

1999-00

UNDERGRADUATE CATALOG



CHRISTOPHER NEWPORT
UNIVERSITY

WHERE STUDENTS COME FIRST

ACCOUNTING ANTHROPOLOGY
APPLIED PHYSICS ART BIOLOGY
BUSINESS ADMINISTRATION CHEM
ISTRY COACHING COMMUNICA
TION STUDIES COMPUTER ENGINEER
G LIBERAL LEARNING COMPUTER
SCIENCE CRIMINAL JUSTICE ADMIN
ISTRATION CRIMINOLOGY EARLY
CHILDHOOD PSYCHOLOGY ECO
NOMICS EDUCATION ENGLISH
ENVIRONMENTAL SCIENCE FITNESS
MANAGEMENT FRENCH GEOGRA
PHY GERMAN LEADERSHIP IN
COMMUNITY AND COMMONWEALTH
GERONTOLOGY GOVERNMENT
HEALTH HISTORY HORTICULTURE
INDUSTRIAL/ORGANIZATIONAL PSY
CHOLOGY INFORMATION SCIENCE
INSTRUMENTAL MUSIC INTERDISCI
PLINARY STUDIES INTERNATIONAL
ADMINISTRATION INTERNATIONAL
BUSINESS INTERNATIONAL RELA
TIONS JOURNALISM LANGUAGE
ARTS LATIN AMERICAN STUDIES
LEGAL STUDIES LEISURE STUDIES
LITERATURE MANAGEMENT OF



INFORMATION SYSTEMS MARKETING
MATHEMATICS MILITARY SCIENCE
MUSIC MUSIC COMPETITION
MUSIC HISTORY MUSIC PERFORMANCE
MUSIC THEATER NETWORKING
COMMUNICATIONS NURSING
PHILOSOPHY PHYSICAL EDUCATION
PHYSICS POLITICAL SCIENCE
PSYCHOLOGY PUBLIC MANAGEMENT
REAL ESTATE ACCESS AND OPPORTUNIT
RECREATION/TOURISM RELIGIOUS
STUDIES SCIENCE OF INFORMATION
SYSTEMS SOCIAL WORK SOCIO
LOGY SPANISH TEACHER EDUC
TION PROGRAMS ART BIOLOGY
CHEMISTRY COMPUTER SCIENCE
EARLY CHILDHOOD/ELEMENTARY EDU
CATION ECONOMICS ENGLISH
FRENCH GERMAN HEALTH EDU
CATION HISTORY MATHEMATICS
MIDDLE EDUCATION PHYSICAL EDU
CATION PHYSICS POLITICAL SC
IENCE SOCIAL STUDIES SPANISH
SPEECH OUTSTANDING TEACHING
THEATER ARTS VOCAL/CHORAL
MUSIC WRITING



Undergraduate Catalog

Volume 34, Number 1, June 1999

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Christopher Newport University does not discriminate in admission, employment or any other activity, on the basis of race, gender, color, age, religion, veteran status, national origin, disability, or political affiliation. The University complies with all applicable state and federal constitutional provisions, laws and regulations concerning discrimination. Anyone having questions concerning these laws should contact the Office of Equal Opportunity/Affirmative Action.

1 University Place
Newport News, VA 23606
(757)594-7000/TDD: (757) 594-7938

Internet Address: <http://www.cnu.edu>



Office of the President

Greetings!!

If you are looking for quality in the classroom, a beautiful campus, and a place where students come first, I hope you will make Christopher Newport University your choice for a four-year degree.

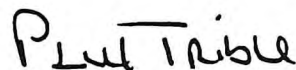
CNU is accomplishing great things. Applications for admission have doubled; our state-of-the-art residence hall is filled with better students than ever before; and the small classes and great teaching at CNU continue to build our reputation for excellence.

In addition, CNU is adding \$75 million in new facilities over the next three years. In spring of 1999, we began construction on a new Sports and Convocation Center and our second residence hall. A Fine and Performing Arts Center, designed by world-renowned architects, I. M. Pei and Henry Cobb, is scheduled for completion in 2002. It's a small wonder, then, that our students often say, "As good as we are, we're getting better every day!"

This is also a university where I take a personal interest in your success. From my office to every part of CNU, you'll find a friendly, welcoming staff and faculty who care about our students as individuals. Our caring, supportive approach to students is no doubt one of the reasons that a survey of recent graduates revealed that 94 percent would recommend CNU to a friend!

This is an exciting time in the life of CNU, and I encourage you to use our catalog as a first step to becoming a student at Virginia's most dynamic university.

Sincerely,



Paul S. Tribble
President

WELCOME TO CHRISTOPHER NEWPORT UNIVERSITY



Christopher Newport University is a superb choice for your college studies. Small classes, professors who put you first, and a picturesque and safe campus create an environment that is rare to find in public higher education today. That's why we'd like to share a few highlights of the quality of life you will enjoy here.

OUR STUDENTS

There's no such thing as a typical CNU student! Our 5,000 students hail from every part of Virginia, 50 states, and 40 foreign countries.

Each year, we welcome over 700 new freshmen and about the same number of new transfers with diverse interests and choices of study.

In recent years, interest in CNU has increased dramatically, as have the quality and quantity of our applicants. Applications from freshmen and transfer students have nearly doubled, an obvious indication of the quality education that CNU has to offer. In addition, more students than ever before are seeking entry into our distinguished Honors Program.

Our students are friendly, lively, and seem to thrive on the close relationships they form with professors inside and outside the classroom. Many of our students work with professors on pioneering research—from the wetlands to the stratosphere, our undergraduates have the opportunity to be part of dynamic projects in a variety of fields.

One new student summed up the atmosphere at CNU during a recent orientation when she said, "I never dreamed a university could be so friendly."

THE PROFESSORS

If you're looking for an education with teachers who love to teach, then CNU is the right place for you. In fact, most of our professors will tell you that the reason

they chose CNU is because of its commitment to excellent teaching. Outstanding, veteran faculty are in the classroom, offering an incredible depth of experience and knowledge to every student. You won't find graduate students in lecture halls with hundreds of students at CNU! Our classes average about 25 students, including our laboratory classes for the sciences and technology.

In addition, our professors have won a wide array of awards for great teaching, many large grants for research, and regularly publish highly regarded books and articles on fields from theater to new computer language applications.

One biology professor recently won a \$700,000 grant to study wetlands pollution and will use part of the funds to support undergraduate students who will work with him on the project. Another professor received one of only 11 top teaching and service awards from the State of Virginia out of 16,000 faculty. A computer science professor led a team of undergraduates to win 4th and 11th place in the last two years out of more than 100 of the nation's top schools in a programming contest. Our accounting faculty have a national reputation for producing CPAs. In fact, CNU ranks 2nd in Virginia and 17th in the nation for the number of accounting graduates who pass the CPA exam on the first round.

Brilliant, energetic teaching and superb records of achievement in their disciplines are trademarks of the faculty at CNU. Add that to their dedication to you and your success, and you have a combination that is sure to give you a real head start on a great career in the future.



CAPTAIN PRIDE

Playing to win is the watchword at CNU. Our athletes don't play for money, since we are a Division III school, so the results of our sports teams come from a fire in the heart. In 18 intercollegiate sports, CNU has produced over 300 All Americans since 1980, won over 70 national team and individual titles, and recently has had the best years ever in men's and women's basketball, men's track, and women's softball.

CNU athletics has also received top honors as a winner of the Dixie Conference President's Cup in seven of the past 15 years.

Quite simply, CNU has one of the nation's finest sports programs, and you'll find it easy to catch the spirit of Captain pride.

STUDENT LIFE

Students at CNU participate in over 60 clubs and organizations, along with dozens of recreational and club sports. Whether you're interested in biology field trips to the ocean or becoming a leader in campus government, there is a rich array of activities here to make your time outside the classroom memorable.

Perhaps you'd enjoy our Equestrian Team that competes successfully around the state. Or, if you're service-oriented, Alpha Phi Omega is a service fraternity (co-ed) that works on campus and around our area on a variety of projects. You'll find it's easy to get involved at CNU. The same focus on the individual in the classroom characterizes the accessibility of our campus clubs and activities.

Each year, you'll also enjoy performances by major artists, renowned speakers, and the many student festivals like Roktoberfest, Spring Madness, Sand Jam, Family Weekend, and Homecoming.

CNU is also the host of the Ella Fitzgerald Music Festival in late spring.

OUR REGION

When you choose a university, location is important. Our region is not only a resort which attracts millions of visitors each year but is also a center of high tech development and research including NASA/Langley and the Thomas Jefferson National Accelerator Facility, the world's premier physics research facility.

CNU students enjoy easy access to the rolling dunes and pounding surf of Virginia Beach, along with its new Amphitheater which is host to performers like Elton John, Jimmy Buffet, Boyz II Men, Dave Matthews Band, and Garth Brooks. A twenty-minute ride west leads to Williamsburg where many of our students enjoy the splendor of American history and also find internships in Colonial Williamsburg and Busch Gardens.

THE CAMPUS – PRESENT AND FUTURE

CNU's campus extends over 125 acres of beautiful lawns, gardens, and tall trees, in a park-like setting in Newport News. Visitors often remark on the beauty of the campus as a highlight of their tour!

A superb library with 360,000 volumes and 182,000 microform and software items, and extensive electronic research resources offers students a wonderful place for quiet study and reflection. State-of-the-art laboratories in computer science, computer engineering, physics and instrumentation, and the natural sciences are designed to enhance the close interaction between professors and students. CNU has one of the lowest student/computer ratios (10:1) in the state.

CNU's state-of-the-art residence hall is described by students as "the best they've seen." Free local phone and cable, a built-in microfridge, computer hook ups, carpet, air conditioning, and double-suite rooms make living on campus very attractive. Our residence hall even has its own workout facility!

Surrounded by beautiful neighborhoods, CNU is a great place for walking, jogging, or cycling, and you're only a few short blocks from the James River and a pleasant bicycle ride to a public beach and park.

CNU is also adjacent to pristine Lake Maury, surrounded by Mariner's Park with 600 acres of trails and woodlands.

CNU has another distinction as an ideal living environment — our campus is ranked the safest campus in Virginia and last year ranked the 6th safest campus in the U.S.

As appealing as the campus is today, a number of dazzling projects are planned to enhance the campus over the next several years. A second residence hall for upperclass students will allow 1,000 students to make CNU their home, and a new \$17 million sports facility will offer a 200-meter indoor track and three basketball courts, among many other amenities. Both will be ready for the fall 2000 semester.

In addition, plans are under way for a \$40 million Center for the Fine and Performing Arts, designed by world renowned architects Pei, Cobb, Freed and Partners, who also designed the pyramid at the Louvre in Paris, the East Wing of the National Gallery in Washington, D.C., and the Rock and Roll Hall of Fame in Ohio.

WE INVITE YOU TO VISIT!

If you would like to see first hand the quality of Christopher Newport University today, we welcome your visit Monday through Saturday throughout the year. Simply call Admissions at 757-594-7015 or at 800-333-4268 to arrange a time. Admissions presentations and campus tours are offered on a daily basis, and you may arrange to meet with a professor in your area of interest by calling us in advance of your visit.

We look forward to welcoming you to CNU!



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CHRISTOPHER NEWPORT UNIVERSITY
ACADEMIC CALENDAR
FALL 1999 - SPRING 2000 - SUMMER-2000

The University is divided into two regular semesters, August to December (fall) and January to May (spring), and four summer sessions. Students are formally admitted to the University only during the fall or spring semesters; however, students may enroll in classes at the opening of either semester or any summer session.

