statistical techniques, and experimental ethics. The laboratory provides an opportunity for students to execute, analyze, and report on experiments of their own design and collaborates with the preparation of a major research proposal which is presented both orally and in written form.

## PSYC 303. Industrial and Organizational Psychology (3-3-0)

Prerequisite: MATH 125.

An examination of the dynamics of organizational socialization, motivation, leadership, decision making, intra and intergroup functioning, power relationships, conflict and conflict management, and the more traditional functions of selection, safety, and human engineering are studied.

## PSYC 304. Social Psychology (3-3-0) [Same as SOCL 306]

Prerequisite: PSYC 201-202 or PSYC 210-211.

An examination of the nature and causes of individual behavior in social situations. The focus of the course is on social thinking and beliefs, attitudes and behavior, social influence processes, and both positive and negative social interactions.

## PSYC 305. Psychology of Learning and Cognition (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210-211.

A study of the principles of human and animal learning, retention, and problem-solving, with consideration also given to methods of investigation and recent theories of learning and cognition.

## PSYC 306. History of Psychology (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210-211.

A survey from Aristotle to the present with emphasis on the 19th and 20th centuries.

## PSYC 307. Developmental Psychology (3-3-0)

Prerequisite: PSYC 201-202.

Credit will not be given for PSYC 210/211 and this course. A study of data and theory concerning the development of the individual through the life-span, including cognitive, physical, and emotional processes.

## PSYC 308. Child Psychology (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210-211.

The biological, social, and emotional factors influencing the normal growth and development of the child from birth to adolescence.

## PSYC 309. Psychology of Adolescence and Young Adulthood (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210-211.

This course examines the psycho/affective/biological development of humans from preadolescence through early adulthood. Theories, research, and problems in the developmental process are studied.

## PSYC 310. Analysis of Child Behavior (3-3-0)

Prerequisites: PSYC 201-202 or PSYC 210-211, PSY 301.

The theoretical principles of the behavioral, social learning, and cognitive perspectives will be presented and discussed. The student will learn to apply these principles to define learning objectives, choose and utilize appropriate measures of learning-outcomes, diagnose learning difficulties, and prescribe interventions to improve learning.

## PSYC 311. Job Survival and Success Skills (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210-211 or consent of department.

An applied activity-oriented approach to learning the skills that are necessary for obtaining a job, surviving on the job, and working successfully with other people. Training will focus on forming career goals, writing resumes and letters, interviewing behavior, and job-related issues such as conflict, stress, diversity, discrimination, and communication. Only offered as a pass/fail course.

## PSYC 312. Educational Psychology (3-3-0)

[Same as EDUC 312] Prerequisite: PSYC 201-202 or PSYC 210-211.

The application of psychological facts, principles, and methods to learning in the classroom, including skill development in evaluation of student performance as an aid to learning and teaching.

## PSYC 313. Human Relations in Organizations (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210-211.

An experiential approach to skill training in leadership, decision-making, communication, problem-solving, conflict-resolution, creativity, and other issues faced by task-oriented groups in organizations. May only be taken as Pass/Fail.

## PSYC 314. Psychology of Personality (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210-211.

An examination of historical and contemporary psychological theories relating to the development, functioning, and modification of personality. A comparative approach is used focusing upon the different perspectives of psychoanalysis, behaviorism, and humanistic psychology.

## PSYC 315. Psychology of Abnormal Behavior (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210-211.

A survey of behavior pathology emphasizing anxiety disorders, character disorders, psychoses, and somatoform disorders and their relationship to current concepts of normal personality development.

## PSYC 316. Principles of Interviewing (3-3-0)

[Same as SPCH 316]

Prerequisite: PSYC 201-202 or PSYC 210-211.

Provides the student with the theoretical understanding and skills necessary to conduct a variety of interviews, including journalistic, survey, selection, performance appraisal/discipline, counseling, persuasive, and health care interviews. Students will be required to conduct interviews both in role-playing exercises and in real-world interview situations.

## PSYC 317. Psychology of Early Childhood (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210-211.

Presents the general principles of child development from conception to the early school years. Motor, social, emotional, linguistic, and cognitive development will be studied. Emphasis will be on patterns of normal development at each age, with some treatment of atypical development considered.

## PSYC 318. Personnel Psychology (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210-211, PSYC 300 or MATH 125, or BUSN 351.

The focus of this course is to examine the application of psychological research, theory, and methods to the assessment of personnel techniques and programs such as job analysis, job evaluation, recruitment, selection, and performance appraisal.

## PSYC 340. Psychology of Adulthood and Aging (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210-211.

A study of the psychological processes involved in the middle and later years of human development from young adulthood to the end of the life cycle.

## PSYC 395. Elementary Topics (3-3-0)

Prerequisite: PSYC 201-202 or 210-211 and consent of instructor.

Will present from time to time topics of special interest to the students and faculty of the department. Students who are interested in having a topics course in a certain area should make their suggestion to the department chairman. Students should also check the current list of courses taught to determine what topics will be offered in any given semester. Only one elementary topics course may be offered towards a degree in psychology.

## PSYC 403. Training in Organizations (3-3-0) [Same as MGMT 440]

Prerequisite: For credit as MGMT 440: BUSN 301, MGMT 312, for credit as PSYC 403: PSYC 201-202, 303. Spring. Practical and theoretical approaches to the training and development of employees in organizations from a systems perspective, including needs assessment processes, training methods and techniques, and training evaluation. Course focuses on incorporating knowledge of human learning and motivation to improve training effectiveness. Various training topics are examined, including leadership development and team-based training. May use large data bases such as Lexis for research papers and presentations.

## PSYC 404. Physiological Psychology with Laboratory (4-3-3)

Prerequisite: PSYC 301 or consent of instructor for non-majors.