FALL 1999

August	23	M	Classes begin
	23-27	M-F	Late Registration
	27	F	Last day to Add/Drop and change Audit status
September	6	M	Labor Day - Classes Meet
October	9	S	Fall Recess begins after last class meets
	13	W	Classes resume 8:00 a.m.
	27	W	Last day to withdraw without grade penalty (WWGP) and change Pass/Fail status
November	8-12	M-F	Early Registration for Spring 2000
	23	T	Thanksgiving recess begins after last class meets
	29	M	Classes resume 8:00 a.m.
December	4	S	Classes end
	6-11	M-S	Final Examinations
	13	M	Final Grades due by 12:00 noon

SPRING 2000

January	17	M	Classes begin
	17-21	M-F	Late registration
	21	F	Last day to Add/Drop and change Audit status
March	4	S	Spring Recess begins after last class meets
	13	M	Classes resume 8:00a.m.
	27	M	Last day to withdraw without grade penalty (WWGP) and change Pass/Fail status
April	3-7	M-F	Early Registration for Summer 2000 and Fall 2000
	29	S	Classes end
May	1-6	M-S	Final Examinations
	8	M	Final Grades due by 12:00 noon
	13	S	Commencement

SUMMER 2000 - TERM 2 (MINI SESSION)

May	8	M	Registration
	9	T	Classes begin
	9	T	Late registration
	9	T	Last day to Add/Drop and change Audit status
	19	F	Last day to withdraw without grade penalty (WWGP) and change Pass/Fail status
	25	Th	Classes end
	26	F	Final Examinations

SUMMER 2000 - TERM 3

May	30	T	Registration
	31	W	Classes begin
	31	W	Late Registration
June	1	Th	Late Registration
	1	Th	Last day to Add/Drop and change Audit status
	20	T	Last day to withdraw without grade penalty and change Pass/Fail status
	29	Th	Classes end
	30	F	Final Examinations
July	3	M	Grades Due

SUMMER 2000 - TERM 4

May	30	T	Registration
	30	T	TTh Classes begin
	31	W	MW Classes begin
	31	W	Late registration and Add/Drop and change Audit status
June	1-2	Th-F	Late registration and Add/Drop and change Audit status
July	4	T	Holiday: No Classes
	11	T	Last day to withdraw without grade penalty and change Pass/Fail status
	31	M	MW Classes end
August	1	T	TTh Classes end
	2	W	MW Final Examinations
	3	Th	TTh Final Examinations
	7	M	Grades Due

SUMMER 2000 - TERM 5

July	3	M	Registration
	5	W	Registration
	5	W	Classes begin
	6	Th	Late Registration
	6	Th	Last day to Add/Drop and change Audit status
	25	T	Last day to withdraw without grade penalty and change Pass/Fail status
August	3	Th	Classes end
	4	F	Final Examinations
	7	M	Grades Due



MISSION

Christopher Newport University is a comprehensive, co-educational, 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 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 long heritage and the contemporary. CNU was established and authorized by the Virginia General Assembly in its 1960 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. 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 1991.

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 75-acre tract on the north side of Shoe Lane and it was deeded to the Commonwealth of Virginia in 1963. In 1996, the 40-acre property on the south side of Shoe Lane, formerly Ferguson High School, was purchased by the University.

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.

UNIVERSITY PRESIDENTS

H. Westcott Cunningham

1961-1970

James C. Windsor

1970-1979

John E. Anderson, Jr.

1980-1986

Anthony R. Santoro

President Emeritus

1987-1996

Paul S. Triple, 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. Air service is available at the nearby Newport News/Williamsburg International Airport and the Norfolk International Airport.

BUILDINGS

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 Communication Studies, the Department of History, 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 Falk Art Gallery, the Office of the Dean of the College of Liberal Arts, the Office of the Dean of the College of Business, Science and Technology, the Department of Mathematics, the Department of Physics, Computer Science and Engineering, the Hunter Creech 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 offices for athletics staff.

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, the Department of Psychology, and the Department of Recreation, Sport, and Wellness Management.

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 University Bookstore, the John W. Gaines Theatre, the Theatre Program, game and television rooms, Student Government Association offices, an information desk, and the offices of Dining Services, Parking Administration, and University Housing.

The University Bookstore, located on the first floor of the Student Center, provides textbooks and other supplies for classroom use, including art supplies. The store contains a stationery and greeting cards department, notions, 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. Bookstore hours are 8:00 a.m. to 7:00 p.m., Monday through Thursday and 8:00 a.m. to 5:00 p.m. Friday.

CAROL K. AND ANTHONY R. SANTORO RESIDENCE HALL

Completed in the Spring of 1994, this four-story, 112,000 square-foot building can accommodate approximately 500 students. The facility features rooms with individual heat and air conditioning systems, loftable furnishings, free cable TV hook-ups, free local telephone service, in-room computer connections to the campus network and the Internet, window blinds, free 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.

ADMINISTRATION BUILDING

Completed in 1980, this facility houses the John E. Anderson, Jr. Auditorium, the Office of Admissions, the Academic Advising Center, the Office of the Registrar, the Business Office, the Office of Financial Aid, the Office of Graduate Studies, the offices of the President, Provost, Executive Vice President, Vice President for Development, Dean of Students, and the offices of University Relations and Alumni Affairs. Among the academic departments housed in this building are those of Philosophy and Religious Studies, and Sociology, Social Work and Anthropology.

FERGUSON HALL

Opened for use in the fall semester of 1996, this building houses the departments of English, Fine and Performing Arts, Government and Public Affairs, Military Science, Modern and Classical Languages and Literatures, the Music Program, the offices and computer lab for CNU Online, clinical labs, choral and instrumental rehearsal halls, classrooms, and the Human Resources Office.

The Alice F. Randall Writing Center, located in Room 113 of Ferguson Hall, 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.

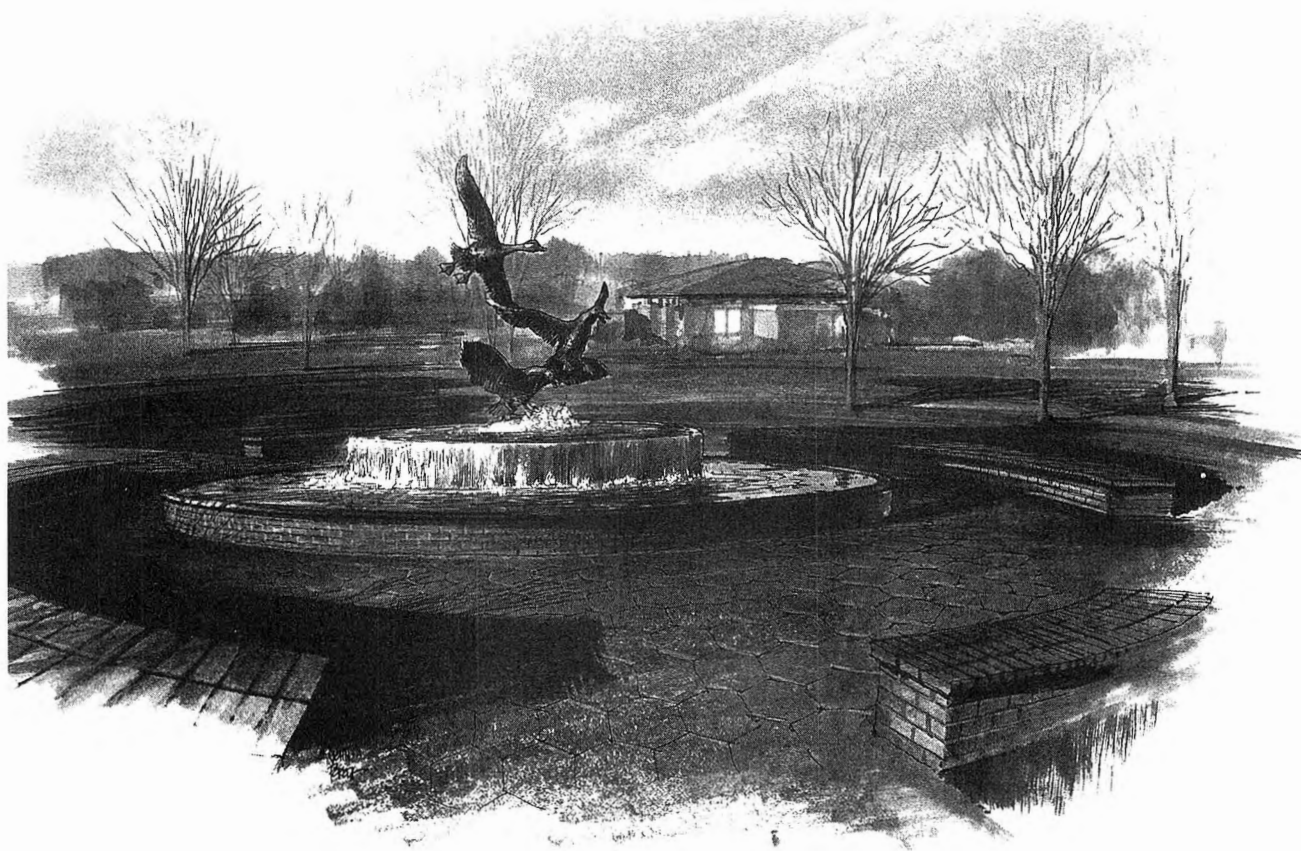
CENTER FOR BUSINESS AND TECHNOLOGY

Purchased from the Crestar Corporation in 1997, this facility houses the School of Business which includes the Department of Accounting, Department of Economics,

Finance and Real Estate, Department of International Business, and the Department of Management and Marketing.

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 and the Department of Nursing.



ADMISSION TO THE UNIVERSITY

Administration, Room 112
 (757) 594-7015 [Toll Free: (800) 333-4268]
 Fax: (757) 594-7333
 Patricia Patten Cavender, Director
 email: admit@cnu.edu

Christopher Newport University's admissions policies were most recently affirmed by its Board of Visitors on April 28, 1988. 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 the Academic Advising Center and the academic departments for curricular advising;
- Provides general and academic counseling for personnel at area military installations;
- Provides guided tours of the campus;
- Conducts information sessions on-site and off campus;
- Distributes University publications; and
- Determines eligibility for in-state tuition.

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 as degree-seeking students 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 those who plan to live on campus.

APPLICATION DEADLINES

The preferred deadlines for applying as a degree-seeking student are March 1 for freshmen and July 1 for transfer students for the Fall semester and December 1 for the Spring semester. Applications received after these deadlines will be considered on a space-available basis.

FRESHMAN ADMISSION REQUIREMENTS FOR DEGREE-SEEKING ADMISSION

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 (ASD) 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. The mid-range for successful applicants is a 2.8-3.2 GPA and a 950-1100 SAT. Each applicant is reviewed individually.

- 2) **The University requires either SAT-I (Scholastic Assessment Test) or ACT (American College Test) scores and will accept the best of multiple tests.**
- 3) **Degree-seeking applicants must submit a non-refundable \$25 application fee.**

Documentation Requirements for Freshman Applicants

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

- 1) **Current High School Students:** An official secondary school transcript must be forwarded to the Office of Admissions from the applicant's secondary school. SAT-I or ACT scores are also required. High school students may apply any time after the junior year.
- 2) **High School Graduates/Adults:** Applicants who graduated more than two years ago should submit an official high school transcript. (SAT-I or ACT required of applicants who graduated from high school less than two years prior.)
- 3) **GED Certificate Holders:** General Education Diploma (GED) holders are admitted based on a review of academic subjects and GED scores. Applicants who have completed the military or civilian high school equivalency tests must furnish:
 - a) A copy of the GED certificate and scores;
 - b) Official records of any post-secondary work completed, such as USAFI courses, adult education courses, etc.

- 4) **Home Schoolers:** Such applicants must submit a transcript describing their college-preparatory courses and either SAT-I or ACT scores.

EARLY ACTION

December 1 is the "early action" deadline for high ability students who would like to receive first priority consideration for merit scholarships. Freshman applicants who may qualify for scholarships generally present minimum SATs of 1100 and a grade point average of 3.25 or better. A complete application must be received by December 1.

ADMISSION REQUIREMENTS FOR EARLY ADMISSION BEFORE SECONDARY SCHOOL GRADUATION

Students with strong academic abilities may be considered for 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. (See also "Non-Degree Enrichment & Enrollment Program for High School Students.")

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 -minimum 1100- on the Scholastic Assessment Test (SAT);
- An interview with an admissions officer once all required documents have been received;
- Submit an official secondary school transcript;
- Submit a letter of recommendation from a high school counselor.
- If the student wants to receive the high school diploma, CNU recommends the applicant obtain a letter of agreement from the high school.
- Application fee of \$25.

ADMISSION FOR INTERNATIONAL STUDENTS

Christopher Newport University is authorized by 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. (All supporting documentation must be received by these deadlines or the decision will be moved to the next academic term.) However, applicants planning to live in on-campus housing should apply well in advance of these dates. Since the University is a state-supported institution, it cannot provide financial aid to international students. International applicants who are not U.S. citizens are required to:

- 1) Submit an application for admission under degree-seeking status.
- 2) Submit official, translated academic transcripts from all secondary schools, colleges, and universities.
- 3) Submit all official transcripts to the World Education Services (WES) for a course by course review. Send copies of this evaluation to the Office of Admissions.
- 4) Submit Scholastic Assessment Test (SAT) scores to the Office of Admissions.
- 5) Submit scores from the Test of English as a Foreign Language (TOEFL). (Generally, a score of 530 or above is required.)
- 6) Complete a financial certification form (official bank affidavit) guaranteeing that adequate funds are available for college study, prior to coming to the United States.
- 7) Application fee of \$25.

TRANSFER ADMISSION REQUIREMENTS FOR DEGREE-SEEKING APPLICANTS

Transfer applicants must:

- Be in good academic and disciplinary standing and eligible to return to the last college or university attended;
- Present a minimum cumulative grade point average of 2.00 (C);
- Submit a \$25 application fee.

Documentation Requirements for Transfer Applicants

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

- 1) **Applicants with fewer than 15 semester/18 quarter hours completed** must have an official copy of their secondary school record and SAT-I or ACT scores sent to the Office of Admissions. Applicants in the first semester of college work also should have mid-semester grades sent to the Office of Admissions, if available.
- 2) **Transfer applicants** with 15 semester/18 quarter or more hours must request that all colleges attended submit official transcripts to the Office of Admissions. Transfer applicants who are enrolled elsewhere when they apply may be admitted upon review of a partial transcript, but a final offer of full admission will not be made without an official final transcript.
- 3) **Concealment of previous attendance at another college or university is cause for cancellation of the student's admission and registration. New or re-admission 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 University.**

Transfer Credit

The Office of Admissions will carefully review all application materials and inform transfer applicants of the admission decision along with the evaluation of transferable credit. In addition to weighing grades and test scores, the Office of Admissions takes into account, when relevant, evidence of the applicant's professional or military experience, co-curricular activities, community involvement, letters of recommendation, and the applicant's own educational and career objectives. The Office of Admissions evaluates credit 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 92 semester hours of transfer credit will be granted for courses which carry a C- or better grade and are comparable to courses offered by fully accredited four-year institutions like 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 C- or better 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 (2 + 2 Programs) with Christopher Newport University.
- 4) A maximum of 21 semester hours of transfer credit will be granted for courses which carry a C- or better grade and represent the applied arts and sciences, including skill in a musical instrument, ceramics, arts and crafts, etc.
- 5) A maximum of 60 semester hours of transfer credit will be granted for work completed through extension, special institute, correspondence, or through the College Entrance Examination Board's Advanced Placement (AP) Program, the College Level Examination Program (CLEP), U. S. military schools, or departmental challenge examinations.
- 6) Enrolled CNU students who plan to take credit courses at other colleges must receive prior permission to do so. Forms used to request such permission are available in the Office of the Registrar. Students who are permitted to take courses elsewhere must earn a grade of C- or better.
- 7) 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.

NON-DEGREE ADMISSION

Students who do not wish to seek a degree and/or are taking classes for career enhancement or personal growth, may earn academic credit in the same way as degree-seeking students. Non-degree students are not eligible for financial aid. Non-degree students are required to meet prerequisites for individual courses.

Categories of non-degree students:

- 1) Students who, at the time they enroll, do not wish to pursue a degree program;
- 2) Students who wish to take a course for personal enrichment or to explore the possibility of pursuing a degree at a later time;
- 3) Students who want to earn academic credit applicable to a degree from another college or university.

Non-Degree Admission Requirements

- 1) Applicants in this category do not have to submit academic credentials in order to attend part-time (less than 12 hours). (This option is available to high school graduates who graduated more than two years prior to enrolling.)
- 2) Applicants who enter as non-degree students must be academically eligible to return to the last institution attended, if applicable;
- 3) For students who begin in non-degree status and wish to change to degree-seeking status, past academic credentials from high school and/or college will be reviewed and regular admission standards will apply.
- 4) If you wish to enroll in 12 or more hours, past academic performance will be reviewed and transcripts will be requested.

Changing Status From Non-degree to Degree-seeking

Upon completion of at least 15 semester hours of acceptable college level work with a cumulative average of 2.00 (C), non-degree students may petition the Office of Admissions for admission to degree-seeking 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. Both past academic performance and work completed at CNU is considered for admission as a degree candidate.

NON-DEGREE ENROLLMENT & ENRICHMENT PROGRAM FOR HIGH SCHOOL STUDENTS

The University offers certain high school juniors and seniors an opportunity to enroll in limited coursework at CNU prior to graduation from high school, as a way to bridge the gap between high school and college. Open to students with strong academic backgrounds and standardized test scores, such students may take courses comprising the General Education requirements during the fall and spring semesters. An interview with an admission counselor is required, following receipt of application materials.

Admission into this program is open to **seniors** who:

- Have cumulative grade point averages of 3.00 (B) or better;
- Rank in the top 20 percent of their class; and
- Present SAT scores of 580 verbal/520 mathematics or better.

Admission into this program is open to **juniors** who:

- Have cumulative grade point averages 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. The letter should address the student's skills and ability in that discipline, motivation, and discipline/study habits.

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.

AUDITING STUDENTS

Individuals who wish to take credit courses on an exclusively "audit" basis should contact Admissions for a special application/enrollment form. Auditors are not required to furnish any academic documentation. For additional information about auditing in this book, please see "Auditing a Course" in the General Academic Policies and Procedures section and "Senior Citizens" in the Fees and Financial section.

SERVICES FOR MILITARY PERSONNEL AND FAMILY MEMBERS

The University has a Coordinator of Military Services, Lyn Sawyer, to assist active duty and retired military from all service branches, their family members, and US Govern-

ment employees. A wide range of services such as admission, advisement and registration as well as publications are provided by the Coordinator at the CNU office in the Langley Education Center. Please call or email prior to visiting the office. The 24-Hour Message Line offers the latest information and a personal response from the Coordinator when you leave your message.

Inquiries from service members anticipating a move to this area are welcome! Material can be sent and questions answered to expedite admission and, in some cases, allow registration before you arrive at your new duty station. Please contact the Coordinator of Military Services one of the following ways:

Langley Education Center, Room 118
1 MSS/DPE
450 Weyland Road
Langley AFB, VA 23665-2606
Telephone: (757) 764-3662 DSN: 574-3662
Fax: (757) 727-4795
email: lsawyer@cnu.edu

Servicemembers' Opportunity Colleges (SOC) Program

Christopher Newport University is a member of the Servicemembers' Opportunity Colleges (SOC) network and the Bachelor's Degrees for Soldiers (BDFS) system. The SOC program allows military personnel and their dependents to earn a bachelor's degree by meeting the University's 30-hour residency requirement and later transferring credit from other regionally accredited colleges. The BDFS 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 BDFS programs are contractual in nature. For details concerning either of these programs, please contact the Office of Admissions.

ADVANCED PLACEMENT AND CREDIT BY EXAMINATION

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

CLEP - (College Level Examination Program)

Christopher Newport University serves as a national CLEP (College Level Examination Program) test site. Students may wish to inquire about earning possible college credit for knowledge achieved outside the classroom through the CLEP program. *The Christopher Newport University CLEP Guide* is published yearly and lists CLEP test dates and general and subject examinations for which CNU credit may be given. Please contact the Office of Career & Counseling Services in SC-146 for a copy of the *Guide*.

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

Students 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 Advanced Placement (AP) program of the College Entrance Examination Board.
- 2) The College Level Examination Program (CLEP).
- 3) Grades of *A* and *B* in all secondary school college-bound English courses and an SAT verbal score of at least 670.

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 Entrance Examination Board Advanced Placement (AP) Examination in French, German, Latin or Spanish;
- 2) Achieving an acceptable score on the College Level Examination Program (CLEP) examination in French, German or Spanish. No CLEP examination exists in Latin.
- 3) Taking the foreign language placement test through CNU's Department of Modern and Classical Languages and Literatures.

Advanced Placement (AP) Test Summary

<u>AP Test</u>	<u>Score</u>	<u>Credit</u>	<u>CNU Equivalent</u>
Art History	4	6	FNAR 201G, 202G
Art History	3	A*	A*
Art Studio	3	B*	B*
Biology	4	7	BIOL 107, 108, 109L
Calculus AB	4	8	MATH 140 and 240
Calculus AB	3	4	MATH 140
Calculus BC	3	8	MATH 140 and 240
Calculus BC	2	4	MATH 140
Chemistry	4	6	CHEM 121 and 122
Chemistry	3	3	CHEM 103(C*)
Computer Science A	3	3	CPSC 230
Computer Science AB	3	3	CPSC 230
Economics (Macro)	4	3	ECON 201G
Economics (Micro)	4	3	ECON 202G
English Language/Composition	4	6	ENGL 103H and 104H
English Language/Composition	3	3	ENGL 103H
English Literature	4	6	ENGL 104H and 203
English Literature	3	3	ENGL 104H
Foreign Languages:			
French/German/Latin/Spanish	4	12	101-102 and 201-202 (D*)
French/German/Latin/Spanish	3	6	101-102 (D*)
Government - American	3	3	GOVT 201
Government - Comparative	3	3	GOVT 103G
History - United States	4	6	HIST 201 and 202
Music Theory	4	4	MUSC 211/211L
Physics B or C	4	8	PHYS 103/103L and PHYS 104/104L
Physics C and Calculus AB or BC	4	4	PHYS 201/201L (E*)

COMMENTS:

A*: Department makes individual recommendation.

B*: Credit is dependent upon portfolio and documentation.

C*: A grade of *D* in the second semester laboratory earns credit for the first semester laboratory course.

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

E*: The Department of Physics, Computer Science and Engineering makes individual recommendations on second semester credit.

OFFICE OF STUDENT ACCOUNTS/CASH SERVICES

Administration Building, Room 210

(757) 594-7195

(757) 594-7042

Maribeth Trun, Associate Vice President for Finance/Comptroller

email (Cashiers): dpoole@cnu.eduemail (Student Accounts): jporter@cnu.edu**Student Accounts and Cash Services****Office Hours:***Monday, Tuesday, Wednesday, and Friday:**8:30 a.m. - 3:30 p.m.**Thursday:**10:30 a.m. - 5:00 p.m.*

Parking Fee (per academic year)	\$50
Parking Fee (summer only)	\$25
Reinstatement Fee (second week of classes)	\$100
Reinstatement Fee (third week of classes)	\$200
APP MUSIC Fee (1 credit hour course)***	\$105
APP MUSIC Fee (2 credit hour course)***	\$210

FEES AND FINANCIAL INFORMATION**ACADEMIC TUITION****Undergraduate Full-Time Rate (12 to 18 credits)****VIRGINIA RESIDENT: \$3,008 per year***(\$1,504 per term)***OUT-OF-STATE STUDENT: \$8,776 per year***(\$4,388 per term)***Undergraduate 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	\$ 126	\$ 366
2	\$ 252	\$ 732
3	\$ 378	\$1,098
4	\$ 504	\$1,464
5	\$ 630	\$1,830
6	\$ 756	\$2,196
7	\$ 882	\$2,562
8	\$1,008	\$2,928
9	\$1,134	\$3,294
10	\$1,260	\$3,660
11	\$1,386	\$4,026

Graduate tuition and fee rates are listed in the Graduate Catalog**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)	\$25
Late Penalty and Administrative Fee (per payment)	\$50
Graduation Fee**	\$25

*The fees listed above are not refundable.

** This fee is exclusive 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 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 defined 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. 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 fewer than 12 credit hours 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.

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 1999-00, which begins with the Fall

Semester of 1999 (August 23, 1999), and ends with Summer Term 5, August 4, 2000.