A critical analysis of selected physiological mechanisms controlling behavior. Lecture topics include neuroanatomy/neurophysiology, sensory systems, homeostatically regulated systems, psychopharmacology and the physiological basis of memory. The laboratory provides hands-on experience with physiological instrumentation, various computer simulations, and an introduction to surgical techniques.



**PSYC 405. Psychology of Motivation and Emotion with Laboratory (4-3-3)***Prerequisite: PSYC 301 (PSYC 303 recommended).*

A study of the emerging factors in behavior, including such topics as instincts, drives, homeostatically-regulated systems, emotions, stress, anxiety. Motivation is approached theoretically from a biological framework. The laboratory includes replication of important experiments using both human and animal subjects.

**PSYC 406. Psychology of Sensation and Perception with Laboratory (4-3-3)***Prerequisite: PSYC 301.*

A study of sensory and perceptual processes presented in the framework of both theoretical and experimental issues. The laboratory includes experiments and demonstrations in several sensory/perceptual modalities.

**PSYC 407. Psychology of the Exceptional Child (3-3-0)***Prerequisites: PSYC 210-211 and PSYC 301.*

The psychological development of children with physical, emotional, educational, social and intellectual deviation, and communication problems. The course surveys the psychological aspects of giftedness, mental retardation, physical disability, learning disabilities, hearing and visual impairments, and the emotionally disturbed child.

**PSYC 410. Psychological Tests and Measurements with Laboratory (4-3-3)***Prerequisite: PSYC 301.*

Psychometric principles of test construction, development, validation, and utilization are examined. Current psychological instruments are studied in depth. The laboratory will focus on instruments and techniques appropriate to the concentration.

**PSYC 413. Job Satisfaction and Work Motivation (3-3-0)***Prerequisites: PSYC 201-202, PSYC 301, PSYC 303, or for non-majors, consent of instructor.*

A study of work motivation, job satisfaction, leadership, leadership within organizations, organizational development and change, and other organizational dynamics presented within the framework of theoretical and practical applications. The relationships between these variables/processes and organizational outcomes (e.g., productivity, turnover) will be examined from the perspective of the organization as a system.

**PSYC 426. Human Sexuality (3-3-0)***Prerequisite: PSYC 201-202 or PSYC 210-211.*

Biological, psychological, and social aspects of human sexual behavior throughout the life span.

**PSYC 427. Methods of Child Study with Laboratory (4-3-3)***Prerequisites: PSYC 302, 327, and 420.*

Presents the methods used in the study of the child. Students will study techniques of observations, interviewing, rating, and developmental assessment, using both standardized and informal methods. Both experimental and quasi-experimental paradigms will be discussed. A major component of this course will be a supervised laboratory

experience, during which students will employ the methodologies covered in the lecture.

**PSYC 435. Clinical Psychology (3-3-0)***Prerequisites: PSYC 301, PSYC 314, PSYC 315, senior standing in psychology and prior consent of the instructor.*

A comprehensive study of the history, methods, and aims of clinical psychology as related to theory, assessment, diagnosis, and intervention strategies. Several in-depth case studies and a term paper may be required.

**PSYC 490. Senior Seminar (3-3-0)***Prerequisite: PSYC 302.*

Topical seminars to cover a variety of areas. These seminars are limited to seniors only.

**PSYC 491. Practicum in Psychology (3 credits)***Prerequisite: Senior standing, completion of PSYC 302.*

Students in the industrial/organizational concentration must have also successfully completed three of the following courses: PSYC 303, 313, 316, 330, 410 and 413. Additional requirements for the practicum are set forth in the *Field Manual for Practicum Students in Psychology*, which is available in the OER of the Department of Psychology. Students enrolling in this course will participate in an organization, agency or other placement appropriate to the student's educational and professional goals. Those wishing to complete this course must contact the Course Coordinator before the end of pre-registration prior to the semester in which the practicum is to be completed. Students will play a major role in finding an appropriate placement. Failure to comply with the above requirements can result in no placement. A maximum of one registration can be counted toward a degree.

**PSYC 492. Directed Research in Psychology (3 credits)***Prerequisite: PSYC 302.*

Directed study consisting of either library or empirical research supervised by a professor from the Department of Psychology.

**PSYC 495. Advanced Topics (3-3-0)***Prerequisite: PSYC 301 and completion of all required 300-level PSYC courses.***PSYC 496. Independent Study in Psychology (credits vary)***Prerequisite: Senior standing and consent of the instructor.*

This course is designed to allow the qualified student to enrich his/her program by pursuing independent work in psychology. The topic, time-limits, and criteria for evaluation are agreed upon in writing by the student and supervising instructor. Copies of the study plan must be filed with appropriate University officers, attached to an Independent Study Authorization Form. This form is available through the Office of the Registrar. The necessary paperwork must be completed by the end of registration in the semester in which the study is to be completed. The research conducted may consist of bibliographic or experimental research. A maximum of six hours, earned in PSYC 496, may be counted toward a degree.

**DEPARTMENT OF SOCIOLOGY,  
SOCIAL WORK, AND  
ANTHROPOLOGY**

Trailer Behind 76 Moore's Lane House

957-994-7118

Dr. Robert J. Duxel

Co-Chairman Sociology

Assistant Professor Cheryl M. Mathews

Co-Chairman Social Work

Jessica Ledbetter, Department Secretary

**FACULTY**

Professors: Darel Hesley, Tuttle

Associate Professor: Forts

Assistant Professors: Mathews, Mitchell, Pelfelt

Emerita: Kennelie

**Field Instructors:**

Arrington, Aschman, Ashburn, Bradley, Claiborne, Dallman, Davis, Dixon, Fair, Garms, Glaser, Griffith, Hawver, Healy, Holm, Jerold, Jones, Kendall-Dalber, Ketchum, Koehly, King, Kinch, Mason, McAdoo, Moore, Siler, Sowyan, Schoenfeld, Sharkey, Smith, Terhatsch, Wilson, Wood

The Department of Sociology, Social Work and Anthropology offers a B.A. in two majors, sociology and social work, as well as minors in anthropology and sociology. In both majors, students acquire a strong liberal arts background. The major in sociology provides the student with experience in analyzing society from a sociological perspective. The program emphasizes and develops the ability to analyze significant social issues, conduct research, and communicate the results of scholarly investigation. Majors in sociology learn to use the conceptual, analytical, and research skills of the discipline, in the context of a global and broadly comparative perspective on the world today. The major in sociology provides valuable skills for the work-world, a foundation for graduate study, and a basis for intelligent citizen participation.