GENERAL FEES

Students who wish to be admitted to the University as degree-seeking students **must pay a \$25 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 and non-degree students.

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. Participation 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 fewer 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 fewer 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 (at 1-800-635-0120) 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.

For 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.

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 210. 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:

- 1) 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.
- 2) 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.
- 3) 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.**

- 4) 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 210, 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 5:00 p.m. ON THE 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. A student 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 available on a first-come-first-served 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. 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. Fall 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 Fall 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 issued 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 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 Summer 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 484B and 34CFR, 668, 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 \$25.00 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 \$25.00 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. 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 \$25 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 V.A. benefits should contact the University's Office of Veterans Affairs, located in Room 205 of the Administration Building, Telephone: (757) 594-7175.

SENIOR CITIZENS

The 1989 session of the Virginia General Assembly amended and reenacted 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 citi-

zens 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 1988 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. Applicants for admission who believe they qualify for in-state educational privileges must 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, 1 University Place, Newport News, Virginia 23606-2998.

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 Director 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 notification of the panel's decision 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.

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 interest free, sums for a period not to exceed 30 days. Students may receive no more than two emergency loans per academic term and each loan is limited to \$75, funds permitting. Applicants should present a valid Christopher Newport University student ID when they apply to the Office of Student Accounts.

OFFICE OF FINANCIAL AID

Administration, Room 201

(757) 594-7170

Marcia Boyd, Director

email: mboyd@cnu.edu

Christopher Newport University offers financial assistance to qualified students with demonstrated financial need and to students without such need who have shown academic achievement and leadership ability. The University participates in a wide range of federal, state and University 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. All students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) annually as soon as possible after January 1st.

The University offers financial aid awards each year to qualified applicants who have been admitted to the University as 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/or scholastic achievement. Financial need is defined as the difference between the cost of education at Christopher Newport University and the Expected Family Contribution (EFC), which is determined by submitting a completed Free Application for Federal Student Aid (FAFSA) to the federal processor.

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

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

Some programs, however, require full-time enrollment. Financial aid is awarded for one academic year at a time but, upon reapplication and continued eligibility, may be renewed for succeeding years. The priority filing date for applying for all financial aid administered by Christopher Newport University is March 1 for consideration in the following academic year. Students may apply for the Pell Grant and Student Loan programs on a rolling basis. New students must be admitted to the University before receiving a decision letter regarding financial aid. Announcements of financial aid decisions for first-time freshmen applying by the priority filing date are normally made in April.

Announcements for all other students applying by the priority date are normally made in May. The Office of Financial Aid notifies applicants of financial aid in writing.

APPLICATION REQUIREMENTS

To be considered for financial aid, applicants must:

- 1) Be enrolled or accepted for enrollment at the University as a degree-seeking student;
- 2) File a Free Application for Federal Student Aid (FAFSA) with the federal processor, the results of which should be received by the University's Office of Financial Aid by March 1st. (Allow four to six weeks for processing.)
- 3) The Financial Aid Office recommends that the completed FAFSA be submitted by February 1st, which will allow it to be processed by the priority filing date.

A student with access to the internet may file a FAFSA at <http://www.fafsa.ed.gov>. A Renewal Application may be filed at the same address so long as the student is eligible and the student's address has not changed. Another computer option is to download FAFSA Express software that is available from high school, college or public libraries, Educational Opportunity Centers or the U.S. Department of Education's Web page at <http://www.ed.gov/offices/OPE/express.html>. Electronic FAFSA submission is unnecessary if a paper FAFSA has been submitted. Only one application should be submitted.

AVAILABLE FEDERAL AND STATE PROGRAMS

Federal Programs

Federal Pell Grant
Federal Supplemental Education Opportunity Grant
Federal Work-Study (employment)
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 Award
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. For more information on private scholarships, you may contact the Office of Financial Aid at (757) 594-7170. Information is also available through the Internet at: <http://www.cnu.edu/admin/finaid/>.

Other Merit-Based Scholarships

Certain private, merit-based scholarships are available for students with strong backgrounds in academics and leadership.

Administered by the Office of Admissions, scholarships from the **Presidential Scholars** program, the **Presidential Leadership Program**, and certain scholarships for freshmen in the **Honors Program**, range from \$500 to \$3,000 a year.

Please contact Admissions for further details.

Honors Scholarships:

Alumni Society of Christopher Newport
Karl and Elizabeth Beamer Scholarship
Honors Scholarship
Wallace P. Greene Memorial Scholarship
Keith McLoughland Scholarship
Styron Scholarships
Teresa VanDover Award

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. You may request one by calling (757) 594-7170, writing to us at CNU, 1 University Place, Newport News, VA 23606, or by email at finaid@cnu.edu.

STUDENT LOANS

Students who need assistance in addition to those previously listed 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 the borrower is 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 freshman year, \$3,500 during their sophomore year and \$5,500 during the remaining years of undergraduate study. Independent students may borrow \$6,625 in their freshman year, \$7,500 in their second year, and \$10,500 for remaining years less any amount received as subsidized loan.

Class status is determined by the number of credits completed toward a degree, NOT by the number of semesters attended. 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. 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.

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. Students may also access the CNU Financial Aid home page at <http://www.cnu.edu/admin/finaid>.

OFFICE OF UNIVERSITY HOUSING

Student Center, Room 238
(757) 594-7756 or (757) 594-7754
Steven G. Pappas, Director
email: spappas@cnu.edu

RESIDENCE HALL

The University provides an exciting collegiate lifestyle for students in Santoro Hall and the adjoining Harbor Lights Residential Dining Facility. The hall consists of suites (two rooms sharing a bath). Approximately 35 students reside in separate floor "wings," with three wings comprising one floor. Students residing in each wing elect officers, organize activities and help establish individualized living unit policies. The Resident Assistants (R.A.) are upper-class men and women who are trained to handle personal, disciplinary, academic, and social concerns of students. A graduate hall director resides in the building to coordinate hall programs and services, maintain an environment conducive to community living, and provide assistance to residence hall students.

Services in Santoro Hall include free in-room basic cable, computer port which offers LAN and Internet access, local telephone service, individually controlled air-conditioning, microfridge units, and wall-to-wall carpeting. 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: on-site computer lounge, 24 hour-a-day security, coin-operated laundry facilities, vending machines, study lounges located on each floor. Four large screen televisions and a state-of-the-art fitness center 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 residence hall students and their guests is available 24 hours a day at the Hall's main information desk. University Police work closely with housing staff and residents to help maintain a safe environment by presenting special programs on crime prevention and personal safety.

HARBOR LIGHTS DINING FACILITY

Dining for all members of the University community is available in the Harbor Lights dining facility adjacent to Santoro Hall. An aesthetically pleasing facility with neon-lighted signs featuring a nautical theme, our dining hall is the perfect place to relax and unwind while enjoying an all-you-care-to-eat meal. The meal plan program is re-

quired for resident students as part of their academic year room and board contract. Meal plans are available for 10, 14, or 19 meals per week along with "dining points" to spend at other campus dining facilities. Dining choices include an expansive selection of entrees arranged in a food court layout; special entrees and self-service bars are available on a regular basis. Harbor Lights also offers daily vegetarian entrees, a salad bar and cold pasta bar. The facility's hours of operation are conveniently scheduled to accommodate student schedules. A committee of students, staff and dining service personnel meets regularly to discuss the programs and operation of dining services.

FINANCIAL INFORMATION

Cost

Cost for 1999-2000 academic year for room and board is \$4950.00, subject to change by the Board of Visitors.

To apply, submit the Housing and Dining Services Contract with a \$200 non-refundable 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
1 University Place
Newport News, VA 23606-2998**

Occupancy is on a first-come/ first-serve basis. A ten month AMS payment plan is available. For details contact AMS at 1-800-635-0120.

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 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. Returning residents may elect to roll their housing deposit over to the following academic year. All returning residents must complete and return a newly signed *Contract Acceptance Form* for the next academic year or the housing deposit will automatically be refunded to the student less damage fees or outstanding debt to the university. For further information, please see the *University Housing Contract*.

Contract Cancellation

- a. 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.
- b. 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.
- c. 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.



DEPARTMENT OF ATHLETICS**Ratcliffe Gymnasium, Room 104****(757) 594-7025****C. J. Woollum, Director****email: jstenzho@cnu.edu****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 twelve. Since 1980, Christopher Newport University has produced more than 300 Division III All Americans and over 50 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 appeared in NCAA championship tournaments in recent years, as have the golf, soccer and softball teams. Men's basketball player Lamont Strothers became 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 eight NCAA Regional basketball games, three NCAA South Regional Cross Country Championship meets, as well as the 1983 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 athletics program, in seven of the past 15 years. The University competes in 18 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, soccer, 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 and be degree seeking student 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.

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 but are not limited to:

- flag football
- tennis
- softball
- Turkey Trot Fun Run
- golf putting and chipping
- 3-on-3 basketball
- 5-on-5 basketball
- free-throw contest
- soccer kick accuracy
- home run derby
- power weightlifting
- Ultimate Frisbee
- volleyball

OFFICE OF STUDENT LIFE

Student Center, Room 189
(757) 594 -7260
Donna M. Eddleman, Director
email: eddleman@cnu.edu

The Office of Student Life houses the offices of Residence Life, Student Activities and Multicultural Affairs. These offices work collaboratively to provide enrichment, excitement and the opportunity to share fellowship and friendship in several hundred activities annually. These structured co-curricular experiences promote growth and development and allow greater involvement with the community at large.

Student Life sponsors orientation programs for all new students. Designed to assist students in their transition to college life, orientations are offered during the summer and in early January. Participation in orientation allows for assessment, faculty advising, and early registration. Parents of new college students can become acquainted with the University by registering for the parent program which runs concurrently.

Student Life also works in cooperation with student organizations on events such as Homecoming and Family Weekend, and provides student excursions to places like Richmond, Virginia; Washington, D.C.; and Baltimore, Maryland.

Students are first at CNU and their participation in campus life is welcomed and encouraged. They share in university governance in part by participation in the Student Government Association (SGA), Residence Hall Association, Inter-Greek Council, and Panhellenic Council.

The Director of Student Life is responsible for the following offices:

OFFICE OF MULTICULTURAL STUDENT AFFAIRS

The Office of Multicultural Affairs helps students develop by fostering student success in personal, social, and cultural programs and services. Efforts focus on providing

leadership and initiatives aimed to matriculate and graduate under-represented students.

Programs are offered to help the University community enhance its knowledge and appreciation of diversity. Programs foster mutual respect, appreciation of ethnic and cultural diversity, and a sense of community.

OFFICE OF RESIDENCE LIFE

Scott Salsberry, Director
email: scotts@cnu.edu

The experience of living on campus can contribute to the development of a mature, confident and well-informed graduate. Through programs initiated by the Office of Residence Life students are encouraged to develop their social, personal, and moral values. These programs include lectures, workshops, volunteer experiences, and social activities.

Students residing on campus are encouraged to become involved in the programming efforts initiated by their Resident Assistant, as well as other members of the residence life staff. Resident Assistants are upper-class students who are trained to address concerns of the residents, as well as create a positive living-learning environment.

OFFICE OF STUDENT ACTIVITIES

Cathy Banks, Director
email: cbanks@cnu.edu

The Office of Student Activities monitors and assists student clubs and organizations in their efforts to organize, plan and implement events. CNU clubs include honor societies, religious, curriculum-based, special interest organizations, and athletic organizations. CNU supports several social, professional and service fraternities and sororities. A complete listing of clubs and organizations can be obtained in the Office of Student Life.

**OFFICE OF CAREER AND
COUNSELING SERVICES**

Student Center, Room 146
James C. Windsor Student Development Center
(757) 594-7047

Douglas C. Gallaer, Director
email: dgallaer@cnu.edu

The Office of Career and Counseling Services (OCCS) provides services to help students succeed in their academic, career, employment, and personal development. Academic support services help students identify and strengthen their study skills; career services aid in choosing an academic major and developing career plans; employment support services help students make the change from the University to the world of work or graduate school; and counseling and guidance services assist with self-knowledge, academic challenges, and short-term personal issues.

Students are referred to resources outside the University when long-term counseling or other professional support is needed. Students are ultimately responsible for their decisions and actions and must assume responsibility for their academic, career, employment and personal choices and actions. Using OCCS services wisely will make the adjustment to the university and transition to the work world or graduate school smoother.

ACADEMIC SUPPORT SERVICES:

Study Skills Assessment and Development

Seminar instruction on managing time and environment, preparing for and taking tests, note taking, reading textbooks, and setting goals are offered each semester.

CLEP (College Level Examination Program)

CAREER SERVICES:

Career and Majors Counseling
Interest and Personality Type Assessment
Computer-Assisted Career Guidance Services
Career Resource Center (CRC)
Career Information Days
Graduate School Information
Internship Clearinghouse

COUNSELING SUPPORT SERVICES:

Personal Counseling
Group Seminars and Workshops

EMPLOYMENT SUPPORT SERVICES:

Job Vacancy Information
Job Seeking Skills Development
Internet Job Search Resources
Resume Writing Station
Student Employment Program
On-Campus Recruitment Program
Video Tape Mock Interviewing Program
Resume Referral Service

**UNIVERSITY HEALTH &
WELLNESS SERVICES**

Harbor Lights Dining Hall Entrance
in front of Santoro Residence Hall
(757) 594-7661

Rita Cennam, BSN, RN, Nurse Coordinator
email: rdcennam@cnu.edu

University Health and Wellness Services (UHWS) is a health-care partnership between CNU and Riverside Healthcare Systems, one of the largest health-care systems in the region. UHWS, through a contractual arrangement with Riverside, offers many services to support healthy living as well as help students learn to take responsibility for their wellness. Other services are available to assist students when they are not feeling well. Services include:

- On-site Registered Nurse
- Personal Wellness Profile
- Healthwise Handbook
- Riverside Ask-A-Nurse 24-Hour Telephone Resource Line
- Health & Wellness Fair
- Healthy Living Seminar Series

IMMUNIZATIONS

The Code of Virginia (Section 23-7.5) requires students to provide documentation of required immunizations signed/stamped by a licensed health professional or facility. These immunizations may have been obtained as a child or later in life. All first time, full-time undergraduate and graduate students attending CNU must complete the Christopher Newport University Certificate of Immunization. According to the Code of Virginia, failure to do so will result in your inability to register for and attend your next semester at CNU. The form is sent when a student is admitted to the University. Additional copies may be obtained from the Office of the Registrar, Room 205, Administration Building, Christopher Newport University, Newport News, VA 23606-2998 or by calling (757) 594-7155.

Immunizations, as required by Virginia state law, are offered for your convenience in University Health & Wellness Services by appointment for a fee during fall and spring semesters. Please direct questions concerning immunizations to UHWS. Also, the American College Health Association recommends that students consider vaccination against meningococcal meningitis, a rare, but potentially fatal disease.

CAPTAIN JOHN SMITH LIBRARY

(757) 594-7133

Catherine Doyle, University Librarian

email: library@cnu.edu

The Captain John Smith Library is the intellectual center of Christopher Newport University. The library staff helps students relate research skills with their curriculum and assists the faculty in building a collection which supports and enhances the essential elements of the university curriculum and our students' personal development. Students find collections geared to their areas of study, as well as broader collections supporting the intellectual and personal growth so essential to a core of liberal arts studies. Smith Library maintains an open stack policy for its almost 360,000 volumes and 1,511 periodical titles. It owns approximately 182,000 microform and software items and has special facilities for viewing and copying microforms, videotaping and playback, micro-computer use, sound recording, and listening to CDs and audio cassettes. The library is organized into six departments, with eight librarians and thirteen 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. Those 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. 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. Though 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 con-

sortium 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. The Reference Department's email address is: library@cnu.edu.

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.

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 requestor.

Media Services

Media Services provides media hardware and software for the campus. It houses a wide variety of instructional software and PC and Macintosh labs. Media Services also provides assistance with the production of audiovisual and computer assisted presentations.

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.

CNU ONLINE

Ferguson, Room 111

Paula S. Dominguez, Coordinator

(757) 594-7607 Fax: (757) 594-7481

email: paulasd@cnu.edu

ONLINE INSTRUCTION

Christopher Newport University offers more than 50 general education and elective courses each semester through its Internet-based, asynchronous learning program CNU Online. As part of this computer-mediated instruction, students are required to send and receive class assignments, participate in class discussions, and interact with the instructor and other students online. Online courses follow CNU's semester schedules, but do not meet in a classroom or at scheduled times of the day. Instead, each week of the semester, instructors post course materials, required reading, homework, other assignments, and due dates, and students manage their own time to meet the posted deadlines. In this way, CNU Online students have access to instruction 24 hours each day, 7 days each week. Students participating in CNU Online are not prevented from pursuing their college degree because of distance, care of children, shift work, or employment.

In addition to the courses that are wholly online, several departments at Christopher Newport University support hybrid courses that include both Online and in-class components. For some of these courses with separate Online and in-class sections, Online and classroom students will be required to interact with each other to complete assignments and participate in class discussions.

ONLINE COURSES AND DEGREES

Talented faculty members from a number of departments teach online courses each semester, including faculty from the Business, Economics, Government, History, Philosophy, Physics, and Spanish departments. CNU students may enroll in a combination of Online and classroom-based courses. Online courses may be used to fulfill requirements for any University degree program and may be transferred to other institutions.

CNU Online offers two complete degree programs, a Bachelor of Science in Governmental Administration (BSGA) degree and a Bachelor of Arts degree in Philosophy. Degree concentrations for the BSGA program include Criminal Justice, Public Management, and International Studies.

ONLINE TRAINING AND PREPARATION

Minimal computer skills are needed to successfully complete an Online course. CNU Online provides support to Online students in four key ways. First, all Online students receive detailed written instructions.

These instructions are also available for downloading on our course homepage (<http://cnuonline.cnu.edu:8900>). Second, CNU Online sponsors training sessions each semester the week before classes begin. Although these sessions are not mandatory, many Online students find them helpful. Please call the CNU Online office at (757) 594-7607 to make a reservation for training. Third, CNU Online also offers a telephone "Help Line" that is available to all students by calling (757) 594-7680. Fourth, students may send email messages to the systems staff at the CNU Online web page (<http://www.cnuonline.cnu.edu>) and receive online assistance.

OTHER SUPPORT FOR ONLINE STUDENTS

Christopher Newport University recognizes that Online students, particularly those living outside of commuting distance to campus, have particular needs. For this reason, Online students can expect to have support from the campus bookstore, the Captain John Smith Library, and a number of administrative offices. The campus bookstore will ship textbook purchases by UPS the day after an order is placed (note that it is the student's responsibility to contact the CNU Bookstore at (757) 599-5170 to make the purchase arrangements). Of course, textbooks and other course materials can be purchased in person at the CNU Bookstore. Reference librarians from the Smith Library are available to assist online students with literature searches and research for course assignments. Please call the library at (757) 594-7132 to speak with a reference librarian.

The University offers Online students administrative support by mail or telephone. Students should identify themselves as Online students when calling, writing, or visiting the University's web site (<http://www.cnu.edu>).

TECHNICAL REQUIREMENTS FOR ONLINE INSTRUCTION

All Online students need to have access to a computer and an Internet browser. For a complete description of all the technical requirements for Online students, please consult our web page (<http://www.cnuonline.cnu.edu>).

For More Information

If you have any questions about CNU Online or becoming an Online student, you can consult our web site at <http://www.cnuonline.cnu.edu>, telephone our office at (757) 594-7607, or send us an email message at online@cnu.edu.

COMPUTER CENTER

**McMurrin, Room 119
(757) 594-7180**

**Michael L. Russell, Director
email: mrussell@cnu.edu**

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 gigabit network electronically links all parts of the campus to the world-wide 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, Gosnold Hall, Student Center, Radcliff Gym, Ferguson complex, and the Business and Technology Center. All students are 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.

The Computer Center supports 15 networked PC and Mac labs on campus which are open seven days a week. CNU offers one computer for every 10 students, one of the best ratios in the state.

INTERNET SERVICES

The University holds a class B internet address and maintains a 10 mbs connection through a local ISP (Internet Service Provider). All students, faculty, and staff are given access to the internet via the campus network and 56K dial-in service.

CENTRAL ACADEMIC MACHINE

CNU's primary academic machine is the SUN Enterprise System 5000 with seven processors and 1.75 gigabytes of RAM. The machine has a wide variety of software and compilers for academic use. All students are given shell access unix accounts on the primary academic system. The accounts have the same capabilities as faculty accounts. All accounts have access to the internet and are accessible via the internet. This machine can be accessed from all the networked machines on campus.

OPEN UNIX LAB

McMurrin room 126 has 15 UltraSparc workstations with 21" monitors and 128 mb RAM coupled with 15 21" multimedia Xterminals with access to our entire suite of Unix software. Currently installed software includes Oracle, SAS, SPSS, Star Office, Lindo, Slam, gcc, HTML, Perl, Xspim, Awk, sed, and xemacs.

OFFICE OF CONTINUING EDUCATION

**28 Shoe Lane
(757) 594-7158 Fax: (757) 594-8736
Lisa Curry, Director
email: ldc Curry@cnu.edu**

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

We recognize that 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 the GRE & SAT. University admission is not required for programs offered through the Office of Continuing Education. 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.

Programs

- The Annual Writers' Conference
- The Community School of the Arts
- Conferences, Seminars, and Workshops

THE LIFELONG LEARNING SOCIETY

**28 Shoe Lane
(757) 594-7568 Fax: (757) 594-8736
Jane B. Sulzberger, Coordinator**

Established in 1988, the Lifelong Learning Society is a membership program for retirement age adults who seek opportunities for learning in an environment of sharing and fellowship. It is a strong component of the University's commitment to the Peninsula retirement community. Intellectual curiosity is the only admission requirement and the daytime program offers an academic curriculum covering subjects such as art, art history, geography, history, writing, poetry, computers, sociology, music, health, sciences and sculpture. Field trips and lectures are important elements.

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 directly to the Provost. The Director of the School

of Business reports to the Provost. Each academic department within a given college is responsible for the content and prerequisite of courses offered by the department and specifies the requirements for the department's degree and certification programs. The Chair is the chief administrative officer at the departmental level.

UNDERGRADUATE STUDIES

COLLEGE OF BUSINESS, SCIENCE AND TECHNOLOGY

The faculty and programs are divided as follows:

The School of Business:

Accounting

**Economics, Finance and Real Estate
Management and Marketing**

Science and Technology Programs:

**Biology, Chemistry, and Environmental Science
Mathematics
Nursing
Physics, Computer Science and Engineering**

COLLEGE OF LIBERAL ARTS

The faculty and programs are divided as follows:

Communication Studies

Education

English

Fine and Performing Arts

Government and Public Affairs

History

Library Science

Military Science

Modern and Classical Languages and Literature

Philosophy and Religious Studies

Psychology

Recreation, Sport and Wellness Management

Sociology, Social Work and Anthropology

DEGREES OFFERED

Christopher Newport University is approved to offer a wide variety of liberal arts and technical programs. Primary areas of study within a degree/program are majors. A major is the student's chosen field of study. The major 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. The following degrees are offered at Christopher Newport University (*concentration required):

Accounting

B.S.A., Accounting

B.S.B.A., *Business Administration - Accounting
Concentration

Biology, Chemistry, and Environmental Science

B.A., Biology

B.S., Biology, Environmental Science or Ornamental
Horticulture

Communication Studies

B.A., *English, Communication Studies

English

B.A., *English - Creative Writing, Journalism, Language
Arts, Literature, or Writing Concentration

Economics, Finance and Real Estate

B.A., Economics

B.S.B.A., *Business Administration - Economics, Finance
or Real Estate Concentration

Fine and Performing Arts

B.A., *Fine and Performing Arts - Fine Arts, Theatre Arts,
Music, or Music-Theatre Concentration

B.M., *Music - History/Literature, Performance, or
Theory/Composition Concentration

Government and Public Affairs

B.A., Political Science - International Relations Concen-
tration

B.S.G.A., *Governmental Administration - Criminal
Justice Administration, International Administration,
Legal Studies, or Public Management Concentration

History

B.A., History

Interdisciplinary Studies

B.A., B.S.