The social work major offers a strong liberal arts base and has the principal educational objective of preparing students for beginning generalist social work practice. The baccalaureate social work major is accredited by the Council on Social Work Education. The highly integrated curriculum includes sequences of study in social welfare policy and services, human behavior and the social environment, research, and social work practice. Coursework will include work with individuals, families, groups, organizations, and communities; it will also consider minorities, women, and other special populations. The culmination of the program is the educationally directed field instruction which places students in social agencies in the community. Graduates of

the program find employment in such areas as public and private social service agencies in the fields of family and child welfare, health, mental health, drug and alcohol rehabilitation, schools, corrections, probation, etc.

Both majors use the community as a learning laboratory through guest speakers, field trips, practicum experiences, and field work—experiences which will help to synthesize the theoretical with practical application.

**The Bachelor of Arts degree in Sociology**

Sociology majors are required to take MATH 125\* as a prerequisite for SOCL 302. PHIL 201G-202G\* and Spanish through the 202-level\* are recommended. In addition to successfully completing all general education requirements (see index), the Bachelor of Arts degree in sociology requires successful completion of the following courses in major and elective studies:

- (1) SOCL 201G-202G\*;
- (2) SOCL 301 and 302;
- (3) SOCL 301;
- (4) SOCL 400;

(5) Eighteen additional semester hours in SOCL

courses above the 200 level, selected in consultation with an advisor from this department. SOCL 361 and SOCL 375 are strongly recommended.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

The Bachelor of Arts degree in Sociology with a concentration in Culture, Socialization, and Society. In addition to the successful completion of all general education requirements (see index), the Bachelor of Arts degree in Sociology with a concentration in Culture, Socialization, and Society requires successful completion of the following courses in major and elective studies:

- (1) SOCL 201G-202G\*;
- (2) SOCL 301 and 302;
- (3) SOCL 301 and 400;
- (4) EDUC 450L or SOCL 491;
- (5) Twelve semester hours in courses selected from the following: SOCL 303, 304, 306, 313, 316, 319, 324, and 375;
- (6) Six semester hours in courses selected from the following:
  - (a) ANTH 219G\*;
  - (b) GOVT 201 or GOVT 202;
  - (c) HIST 202;
  - (d) PSYCH 210\* or PSYCH 211\*;
  - (e) SOWK 260 and 309.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

**The Bachelor of Arts degree in Sociology with a CONCENTRATION IN CRIMINOLOGY**

In addition to the successful completion of all general education requirements (see index), the Bachelor of Arts degree in Sociology with a concentration in Criminology requires successful completion of the following courses in major and elective studies:

- (1) SOCL 201G-205G;
- (2) SOCL 301, 391, 392, and 490;
- (3) SOCL 321, 324, and 491;
- (4) Nine semester hours in courses selected from the following: SOCL 304, 316, 319, 322; SOWK 367, 373, or 375; GOVT 343 or 368; one topics course in the field of criminology approved by the department chair.

**THE MINOR IN SOCIOLOGY**

The minor in sociology requires a minimum of 18 credits in sociology. Required courses are: SOCL 201G-205G\* and SOCL 301. In addition, students pursuing a minor in sociology must have proficiency in research methods and statistics.

**THE MINOR IN ANTHROPOLOGY**

The minor in anthropology requires a minimum of 18 credits in anthropology. Required courses are:

- (1) ANTH 200C, 361, 394;
- (2) One additional ANTH course
- (3) One of the following: HIST 348/448, HIST 350/450, SOCL 392;
- (4) One 400 level seminar or practicum in anthropology or international culture and commerce, selected with the advisor and approved by the department.

**THE BACHELOR OF ARTS DEGREE IN SOCIAL WORK**

In addition to requiring successful completion of all general education requirements (see index), the Bachelor of Arts degree in social work requires successful completion of the following courses in major and elective studies:

- (1) BIOL 107-108/109L\*;
- (2) MATH 125\*;
- (3) HLTH 200\*;
- (4) PSYC 210-211\*;
- (5) SOCL 201G-205G\*, 303, and 391;
- (6) SOWK 260, 367, 368, 391, 392, 399/399L, 408, 401, 402, 406, and 490;
- (7) Three hours from SOWK 269, SOWK 373, SOWK 365, SOCK 471, SOWK 492, SOWK 495 or SOWK 499.
- (8) Nine additional semester hours of upper-level (300-400) electives.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic advisor.

Because of their highly sequential nature, any variation from the degree table appearing above should be approved by a social work faculty advisor. Social work majors desiring to combine a major in social work with a minor in sociology can learn of the special agreements regarding field instruction by consulting the Director of Social Work.

**ADMISSION AND EVALUATION PROCEDURES FOR THE BA DEGREE IN SOCIAL WORK****Admission to the Social Work Major**

In addition to admission as a classified student at CNU and formal declaration of social work as a major, students must still apply for "accepted status" as a CNU baccalaureate social work major. Requirements for admission to accepted status include:

- Completion of at least 50 hours of academic work, including the majority of the liberal arts base (and CNU's general education requirements);
- Successful completion (a grade of C or better) of SOWK 260 or acceptable equivalent, to insure at least a basic understanding of the career choice being made;
- An overall grade point average (GPA) of 2.0 and a GPA of at least 2.5 in all courses required for social work; and
- Three reference letters, a written application, an admission statement, and a personal and/or panel interview.

For continuance in the Social Work Program, a student must demonstrate readiness to enter and continue in the professional or upper level courses in the baccalaureate social work program of study. This requires:

- Academic achievement (maintenance of overall GPA of 2.0 and GPA of 2.5 in the courses required for social work);
- Personal and professional behavior consistent with the NASW Code of Ethics;
- Effectiveness in work with client systems as demonstrated through laboratory and field courses; and
- Capacity to master the necessary skills of generalist social work practice.

For further information on these requirements, the Social Work Program furnishes an information and application package to interested students through the department office. Admission to accepted status in the major consists of the following parts:

- Application. Applications for admission to the social work major are accepted from students who are currently enrolled at the University, have at least 50 hours of academic work, and have completed or

are now enrolled in Introduction to Social Work (SOWK 260). Transfer students who meet these requirements and who transfer a course evaluated by the Director of Social Work as equivalent to SOWK 260 may also apply. Application packages may be obtained from the Social Work Office or from the Director of Social Work. Applications are accepted throughout the year, but students MUST be admitted to the social work major prior to enrollment in Social Work Practice I (SOWK 399) and the corresponding laboratory class (SOWK 399L).

• **Interview.** Once a complete application package is received, an interview or panel interview will be scheduled. Interviews are usually scheduled with the Director of Social Work. However, the applicant, a social work faculty member, or the Director of Social Work may request an interview and decision by a panel of three social work faculty members in lieu of an individual interview and decision by the Director of Social Work.

• **Disposition.** Students will be informed of the disposition of their application, in writing, within two weeks of the interview or panel interview. The following dispositions are possible:

- Full Acceptance
- Probationary Acceptance (specifies out requirements for full acceptance)
- Denial

Students who have been granted probationary acceptance or who have been denied may appeal such decisions through the regular appeal channels of the University (see *University Handbook, Student Handbook*, or seek assistance from the Student Government or the Registrar's Office).

**Continuing GPA and Other Requirements**

Automatic review of accepted standing occurs when grades of D or F are made in any required course in the major or when a student is on academic probation. Probationary status in the major prevents a student from entering or continuing in 400-level social work (SOWK) courses. Readmission to good standing will be determined by GPA and approval of the Director of Social Work and/or a panel of three social work faculty members.

**Successful completion of SOWK 399 and 399L**

(C or better)  
A written evaluation of generalist practice skills demonstrated in the Social Work Practice I Laboratory class, completed by the 399L instructor(s), will become part of the student's permanent record. A grade below a C or an unfavorable laboratory evaluation of skills will result in automatic probationary status and denial of entry to 400-level classes until such time as accepted status is reinstated.

**FIELD INSTRUCTION APPLICATION**

Requirements include:

- (1) Senior status;
- (2) Successful completion (C or better) of SOCK 399 and 399L, with favorable evaluation of skill performance in 399L;
- (3) Concurrent enrollment in SOWK 400;
- (4) Overall GPA of 2.0 and GPA of 2.5 in the courses required for the major; and
- (5) Completed and approved application for admission to Field Instruction I (SOWK 401).

An application for Field must be filed with the Field Instruction Coordinator in the spring semester directly preceding fall placement by the last day for withdrawing from classes without penalty of failing grade.

**Important Note:** All of the foregoing may be appealed by students through regular University appeals channels.

**THE CURRICULUM IN SOCIOLOGY****SOCL 201G. Human Societies: Introduction to Macrosociology (3-3-0)**

Pre or Corequisite: ENGL 101.

An ecological-evolutionary approach to the study of human societies, from hunting and gathering through horticultural, agrarian, industrial, industrializing, and post industrial societies. The focus of the course is the macro-sociological study of social and cultural change and the development of the interdependency and diversity among contemporary societies.

**SOCL 205G. Society and the Individual: Introduction to Microsociology (3-3-0)**

Prerequisite: None.

A micro-sociological and cross-cultural comparative study of the relationship between the individual and society. The focus of this course is the study of the processes of socialization and the mechanisms of social control whereby the individual becomes and remains a member of a society. Students will have an opportunity to participate in a service learning project.

**SOCL 301. Principles of Sociological Analysis (3-3-0)**

Prerequisite: SOCL 201G-205G or consent of department. Fall. The history, development, and current status of sociology. A consideration of major theorists and perspectives, along with a survey of the major sub-fields of Sociology.

**SOCL 303. Marriage and the Family (3-3-0)**

Prerequisite: SOCL 201G or junior standing or consent of department. Fall.

Analysis of the American family system in historical and cross-cultural perspective. Relationship of the family to other social systems and to social change. Variations in the American family by social class, race, ethnicity, and family structure. Effects of changing gender roles on marriage and the family.

**SOCL 304. Socialization and Society (3-3-0)**

*Prerequisite:* SOCL 201G or junior standing, or consent of department. Fall.

Emphasis will be on the generic process by which individuals become members of society. Consideration of the impact of family, sex, race, and socio-economic class on socialization and personality. The importance of the major agencies of socialization, such as family, school, peer group, and media. Socialization through the life cycle.

**SOCL 305. Sociology of Aging (3-3-0)**

*Prerequisite:* SOCL 201 G or junior standing or consent of department. Fall, alternate years.

Study of the process and effects of aging and ageism. Demographic trends and their implications. Impact of socio-cultural factors on physical and psychological functioning. The social environment of older people, including living environments, finances, family, and friends. Effect of retirement. Programs serving the elderly.

**SOCL 306. Social Psychology (3-3-0) [Same as PSYC 304]**

*Prerequisite:* SOCL 201G or junior standing or consent of department.