International Business

B.S.B.A., *Business Administration - International
Business Concentration

Management and Marketing

B.S.B.A., *Business Administration - Management or
Marketing Concentration

Mathematics

B.A., B.S., Mathematics - Computer Science or Physics
Concentration

Modern and Classical Languages and Literature

B.A., *Modern Foreign Languages - French, German or
Spanish Concentration

Nursing

B.S.N., Nursing

Philosophy

B.A., Philosophy - Religious Studies or Values and the
Professions Concentration

Physics, Computer Science and Engineering

B.S., Computer Engineering
 B.S., Computer Foundations, Applied Physics or Computer Science
 B.S.I.S., *Information Science - Management of Information Systems, Networking & Communications, or Science of Information Systems Concentration

Psychology

B.A., B.S., *Psychology - Early Childhood, General Psychology, or Industrial/Organizational Concentration

Recreation, Sport and Wellness Management

B.A., B.S., *Leisure Studies - Fitness Management, Recreation & Tourism Concentration

Sociology, Social Work and Anthropology

B.A., Sociology - Criminology or Culture, Socialization, & Society Concentration
 B.A., Social Work

Minors

Accounting
 Anthropology
 Art
 Biology
 Business Administration
 Chemistry
 Childhood Studies
 Computer Science
 Economics
 Finance
 French
 Geography
 German
 Gerontology
 Government and Public Affairs
 History
 Information Science
 International Business
 Leadership
 Literature
 Mathematics
 Music
 Philosophy and Religious Studies
 Physics
 Psychology
 Real Estate
 Sociology
 Spanish
 Speech Communications
 Theatre Arts
 Women's and Gender Studies
 Writing

Certificate Programs

Christopher Newport University offers certificate programs designed to meet the needs of degree and non-degree seeking students who desire university certification in a specialized area through a structured program of study. The following certificate programs are offered at CNU.

Accounting
 Professional Business Studies (for Music Majors)

Childhood Studies
 Communications (Data)
 Digital Design
 Electronic Communications and Commerce
 Gerontology
 Information Resource Management
 International Business
 Jazz Studies
 Object-Oriented Programming
 Professional Communication
 Real Estate
 Women's and Gender Studies

Teacher Education

Elementary Education (NK-5)
 Middle School Education (5-8)

Secondary School Education (9-12)

Biology
 Economics
 English
 History
 Mathematics
 Physics
 Political Science
 Social Studies

Specialty Areas (NK-12)

Art
 Modern Languages: French, German, Spanish
 Music: Vocal/Choral, Instrumental
 Physical Education

Add-on Teaching Endorsements

Chemistry
 Computer Science
 Health
 Mathematics
 Physics
 Speech
 Theater Arts

GRADUATE STUDIES

The Graduate Faculty is the governing body for all graduate academic policies and procedures. Members of the Graduate Faculty 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 reports to the Provost and is responsible for promoting and directing the educational and research activities which support the graduate program. **The Graduate Catalog is available in the Office of Admissions.** The following degrees are offered:

M.A.T. (Teaching)
 M.S. in Applied Physics and Computer Science
 M.S. in Applied Psychology (Industrial/Organizational Concentration)
 M.S. in Environmental Science
 M.S. in Nursing

ACADEMIC ADVISING CENTER

Administration Building, Room 125

(757) 594-8763 Fax: (757) 594-8765

Carol A. Saffo, Director

Deborah Q. Witt, Coordinator of Services for Students with Disabilities

email: advise@cnu.edu

The Academic Advising Center (AAC) assists students in linking career challenges with academic options. Students plan their academic programs and outline their required classes with the guidance of experienced CNU faculty. A sound educational plan, based on individual interests and abilities, ensures academic success and a smooth transition into the work place. Students are encouraged to come to the Academic Advising Center to ask questions and take advantage of the resources available to them.

All entering students are assigned to faculty advisers who help them select an appropriate program and monitor academic progress. Students meet with advisers when they arrive on campus and during scheduled advising weeks. They are encouraged to visit with advisers and with the Advising Center staff throughout the term to discuss academic problems as well as long- and short-term goals.

Students are urged to consult with their academic adviser before making any changes to approved class schedules. Students who find themselves in academic difficulty or on probation should also consult with their academic advisers.

Advisers will make every effort to give effective guidance to students in academic matters and to refer students to those qualified to help them in other matters, but the final responsibility for meeting all academic requirements for a selected program rests with the student.

ADVISING FOR FRESHMAN

Entering freshmen are advised by faculty selected and trained to help students make a successful transition from high school to college. Freshmen are matched with an adviser through the New Student Orientation programs. The student remains with the freshman adviser until the major is declared or until the end of the sophomore year.

ADVISING IN THE MAJOR

Students may declare an intended major at anytime and must do so by the time they have acquired 60 semester hours. Once a major is declared, the advising function shifts to the major department of study. Departmental faculty, specialists in their academic disciplines, work with students at this stage to ensure the selection of courses appropriate to the student's goals and interests as well as the departmental requirements for graduation. Certain programs and departments have restricted admission which requires pre-authorization before a student may major in that discipline.

ADVISING FOR TRANSFER STUDENTS

Transfer students with more than 24 hours of transferable college credit are assigned an adviser in their major. Transfer students who are not ready to declare a major are assigned to a faculty member who works with them until such time as a major is declared.

SERVICES FOR STUDENTS WITH DISABILITIES

CNU provides reasonable accommodations to make education accessible to students with disabilities. The AAC 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 Coordinator before or during their active enrollment at CNU. New students, especially new freshmen, will want to contact the Coordinator well before beginning their first semester if special services will be required. While consultation with the Coordinator is always available, students who request accommodation by the University must formally declare their disability by completing a form obtained from the AAC.

In order to determine needs and provide the best services possible, students are asked to provide recent documentation concerning their disability. Such documentation would include their 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:

Ms. Deborah Q. Witt

Coordinator for Students with Disabilities

Academic Advising Center

Christopher Newport University

1 University Place

Newport News, VA 23606-2998

Evaluation 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 Coordinator by mail, by calling (757) 594-8763, TDD: (757) 594-7938, or TDD: (800) 828-1120, the Virginia Relay Center, or email: dwitt@cnu.edu.

OFFICE OF THE REGISTRAR

Administration, Room 205
 (757) 594-7155 Fax: (757) 594-7711
 Donna A. Varner, Interim University Registrar
 email: register@cnu.edu

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

The Office of the Registrar provides the following services:

- Conducts registration for classes;
- Coordinates and processes course schedule changes: drops/adds and withdrawals;
- Issues grade reports to students;
- Maintains permanent student academic records;
- Certifies student enrollments to requesting agencies;
- Certifies that graduation requirements are satisfied;
- Issues academic transcripts;
- Publishes the fall, spring, and summer *Schedule of Classes*;
- Maintains students' certificates of immunization; and
- Coordinates and processes documentation required by Veterans Affairs for educational benefits.

GENERAL ACADEMIC POLICIES AND PROCEDURES

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 the Provost's designee.

These policies and procedures are administered by the Office of the Registrar.

REGISTRATION

The University has established an early registration procedure for students currently enrolled at 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 register early for fall or spring classes must pay all tuition and fees 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 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 regis-

tration periods will receive a bill for tuition and fees through the mail. The bill must be paid by the deadline established for that session. The University reserves the right to cancel students' registrations if bills are not paid.

STATE IMMUNIZATION REQUIREMENT FOR NEW STUDENTS

The Code of Virginia (Section 23-7.5) requires students to provide documentation of required immunizations signed or stamped by a licensed health professional or facility. These immunizations may have been obtained as a child or later in life. All first time, full-time undergraduate and graduate students attending CNU must submit the Christopher Newport University Certificate of Immunization to the Office of the Registrar. According to the Code of Virginia, failure to do so will result in your inability to register for and attend your next semester at CNU. This form is sent to you when you are admitted to the University. Additional copies may be obtained from the Office of the Registrar, Room 205, Administration Building, Christopher Newport University, Newport News, VA 23606-2998 or by calling (757) 594-7155.

Additional information concerning immunization requirements may be found in the "University Health and Wellness" section of this catalog.

FEES

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

SCHEDULE ADJUSTMENT (ADD/DROP)

After registering for classes, students must make any changes to their class schedule 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 processed in the Office of the Registrar during the first five days of the fall and spring semesters. Summer dates are specified by term in the *Schedule of Classes*. Courses dropped during this period do not become part of the students' permanent academic record.

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*.

After the last day of the withdrawal without grade penalty period, and until the last day of class, students may withdraw from a course, and a grade of *F* (if failing) or *W* (if passing) will be assigned by the instructor.

Withdrawal Forms must be signed by the instructor.

Students who cease to attend classes and who do not complete a *Withdrawal Form* will receive a grade of *F* in each course taken.

WITHDRAWAL FROM ONLINE COURSES

Students who are registered for Online courses and wish to withdraw must follow these procedures. Students enrolled in Online courses must complete a *Withdrawal Form* or contact the Office of the Registrar and identify themselves as being registered in an Online course. The Registrar's Office will forward a copy of the *Withdrawal Form* to the instructor for the instructor's record and a copy will be sent to the student.

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.

MEDICAL WITHDRAWAL

Students who wish to withdraw from the University for medical reasons must submit a letter to the Office of the Registrar. The letter must be written 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.

AUDITING A COURSE

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, audit-

ing students' academic records will indicate *AU* for such courses. See "Fees and Financial Information" and its subsection concerning Senior Citizens for additional details concerning audit charges.

Changes from audit to credit status or credit to audit status may be made only during the schedule change period. 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*.

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 early registration period for the semester/term in which the Independent Study is to occur.

Independent Study is ordinarily limited to the students' 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 2.50 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 chair. 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 chair 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. The University does not, however, establish specific attendance policies. These are established at the discretion of

the individual schools, departments, and/or instructors. Students 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:

- 1) Missing a class meeting does not in any way lessen the student's responsibility for that part of the course which has been missed.
- 2) Instructors may differentiate between excused and unexcused absences and authorize makeup tests when appropriate.
- 3) Students who miss classes to represent the university must notify the class instructors 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 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 chair 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.

GRADE POINT AVERAGE

Two grade point averages (GPAs) are maintained. The "overall GPA" is the total number of grade points earned (CNU and all transferred) divided by the total number of credit hours attempted (CNU and all transferred). The "CNU GPA" is the total number of grade points earned at

CNU divided by the total number of credit hours attempted at CNU. For repeated courses, only the hours attempted and grade points earned in the final attempt are recorded in these computations.

GRADING SYSTEM

A (Excellent)	4.00
A-	3.70
B+	3.30
B (Above Avg.)	3.00
B-	2.70
C+	2.30
C (Average)	2.00
C-	1.70
D+	1.30
D (Min. Passing) ..	1.00
D-	0.70
F (Failing)	0.00

- 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.
- 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).

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 changes to 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 the following:

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

For courses that are repeated, only the grade, credits and grade points for the most recent course enrollment will be counted toward graduation requirements or included in 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 enroll-

ments). 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 who are degree-seeking 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.

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.

UNDERGRADUATE STUDENTS TAKING GRADUATE COURSES

With approval, graduating seniors may take graduate courses. Credit for such courses **may not be applied toward an undergraduate degree.**

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 wishing to enroll in graduate courses 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).

GRADE REPORTS

Grade reports are mailed at the end of each semester or summer term.

DEAN'S ACADEMIC HONOR LIST

Students who, in any given semester, are enrolled in at least 12 credit hours, have earned no final grade below *C*, have not 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 courseload 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 courseload as a condition of admission or for other academic reasons.

OVERLOAD SCHEDULE

The Registrar is authorized to approve overload requests for students wishing to carry up to 21 credit hours in a given semester or up to 18 hours in the entire summer, if they have completed at least 12 hours at CNU and have an overall GPA of at least 3.5. Students with a GPA below 3.5 may request permission to 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. Such students must complete the *Petition for Overload Form*, which is available in the Office of the Registrar. The completed petition must be received at least one week prior to the meeting of the Academic Status Committee that precedes the registration period.