An examination of the psychological processes involved in social relationships of various types. The focus is upon person-perception processes, self-concept, attitude change, aggression, and interpersonal influence.

**SOCL 313. Sociology of Religion (3-3-0)**

*Prerequisite:* SOCL 201G or junior standing or consent of department.

A sociological analysis of religion as a social institution with emphasis on the interrelationship between religion, society, and the individual. Topics covered include theoretical perspectives, empirical measurements of religiosity, and trends in secularization and religious pluralism.

**SOCL 314. Education, Culture and Society (3-3-0)**

*Prerequisite:* Junior standing and SOCL 201G or 205G, or consent of department chair.

This course examines underlying ideologies as expressed in educational theory and practice, the role of education in modern, social, economic, and political life. The school as an institution, and issues such as equality of opportunity and discharge of civic responsibility which affect and are affected by public schools. A participatory forum for discussion of a variety of perspectives and issues will provide a basis for students to explore the purpose and future of education in a free and democratic society.

**SOCL 315. Sociology of Health and Health Care (3-3-0)**

*Prerequisite:* SOCL 201G or junior standing or consent of department. Spring.

Analysis of the socio-cultural context of illness, including disease etiology, epidemiology, and illness behaviors. The formal and informal organization of the health professions and institutions, and the system of health care delivery.

**SOCL 316. Minorities in Society (3-3-0)**

*Prerequisite:* SOCL 201G or junior standing or consent of department.

A comprehensive analysis of a variety of minority groups including American Indians, women, Spanish-speaking and Asian minorities, European immigrants, and Black Americans. The course will concentrate on the problems of prejudice and discrimination, integration and conflict, and trends of change.

**SOCL 318. Social Problems (3-3-0)**

*Prerequisite:* SOCL 201G or junior standing or consent of department. Fall, alternate years.

A survey of social problems affecting contemporary societies, such as technological displacement, population growth, environmental abuse, work and alienation, economic and political inequality.

**SOCL 319. Deviant Behavior (3-3-0)**

*Prerequisite:* SOCL 201G or junior standing or consent of department. Fall, alternate years.

An analysis of the social processes which result in defining and reacting to behavior as deviant. Emphasis is on the cultural context of deviance, deviant behavior patterns, and the effects of societal responses to deviance. Various forms of deviance will be analyzed, including sexual deviance, mental illness, alcoholism and drug abuse, crime, and juvenile delinquency.

**SOCL 321. Criminology (3-3-0)**

*Prerequisite:* SOCL 201G or junior standing or consent of department. Fall.

A sociological analysis of the nature and extent of crime as revealed by official statistics, victimization surveys, and self-reported crime. Emphasis will be on sociological theories of crime; characteristic patterns of crime; psychological, biological, and economic factors in criminal behavior; crime and social change; and the relationship between social policies and criminal behavior.

**SOCL 322. Corrections (3-3-0)**

*Prerequisite:* SOCL 201G and SOCL 321. Spring.

A sociological analysis of correctional institutions and community corrections programs within the criminal justice system. Emphasis will be on the historical development of corrections, institutional treatment programs, assessment of community alternatives to imprisonment, and examination of current issues affecting the future of Correctional policies.

**SOCL 324. Juvenile Delinquency (3-3-0)**

*Prerequisite:* SOCL 201G or junior standing or consent of department. Spring.

A sociological examination of juvenile delinquency with emphasis on the nature and extent of juvenile delinquency, the historical development of the juvenile court, institutional and community corrections aimed at delinquents, and an assessment of social policies as they affect delinquents. A review of sociological theory and research on delinquency will emphasize family patterns, school systems, juvenile gangs, and broader social processes related to delinquency.

**SOCL 332. Industrial Sociology (3-3-0)**

*Prerequisite:* Junior standing or consent of department.

A study of the patterns of industrialization, industrial work organizations, and management approaches. The course addresses the cross-cultural dimensions of industrial work and investigates major issues of industrial society, such as industrial relations, unemployment, the meaning of work, and the conditions of women and minorities in the labor force.

**SOCL 333. Occupations and Society (3-3-0)**

*Prerequisite:* Junior standing or consent of department.

An analysis of occupations with particular emphasis on the interrelationship between work, society, and the individual. Topics covered include work as a social institution, occupational specializations, career choice and mobility, occupational status and professionalization, and the sociocultural dimensions of labor force participation.

**SOCL 388. Political Theory (3-3-0) [Same as GOVT 398]**

*Prerequisite:* Junior standing.

An analysis of the central issues raised by major political thinkers from Plato to Marx. Concepts to be examined include natural law, the state, freedom, obligation, equality, and political change.

**SOCL 361. Culture and Human Population (3-3-0) [Same as ANTH 361]**

*Prerequisite:* ANTH 201G or SOCL 201G and junior standing or consent of the department.

Introduction to population and cultural, social, economic, political, and environmental factors that influence population distributions and patterns of change. The course includes a survey of theories and methods for studying human populations and a cross-cultural overview of reproduction and population-regulating conditions and practices.

**SOCL 375. Social Class in Modern Society (3-3-0)**

*Prerequisite:* SOCL 201G and junior standing, or consent of the department.

A sociological analysis of social stratification within capitalist societies. Topics include social inequality and mobility; systems of power, prestige, and privilege; agencies of class reproduction such as labor markets and schools; and a current assessment of poverty and development in the capitalist world system.

**SOCL 391. Methods and Tools of Social Research I (3-3-0) [Same as SOWK 391, GOVT 383]**

*Prerequisite:* SOCL 201G.

Examination of the methodological problems of social research. Selection and definition of problems of investigation, research designs, data-gathering techniques, and sampling.

**SOCL 392. Methods and Tools of Social Research II (3-3-0) [Same as SOWK 392, GOVT 382]**

*Prerequisites:* MATH 125, SOCL 301 Or consent of department.