PERMISSION TO TAKE COURSES ELSEWHERE

Degree-seeking students who apply for admission to the university to profit from its educational programs would not normally be expected to seek simultaneous credit enrollment at another college or university. In those unique situations when a student seeks to enroll in credit courses at another institution concurrently, the student must obtain advance approval from the University. This rule also applies to courses taken through the Virginia Tidewater Consortium (VTC). Students must complete either a *Request to Take Courses Elsewhere Form* or a *VTC Cross Registration Form*, available in the Office of the Registrar. The University grants students permission to take courses for credit at other institutions only when such action is academically necessary to meet scheduling requirements of their programs that cannot be met in residence at CNU. Transfer credit for courses taken elsewhere will be granted only if the student has prior written approval and earns a grade of *C-* or better.

Degree-seeking students who are on Academic Probation or Academic Suspension will not be approved to take courses elsewhere. Credit hours earned elsewhere while on probation or suspension will not be accepted as credit by Christopher Newport University.

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. The Registrar will act on behalf of 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 records, 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 DEGREE-SEEKING
FULL- AND PART-TIME STUDENTS**

1 - 23 credits	Freshman
24 - 53 credits, 48 grade points	Sophomore
54 - 84 credits, 108 grade points	Junior
Minimum of 85 credits, 170 grade points	Senior

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 student's CNU permanent academic record or on any other college transcript may be challenged. Students may challenge a given course only once. When a course is successfully challenged, the non-traditional credits will be posted to the permanent academic record. Unsuccessful challenges will not appear on

the academic record. Details concerning this process and individual department procedures are available in the booklet entitled *Procedures on Challenging Courses and Earning Non-Traditional Credit* available in the Registrar's Office.

ACADEMIC 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 students 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 academic record is generally not made until completion of at least 12 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.

In addition to meeting this minimum standard of academic performance, students are expected to maintain a 2.00 GPA in their major field of study each semester. 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 do not meet minimum standards of academic performance may be required to withdraw from the University.

MINIMUM STANDARDS FOR ACADEMIC CONTINUANCE

Credit Hours Attempted	Minimum Good Standing	Eligible For Probation	Eligible For Suspension
12-29	1.50	1.00-1.49	0.99 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	1.97-1.90	1.89 Or Less
90 Or More	2.00	1.96-1.99	1.95 Or Less

Students receiving financial aid must use the CNU Financial Aid Guide to determine *Satisfactory Academic Progress*.

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 grade report. The academic warning notation will not appear on the student's permanent academic record.

ACADEMIC PROBATION

Students who have attempted 12 hours or more and are 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 (or 13 credit hours) at any time while they are on probation. The notation "Academic Probation" will be placed on the student's permanent record. *Students who are placed on academic probation should realize that credit hours earned while not in good standing with Christopher Newport University will not be acceptable as credit by Christopher Newport University.*

ACADEMIC SUSPENSION AND REINSTATEMENT PROCEDURES

Students who are academically suspended may not register for any class at the University for at least one semester. The notation "Academic Suspension" will be placed on the suspended student's permanent academic record. Academically suspended students who wish to re-enter the University after one semester has elapsed (excluding summer session) must apply to the Academic Status Committee for reinstatement. To apply for reinstatement, students must complete and return a Reinstatement Application to the Office of the Registrar. The Academic Status Committee may recommend that the student not be readmitted to the University. Students who have been reinstated and who do not enroll during the two semesters following reinstatement must also apply for readmission to the University. 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 are placed on academic suspension should realize that credit hours earned while not in good standing with Christopher Newport University will not be acceptable as credit by Christopher Newport University.*

Academically suspended students have the right to petition the Academic Status Committee for immediate reinstatement. Such students must complete the Reinstatement Application, available in the Office of the Registrar, and indicate any circumstances that they believe may affect the decision. The completed application must be received at least one week prior to the meeting of the Academic Status Committee that precedes the registration period. Students

who are academically suspended may not register for classes at the University for at least one semester, unless the Academic Status Committee has approved their application for immediate reinstatement.

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 apply for reinstatement and readmission to the University after a minimum of three calendar years. Such applicants' academic records at Christopher Newport University will be considered as part of the relevant materials for readmission.

DECLARATION OF MAJOR

Degree-seeking students should declare a major field of study no later than the end of the sophomore year or upon completion of 60 credit hours. To declare a major field of study, students must complete the *Declaration of Major Form*, available in the Academic Advising Center, and return it to that office. Each academic department reserves the right to approve applications to major in a given department.

DOUBLE MAJOR

Degree-seeking students may designate a second, concurrent major field of study. All requirements of both academic departments, including general education requirements, supporting, and concentration requirements must be completed. Students seeking a double major must complete the appropriate request form, available in the Academic Advising Center, 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 by completing the *Declaration of Minor Form*, available in the Academic Advising Center, 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 BACHELOR'S DEGREE

Students who hold a bachelor's 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 Uni-

versity. Once admitted into degree-seeking status, such degree holders will not be required to complete the general education requirements for bachelor's degrees that have not already been met through transfer of credit from their previous degree program(s). **The degree studies, major, and elective 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 following the May ceremony. 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 Commencement 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 Latin honors are:

<i>Cum Laude</i>	3.50 GPA
<i>Magna Cum Laude</i>	3.70 GPA
<i>Summa Cum Laude</i>	3.90 GPA

Students earn at least 54 credit hours at CNU to be eligible for graduation with honors. 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 on the 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 graduation with honors by the 3.40 overall GPA.

GENERAL REQUIREMENTS FOR GRADUATION

Students are expected to plan a curriculum, including general education, major or concentration, and elective offerings. Although the University offers assistance to students in this regard, it is ultimately the student's responsibility to ensure that their academic programs properly fulfill all requirements for the degree sought as set forth in the appropriate *University Catalog*. If a student owes the University money, 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.

GENERAL REQUIREMENTS

All baccalaureate degree programs:

- 1) A total of 120 academic semester hours, including HLTH 200 or a 100-level LSPE activity course, with a grade point average of 2.00 (4.00 maximum) are required for graduation. (ROTC students may satisfy the Physical Education and Health general education requirement by successful completion of MLSC 301L and MLSC 302L.)
- 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 officially degree-seeking prior to beginning the last 30 credit hours in their academic program. (The application for degree-seeking 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), degree-seeking 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 Academic Advising Center. Students are then assigned an academic adviser who assists students in planning their programs of study. Students should refer to the school and/or departmental listings in the appropriate *University Catalog* for specific requirements (see General Requirement 8).

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 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 health/physical education general education requirement.
- d) Students may present a maximum of 12 credits in any combination of "Topics" courses (195, 295, 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.
- e) 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 to Graduate 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 to Graduate 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 to Graduate 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 *University Catalog* that is in effect when they become degree-seeking 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 that a student originally selected should no longer be in the *University Catalog* at the time the student completes his or her requirements, the student may petition the Degrees Committee to make an appropriate substitution. Such petitions must be received by the Degrees 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 and Other Degree Requirements:

- a) Students must earn grades of *C-* or better in both semesters of the six-hour sequence, ENGL 101-102 or ENGL 103-104. Students taking ENGL 101-102 or 103-104 may have no more than two grades of *F* in each of these courses.

- b) Required or general education courses in which grades of *D* or *F* have been earned may be repeated no more than twice (for a total of three enrollments).
- c) Other courses in which grades of *D* or *F* are earned may be repeated only once (for a total of two enrollments).

Refer to the appropriate academic department for specific degree studies requirements, major requirements and suggested electives.

COURSE DESCRIPTIONS

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 alphabetized 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. ENGL 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 chair. 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. SOCL 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 course pre-requisites and co-requisites is an indication of when that course is normally offered (e.g. fall, spring, etc.). Where such designations do not appear, please consult with the appropriate department chair.

DEGREE REQUIREMENTS

GENERAL EDUCATION REQUIREMENTS:

(45-46)

General Education Requirements provide students an opportunity to explore a variety of subject areas, to develop skills necessary to succeed in their major fields and their careers, and to broaden their understanding of themselves and the world in which they live.

REQUIREMENT	CREDITS	REQUIREMENT	CREDITS
ENGLISH ENGL 101-102 or ENGL 103-104	6	SOCIAL SCIENCE Any six credits from the following: ANTH 203G SOCL 201G, 205G ECON 201G, 202G PSYC 210, 211 GOVT 103G, 104G	6
MATHEMATICS One of the following: MATH 105, 109, 110, 125, 130, 135, 140 or a course above 140	3-4	HUMANITIES Any six credits from the following: CLST 201, 202 MUSC 207G, 208G ENGL 205, 206 PHIL 201G, 202G FNAR 201G, 202G RSTD 211G, 212G MLAN 205G, 206G THEA 210G, 211G	6
HEALTH/PHYSICAL EDUCATION HLTH 200 or a 100-level LSPE activity course	2	FOREIGN LANGUAGE 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, 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
NATURAL SCIENCE Any one of the following sequences with an accompanying 1-credit laboratory: BIOL 107-108 CHEM 103-104 CHEM 121-122 PHYS 103, 104 PHYS 201-202	7		
COMMUNICATION/PHILOSOPHY COMM 201 or PHIL 101	3		
HISTORY HIST 111G, 112G	6		

DEGREE STUDIES REQUIREMENTS (Each student selects one option as directed by the major):

(6 – 10)

BA (Letters) Degrees

6

Students pursuing the Bachelor of 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 the Humanities at or above the 200-level, outside their major, from English, Fine Arts, History, Modern and Classical Languages and Literatures, Music, Philosophy, Religious Studies, or Theatre.

BS (Science) Degrees

7 - 10

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
CHEM 103-104 CHEM 121-122
PHYS 103, 104 PHYS 201-202

Professional Degrees

6

For the degree Bachelor of Arts, taken with a major in either Leisure Studies or Social Work, and for the degrees BM, BSA, BSBA, BSGA, BSIS, and BSN, two courses from the following list must be successfully completed in two different departments:

COMM 201 (*if not taken* to meet the Communication/Philosophy requirement);
PHIL 304, 374, 376, 384;
Any CPSC course; or
FREN, GERM, LATN, or SPAN 201 or 202.

MAJOR AND ELECTIVE STUDIES:

(64 – 69)

Courses drawn from major and elective studies must be used to complete all remaining requirements of a baccalaureate degree program offered by Christopher Newport University. In addition to completing these requirements as specified by the appropriate department, the total number of credits applied toward a degree must be at least 120 credit hours.



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.

Dr. George R. Webb, Dean
Gosnold Hall, Room 220
(757) 594-7082 Fax: (757) 594-7919
email: 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 future-oriented programs that prepare graduates for complex, culturally diverse and professional environments that are mediated by technology, and to support regional businesses and health-care centers with expert, timely advice that will enhance their productivity and quality.

The College includes the School of Business (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, Computer Science and 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, health-care 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, health-care systems, 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.



SCHOOL OF BUSINESS

COLLEGE OF BUSINESS, SCIENCE AND TECHNOLOGY

Dr. Robert Winder, Director
Center for Business and Technology, Fourth Floor
(757) 594-7184 Fax: (757) 594-7808
email: rwinder@cnu.edu

ACADEMIC DEPARTMENTS

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

The School of Business operates as an autonomous unit and is comprised of the departments of Accounting, Economics, Finance, and Real Estate, International Business, and Management and Marketing. The School offers innovative business and economics curricula based on a liberal arts foundation. Students may pursue majors, concentrations, minors, and emphases in accounting, economics, finance, international business, marketing, entrepreneurship, human resource management, financial management, information resource management, and real estate. Certificate Programs are also offered in real estate, information resource management, international business, accounting, and electronic communications and commerce. The School of Business has achieved candidacy status for accreditation by the American Assembly of Collegiate Schools of Business (AACSB).