Data-analysis techniques, including statistical analysis, measurement, hypothesis testing, multivariate analysis, and measures of association.

**SOCL 394. Qualitative Methods of Social Research (3-3-0) [Same as ANTH 394]**

*Prerequisite:* SOCL 201G or ANTH 201G and junior standing or consent of the department.

The course emphasizes qualitative research, techniques used in ethnographic, field, and cross-cultural comparative studies, and methods for managing and analyzing primary field data.

**SOCL 395. Topics in Sociology (Credits vary)**

*Prerequisite:* SOCL 201G and junior standing.

Topics vary and may be interdisciplinary.

**SOCL 490. Senior Seminar in Sociology (3-3-0)**

*Prerequisite:* SOCL 301, senior standing or consent of department. Spring.

A "capstone" course designed for senior sociology majors and minors and other students with strong backgrounds in the social sciences. The course includes an overview of the development of the discipline and an investigation of major theoretical paradigms with applications to contemporary society.

**SOCL 491. Practicum in Sociology (3-6-6)**

*Prerequisite:* SOCL 391, 392, and senior standing.

The practicum in sociology consists of 120 hours in an approved community setting. Its purpose is to give the student the opportunity to correlate theory with practice. Written work will include a log and a final paper synthesizing the student's experience. Practicum must be approved by the department before the student registers.

**SOCL 492. Readings in Sociology**

*Prerequisite:* Twelve credits in sociology, senior standing, a 3.00 GPA (both overall and in the major), and consent of instructor. Fall and spring.

Extensive reading in a chosen subject under the direction of a faculty member. Subject must be decided upon and permission of instructor secured before registration. Final paper will be presented orally to the department.

**SOCL 495. Advanced Topics in Sociology (3-3-0)**

*Prerequisite:* Nine credits in sociology, junior or senior status or consent of instructor.

Topics will vary and may be interdisciplinary.

**SOCL 499. Independent Research or Research Internship (3-0-0)**

*Prerequisite:* SOCL 391 -392, senior standing, a 3.00 GPA (both overall and in the major), and consent of instructor. Fall and spring.

Independent research allows the student to do a research project on a chosen subject under the direction of a staff member. The research topic must be decided upon and permission of department secured before registration. The research internship provides the student with the opportunity of doing research in an agency or program setting. Final paper will be presented orally to the department.

## THE CURRICULUM IN SOCIAL WORK

**SOWK 200. Volunteer Services (3-3-0)**

A study of volunteerism in the United States including techniques and information for effective helping as a volunteer, introduction to the community network of services, and frameworks for evaluating the quality of the volunteer experience. Includes a segment of volunteer experience that occurs independently of class hours.

**SOWK 260. Introduction to Social Work (3-3-0)**

*Prerequisite:* Three credits in social science or consent of department.

An examination of the profession of social work and the settings in which it is practiced. Emphasis will be on describing social work as a profession, describing generalist social work practice, and reviewing the types of agencies in which social workers practice. Sixteen to twenty hours of volunteer work is an optional assignment in this class.

**SOWK 367. The Social Welfare Institutions (3-3-0)**

*Prerequisite:* SOCL 201; G and junior standing. Fall.

History, philosophy, and issues of the social welfare system and the profession of social work in the United States. Includes study of poverty and income maintenance programs and policies and a study of current and future trends in social welfare and social work.

**SOWK 368. Social Policy Analysis (3-3-0)**

*Prerequisite:* SOCL 201G. (SOWK 367 required for social work majors). Spring.

Introduces a framework for the analysis of social policies and services. Focuses upon the variables that shape human service delivery systems. Application of analysis skills to an area of student interest is a required component of the course.

**SOWK 369. Child and Family Welfare (3-3-0)**

*Prerequisite:* Consent of department. Spring.

Review and analysis of major policies, programs, and services developed to assist or substitute for the family in meeting the needs and enhancing the development of children in the United States. Focuses upon understanding and utilizing policies and services affecting children and families.

**SOWK 373. Social Work and the Law (3-3-0)**

[Same as GOVT 373]

An examination of the legal basis for public and private intervention programs, including adoption, child custody, marriage, divorce, rights of children and youth, the aged, and the mentally ill.

**SOWK 391. Methods and Tools of Social Research I (3-3-0)**

[Same as SOCL 391, GOVT 383] *Prerequisite:* SOCL 201G.

Examination of the methodological problems of social research. Selection and definition of problems of investigation, research designs, data-gathering techniques, and sampling.

**SOWK 392. Methods and Tools of Social Research II (3-3-0)**

[Same as SOCL 392, GOVT 382]

*Prerequisite:* MATH 125, SOCL 201G, or consent of department.

Data-analysis techniques, including statistical analysis, measurement, hypothesis testing, multivariate analysis, and measures of association.

**SOWK 395. Elementary Topics (Credits vary)**

*Prerequisite:* SOWK 260, junior standing or consent of department.

Topics vary and may be interdisciplinary.

**SOWK 399. Social Work Practice I (3-3-0)**

*Prerequisite:* Acceptance as a social work major; *corequisite:*

SOWK 399L. Spring.

Designed to develop beginning professional social work skills, knowledge, and values. Provides an introduction to the generalist approach, systems theory, and planned change process as utilized in work with individuals, families, groups, organizations, and communities. Teaches skills in: use of self in the helping role; interviewing techniques; client assessments; intervention strategies; evaluation of outcomes; and integration of these skills with knowledge of diverse lifestyles and racial, ethnic, and cultural patterns. Stresses work with individuals.

**SOWK 399L. Social Work Practice Lab (3-0-4)**

*Prerequisite:* Acceptance as a social work major; *corequisite:*

SOWK 399. Spring.

An 80 clock-hour laboratory which experientially reinforces the content of SOWK 399. Includes off-campus observation of four social agencies, use of video equipment, role-playing exercises, and various methods of practicing culturally sensitive generalist social work.

**SOWK 400. Social Work Practice II (3-3-0)**

*Prerequisite:* Grade of C or better in SOWK 399 and 399L;

*corequisite:* SOWK 401 and 406.

Continued development of knowledge, skills, and values for beginning generalist social work practice. Work with groups and families is stressed as well as integration of concurrent field experience.

**SOWK 401. Field Instruction I (5-1-16)**

*Prerequisite:* Acceptance of field instruction application (See admission and evaluation procedures); *corequisite:* SOWK 400. Fall.

A 224 clock-hour (minimum) field experience with directed engagement in generalist social work practice in one of a variety of community social service settings. Also entails a field seminar that meets weekly for one hour.

**SOWK 402. Field Instruction II (5-1-16)**

*Prerequisite:* SOWK 401; *corequisite:* SOWK 490. Spring.

A 224 clock-hour (minimum) field experience with directed engagement in generalist social work practice in one of a variety of community social service settings. Also entails a field seminar that meets weekly for one hour.

**SOWK 406. Human Behavior in the Social Environment (3-3-0)** *Prerequisite:* PSYC 210-211, acceptance as social work major; *corequisite:* SOWK 400. Fall.

A course designed to help social work students build a base for social work practice upon the theoretical knowledge

gained from the applied and social sciences and human biology. A general systems framework will be used which presents human behavior as an adaptive process for living in one's environment, presents the social environment as the structure whereby individuals are shaped into social beings through processes of enculturation and socialization. This course focuses on building and using knowledge from selected behavioral and social theories for assessment and intervention in generalist social work practice.

**SOWK 471. Mediation (3-3-0)**

*Prerequisite:* Junior standing or consent of instructor.

This is a basic course in the dispute resolution technique of mediation. The course has been approved by the Virginia Supreme Court to meet the basic education requirements for general mediators, a major component of the certification process. In addition to focus on the concept, history, process, and applications of mediation, the course will examine related concepts such as conflict, power, and communication. Considerable student participation is required for experiential learning of mediation skills and techniques. Preparation and delivery of a mediation session is required.

**SOWK 490. Social Work Practice III (3-3-0)**

*Prerequisite:* SOWK 400 and 401; *corequisite:* SOWK 402.

Continued development of knowledge, skills, and values for beginning generalist social work practice. Macro level generalist practice with organizations and communities is stressed. Integrates concurrent field experience, all areas of the social work curriculum, and continued professional growth.

**SOWK 492. Readings in Social Work (credits vary)**

*Prerequisite:* Twelve credits in sociology or social work, senior standing, a 3.00 GPA (both overall and in the major), and consent of department. Fall and spring.

Extensive reading in a chosen subject under the direction of a faculty member. Subject must be decided upon and permission of instructor secured before registration. Final paper will be presented orally to the department.

**SOWK 495. Advanced Topics in Social Work (3-3-0)**

*Prerequisite:* Nine credits in social work, senior standing and consent of instructor.

Topics will vary and may be interdisciplinary.

**SOWK 499. Independent Research or Research Internship (3-3-0)**

*Prerequisite:* SOWK 391-392, senior standing, a 3.00 GPA (both overall and in the major), and consent of instructor. Fall and spring.

Independent research allows the student to do a research project on a chosen subject under the direction of a faculty member. The research topic must be decided upon and permission of faculty member secured before registration. The research internship provides the student with the opportunity of doing research in an agency or program setting. Students interested in the internship must receive permission from the Social Work Program Director prior to registration. Final paper will be presented orally to the department.

## THE CURRICULUM IN ANTHROPOLOGY

**ANTH 203G. Cultural Anthropology (3-3-0 each)**

An anthropological and comparative approach to the distribution, origin, evolution, and races of humans and the cultures they have created. The focus of the course is the study of pre-industrial and non-Western societies, including social and political organization, religion, economics, mythology and traditions, and intellectual and artistic life.

**ANTH 361. Culture and Human Population (3-3-0)**

[Same as SOCL 361]

*Prerequisite:* Junior standing or ANTH 203G or SOCL 201G or consent of the department.

Introduction to population and cultural, social, economic, political, and environmental factors that influence population distributions and patterns of change. The course includes a survey of theories and methods for studying human populations and a cross-cultural overview of reproduction and population-regulating conditions and practices.

**ANTH 362. Peoples and Cultures of Latin America (3-3-0)**

*Prerequisite:* Junior standing and SOCL 201G-202G or ANTH 203G, or consent of the department.

This course reviews rural and urban aspects of Latin American societies from their pre-Columbian origins through colonial, national, and twentieth century transformations. Ethnographic studies are selected to show current anthropological treatment of community studies and the concepts of culture, ethnicity, class, gender, and power.

**ANTH 363. Anthropology of Women in Latin America (3-3-0)**

*Prerequisite:* Junior standing and SOCL 201G-202G or ANTH 203G, or consent of the department.

This course reviews the changing roles of women in Latin America from pre-Columbian times to the present. Readings, lectures, and films will show differences in class, race, legal traditions, and regional culture to account for the various ways women have participated in Latin American societies.

**ANTH 394. Qualitative Methods of Social Research (3-3-0)**

[Same as SOCL 394] *Prerequisite:* Junior standing and ANTH 203G or SOCL 201G or consent of the department.

The course emphasizes qualitative research, techniques used in ethnographic, field, and cross-cultural comparative studies, and methods for managing and analyzing primary field data.

**ANTH 491. Practicum in Anthropology (3-0-0)**

[Same as SOCL 491]

*Prerequisite:* ANTH 203G, 394, and senior standing.

The practicum in anthropology consists of 120 hours in an approved setting and is designed to give an opportunity to integrate research methods with practice. Written work will include a field log and a final paper synthesizing the experience. Practicum must be approved by the department before registering.

## THE CENTER FOR ENGLISH AS A SECOND LANGUAGE

(757) 594-7498

Leslie Bohan, Director

The Center for English as a Second Language (CESL) is an intensive English language program for non-native English speaking students who wish to improve their language skills for professional, academic, or personal reasons. It provides immersion into the English language using a variety of methods, including intensive instruction in written and spoken English. The Center for English as a Second Language offers credit and non-credit courses with small, personal classes; Test of English as a Foreign Language (TOEFL) preparation; student advising and academic support; and a "bridge" program for ESL students becoming degree-seeking CNU students. Once a CESL student's TOEFL score has reached 500 or above, he or she is eligible for admission consideration to Christopher Newport University.

### THE ESL PROGRAM

The Center for English as a Second Language is intended for individuals interested in improving their English language skills. Students in the intensive program attend classes 20 hours per week, in addition to individual work in the language and computer laboratories. Levels of students are determined by a placement test given before classes start. Students are placed in one of four levels: low intermediate, high intermediate, advanced, or "bridge" student.

### COURSES OF INSTRUCTION

Students in the intensive program are in class 20 hours per week. Grammar and Composition meets for nine hours per week. Reading, Listening, and Speaking meets for six hours per week. Elective courses meet five hours per week. Students may choose from the following electives: Academic Reading and Listening; TOEFL Prep; Pronunciation and Phonetics; Reading and Conversation; Conversation via Cinema; American Culture; Expanding English Skills Through Computer Use; Publication Production; and Survival Skills - African Style.

### CREDIT FOR ESL COURSES

Students at the Center for English as a Second Language will have the opportunity to earn up to 12 university credits (three university credits per session), which may be applied towards a baccalaureate degree at Christopher Newport University. A baccalaureate degree requires 120 credits (approximately 40 courses). ESL credits may or may not transfer to other universities.

### "BRIDGE" PROGRAM

Students who have achieved a TOEFL score between 500 and 530 are eligible for the Bridge Program. The Bridge Program is one intended for the advanced ESL student making the transition into full-time, degree-seeking status at CNU. It allows CESL students to divide their academic work between ESL courses at the Center for English as a Second Language and a university course at CNU. This program provides the bridge student with academic assistance and support services to make the transition to full-time university courses as smooth as possible.

### ELIGIBILITY

ESL students must have at least 2 years of English at the secondary or university level and a high school diploma or its equivalent from their country. Native English speakers or non-native English speakers with a TOEFL of over 530 are not allowed to earn credit, but may enroll in the program.

### TOEFL (Test of English as a Foreign Language) Requirements

The TOEFL is an English language proficiency test that most U.S. universities use as an entrance exam for non-native English speaking students. Following are listed CNU's TOEFL requirements:

1. A non-native English speaking student must have 500 TOEFL to be admitted as a full-time degree-seeking student.
2. Students who obtain a 500 TOEFL score will be eligible for the "Bridge Program," an academic program which consists of ESL classes coupled with up to 2 non-ESL university courses and support services. The CESL will provide these support services for 1 university course. Bridge students must fill out a regular CNU admissions application (obtainable through the Admissions office) and return that to the Admissions office. When he/she is accepted, he is then allowed to register for a non-ESL course. The student should register for this course in the Registrar's office on the 2nd floor of the Administration Building. Bridge students are required to be in this status for a minimum of 1 semester.
3. Flexibility factor: any non-native English speaking student must appeal to both the ESL Council and Admissions Office if either he has less than 500 on the TOEFL and he wants status as a "bridge" student or he has less than 530 and he wants status as a degree-seeking student.
4. There is no TOEFL minimum to enter the ESL program.
5. Necessary: <500 - 500 TOEFL - regular CESL student; 500 - 530 Bridge program; >530 CLN degree-seeking student.

### UNIVERSITY CREDIT FOR ESL COURSES

1. Three (3) credits per session may be earned if the student is a full-time program student and the student passes all courses and his comprehensive exams. Credit is earned by examination; students take comprehensive exam which covers material in their program. Only students enrolled in the fall program (20 hours/week) are allowed to earn credit.
2. There is a cap of 12 credits to be transferred in as undergraduate electives only (3 for every sub-semester). If student has no electives in his degree program, the ESL credits are above and beyond the requirements.
3. Students have 1 year to have their credit documented, although no lapse time is preferred.

### FULL-TIME AND PART-TIME STATUS

ESL students must be full-time (20 hours/week) if they hold a F-1 (student) visa. If at any time they drop below full-time, they are considered out-of-status. F-1 visas are issued out of the Admissions Office. Resident card holders may be either part-time or full-time. B-1/2 (tourist) visa holders must be part-time (<20 hours/week). This is INS law.

### ATTENDANCE

Students on F-1 visas are required to attend class at least 85% of the time by CESL policy and Immigration and Naturalization Services (INS). Failure to do so results in first a warning from CESL and if the circumstance persists, a report to INS of out-of-status. Students not on F-1 visas risk failing courses if attendance drops below 85%. Students are encouraged to check with their professors about their attendance record. Students will also receive a mid-term evaluation which includes their attendance record.

### ESL COUNCIL'S ROLE

The Center for English as a Second Language is subject to the ESL Council's guidance, whose members include a variety of faculty and administrative members that have some invested interest or dealings with international students, particularly ESL students.

### CURRICULUM COMMITTEE

All courses offered by the Center for English as a Second Language must be approved by the Curriculum Committee for its academic integrity. All courses are held to the academic standards of the university.

### HEALTH INSURANCE FOR ESL STUDENTS

All ESL F-1 (full-time student visa) students are required to have hospital insurance that covers them for their entire stay in the United States.

## BOARD OF VISITORS

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 Newport News, Virginia  
 Term Expires 6/30/00

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