MISSION

Through a process of continuous improvement, the School of Business provides high-quality educational programs which prepare graduates to function effectively in complex, culturally diverse and technologically oriented professional environments. Because the School is committed to meeting the educational needs of the Virginia Peninsula and the surrounding region, specific emphases are placed on the technological, communications, and applied aspects of business and economics. Computer applications are an integral part of each program. A balance of teaching, research, and service consistent with the institution's status as a comprehensive regional university is maintained by the faculty. The School also focuses on developing and strengthening partnerships with external constituents with its "Executive in Residence" program and by providing

student internships, short courses, workshops, and consulting to the community. In addition, this focus on business practice is reflected in the establishment of student-faculty teams through the School's Small Business Institute (SBI) to serve as technical resources for regional companies, governmental bodies, and charitable organizations in solving technical business problems, developing products, and creating marketing plans.

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 School of Business 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
(757) 594-7176

email: 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****(757) 594-7176****email: gzustos@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**Dr. Danilo Sirias, Director****(757) 594-7055****email: dsirias@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. Interns 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 Huneycutt, Director****(757) 594-7215****email: huneycut@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. Stephanie Huneycutt, Director****(757) 594-7215****email: huneycut@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.

REQUIREMENTS AND PROCEDURES FOR ADMISSION AND DECLARING A MAJOR FOR THE SCHOOL OF BUSINESS

The School of Business 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 School of Business 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 School.

A. PROCEDURES FOR ADMISSION TO THE SCHOOL OF BUSINESS**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 demonstrate computer literacy at the Computer Science 205 level or higher, or BUSN 219.

Junior/Senior Years (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 se-

mester in which a student anticipates completing 60 credit hours) preferably prior to early registration for the next semester. Application is made through the Office of the Director where application forms may be obtained. The Director acts upon applications and notifies students directly of the decision. A copy of this letter of notification must be presented by the student in order to register for upper division courses in the School of Business. 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 advisers from the School of Business 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**Full 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 School of Business, 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 or higher, or BUSN 219, with a grade in each course of not less than C-;

Provisional Admission

A student who satisfies requirement 1 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 adviser. (See Admission to the University in this *Catalog*.) Application for admission to the School of Business 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 School of Business 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 Director of the School of Business and the appropriate Department Chair.

GENERAL ACADEMIC POLICIES FOR THE SCHOOL OF BUSINESS**2.0 Average**

After admission to the School of Business, 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 and Procedures section of the University *Catalog*.)

Students who fail to meet these standards for two successive semesters will be placed on academic review by the School of Business for the subsequent semester. Notification will be made from the Office of the Director. 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 School of Business.

Students dismissed for failing to maintain minimum GPA requirements may petition for reconsideration under readmission procedures established by the Director of the School of Business.

Degree Qualification Requirements

- 1) Students must complete the general education requirements specified in the relevant Undergraduate *Catalog*.
- 2) Students must complete the major course work specified in the relevant Undergraduate *Catalog*.
- 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
- 3) Non-degree seeking students **may take no more than** 12 hours in Upper Division courses.

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 adminis-

tration requires successful completion of: ACCT 201-202; ECON 201G, 202G; BUSN 301, 311, 323, and 362.

Professional Education for Accounting Students

The Chair 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 Director. 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 36 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 Director before exceeding the 18 hour limitation established above.

Certificate Programs

The School of Business offers Certificate Programs in Information Resource Management, International Business, Accounting, and Real Estate. These Programs are available to both matriculating and non-matriculating students. Descriptions of Certificate Programs are included under the catalog sections for the relevant Departments.

Certificate Program in Electronic Communications and Commerce

This program is designed to augment a student's education with courses that focus on electronic applications as they are being used in the professions related to a student's major field. Students may contact the Department Chair for their major for more details. The certificate program requirements may be completed using elective credits. To receive the certificate, students must submit a 'portfolio of work accomplished' for review by a designated interdisciplinary faculty committee. Students must formally register with the Dean or Director of their respective College or School as certificate candidates before seeking this certificate. Currently this program is not available for all majors.

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

In addition to the specific pre-requisite courses listed below, all students seeking the BSBA or BSA degree should have successfully completed all preparatory course work and satisfy all other requirements for admission to the Upper Division of the School of Business prior to registering for any 300- or 400- level business courses (see "Procedures for Admission to the School of Business").

BUSN 219. Business Software Applications (3-3-0)

Application of computer skills in the formulation, processing and presentation of business reports. Included components are those textual graphics, statistical, financial, and data based information typically found to be integrated into business reports and presentations. Current software applications are LEXIS/NEXIS, EXCEL, PROFIT, VISIO, ACCESS, COMPUSTAT, and POWERPOINT. May be taken in place of CPSC 205 or higher to satisfy degree requirements, but may not substitute as a General Education requirement.

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.

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.

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

Prerequisite: MATH 105 or higher level math course, CPSC 205 or higher or BUSN 219.

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.

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 dis-

pute 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 higher or BUSN 219 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 the use of current development software.

BUSN 395. Topics in Business (credits vary)

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 (3-3-0)

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 331, CPSC 205 or higher or BUSN 219, 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: BUSN 323, 331, 362, and senior standing.

Corequisite: BUSN 408

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. Brout Seminar (3-3-0)

Prerequisite: Senior standing.

Fall.

This is a seminar course designed and taught by the Brout 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 (credits vary)

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 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 client. Enrollment is limited and based on a formal application to the SBI Director. Applications are available in the Director's Office.

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ACCOUNTING

Center for Business & Technology, 3rd Floor

(757) 594-7068

Dr. Donald W. Hicks, Chair

email: dhicks@cnu.edu

FACULTY

Professors: Cohen

Associate Professors: Frucot, Hicks, Jordan, Schell

Assistant Professors: Gosselin

Instructors: Jones, Morris

Emeriti: J. Dawson, Fellowes, 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 School of Business. (Up to nine semester hours of economics and six semester hours of statistics may be exempt from this 50 percent rule.)

THE BACHELOR OF SCIENCE DEGREE IN ACCOUNTING

The BSA is highly recommended for students who plan to take the Uniform 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, 400, 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, 485; BUSN 491, 492, 498.

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 Science in Business Administration degree ACCOUNTING CONCENTRATION

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, 341, 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, 485; BUSN 491, 492, 498.

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

Note: Starting in Fall 1998, Accounting majors or minors must generally complete CPSC 205, 210, or 215 prior to enrolling in any upper level accounting classes other than ACCT 301, ACCT 303, and ACCT 341, 342. While it is recommended that CPSC 205, 210, or 215 may be taken prior to enrollment in ACCT 301 and ACCT 303, the class may be taken concurrently.

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.

CERTIFICATE IN ACCOUNTING

The Department of Accounting offers a Certificate for those students who hold a baccalaureate degree in another field and wish to continue their education in accounting. The Certificate is designed to meet the needs of those people who desire a strong background in accounting but do not seek a second degree.

A total of 48 hours of course work is required for the Certificate in Accounting. Those courses include:

1. CPSC 215
2. ECON 201-202
3. BUSN 301, 323, 331
4. ACCT 201-202, 301-302, 303, 342, 401, 402, 405, 411

THE CURRICULUM IN ACCOUNTING

ACCT 195. Accounting Topics (credits vary)

Offered as required.

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

Recommended Corequisite for ACCT 201: CPSC 205, or 210, or 215. Prerequisite for ACCT 202: ACCT 201; Pre- or Corequisite for ACCT 202: CPSC 205, or 210 or 215.

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)

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 chair. Corequisite: CPSC 205, or 210, 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 with a grade of at least C- and CPSC 205, or 210, 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. Corequisite: CPSC 205, or 210, 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 210, 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 (same as GOVT 341, 342). Business Law (3-3-0 each)

Recommended Prerequisite for 342: ACCT 341.

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 210, 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 385. Survey of Taxation (3-3-0)

Prerequisite: ACCT 201-202 or consent of instructor.

For non-accounting majors only. No credit will be given to accounting majors or minors.

Fall.

An introduction to the concepts and principles of income taxation as they apply to individuals and businesses.

ACCT 395. Accounting Topics (credits vary)

Prerequisite: None. Offered as required.

ACCT 401. Taxation (3-3-0)

Prerequisite: ACCT 201-202 and CPSC 205, or 210, or 215.

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 201-202 and CPSC 205, or 210, or 215. Recommended 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 with a grade of at least a C-, and CPSC 205, or 210, 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 210, 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 210, 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 210, or 215. *For non-accounting majors only. No credit will be given to accounting majors or minors.*

Fall and Spring.

The study of the use of accounting data by management in planning, budgeting, and forecasting business and economic variables.

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

Prerequisite: ACCT 302 with a grade of at least a C-, and CPSC 205, or 210, 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 post-retirement benefits, accounting changes, and price level changes; earnings per share; financial statement analysis; interim and segmental reporting; branch accounting; and accounting for partnerships.

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

Prerequisite: ACCT 411 with a grade of at least a C-, and CPSC 205, or 210, or 215.

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 210, 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 210, 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 490. Accounting Seminar (1-1-0)

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, and consent of chair.

Offered as required.

Topical seminars in accounting.

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

BUSN 491. Brout Seminar.

BUSN 492. Brauer Seminar.

BUSN 498. Small Business Institute.

ECONOMICS, FINANCE, AND REAL ESTATE

Center for Business and Technology, 4th Floor

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Dr. Sang O. Park, Chair

email: spark@cnu.edu

FACULTY**Professors:** Booker, Park**Associate Professors:** Colonna, Sen, Vachris, Winder,
Zestos**Assistant Professors:** Rahim

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 economics, finance, and real estate. 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, 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 School of Business. (Up to nine semester hours of economics and six semester hours of statistics may be exempt from this 50 percent rule.)

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 331
- 3) ECON 201G*, 202G*, 301, 303, 304, 380;
- 4) Eighteen 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 adviser.

In addition to these requirements, the Department of Economics, Finance, and Real Estate recommends the following elective courses from other academic disciplines be taken as free electives: ACCT 201-202, SOCL 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. 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 103G*, 104G*, GOVT 201, 202, GOVT 311 or 321, GOVT 352, and GOVT 358; 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.

The Bachelor of Science in Business Administration degree ECONOMICS CONCENTRATION

In addition to requiring successful completion of all general education requirements (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, ECON 201G*, 202G*;
- 3) CPSC 205* or higher or BUSN 219;
- 4) ECON 301, 303, 304, 380;
- 5) Business Core**;
- 6) Six additional credit hours of economics courses at the 300-400 level, or BUSN 491, 492, 498.

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

** The Business Core is outlined in the School of Business section of this catalog.

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 FINANCE CONCENTRATION

In addition to requiring successful completion of all general education requirements (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) ACCT 201-202, ECON 201G*, 202G*;
- 3) CPSC 205* or higher or BUSN 219;
- 4) Business Core**;
- 5) FINC 421, 422, 423, 424;
- 6) Six additional credit hours chosen from: ACCT 410, 415; ECON 304, 420, 470, 490; FINC 413, 414, 415; RLES 473, 474.

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

** The Business Core is outlined in the School of Business section of this catalog.

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 420, 421, 422, 423, 424, 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 REAL ESTATE CONCENTRATION

In addition to requiring successful completion of all general education requirements (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, ECON 201G*, 202G*;
- 3) CPSC 205* or higher or BUSN 219;
- 4) Business Core**;

5) RLES 322;

6) Select four: RLES 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 adviser.

** The Business Core is outlined in the School of Business section of this catalog.

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

THE MINOR IN REAL ESTATE

The minor program in real estate requires the successful completion of: BUSN 323, RLES 322, 470, 471, 473 and 474. For students earning a BSBA or BA degree, course taken to satisfy the requirements for the minor in real estate must be in addition to those taken to meet the BSBA or BA requirements in major and elective studies.

CERTIFICATE PROGRAM IN REAL ESTATE

Successful completion of the "Real Estate Professional" program will earn the participant a certificate from the Real Estate program of the School of Business. The curriculum requires the successful completion of: RLES 322, 471 and 473. For more information, contact Dr. Stephanie Huneycutt of the School of Business.

THE CURRICULUM IN ECONOMICS

ECON 201G, 202G. Principles of Economics (3-3-0 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 (3-3-0)

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 (3-3-0)

Prerequisite: ECON 201G, 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 (3-3-0)*Prerequisite: ECON 201G, 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 (3-3-0)*Prerequisite: ECON 201G, 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 (3-3-0)*Prerequisite: ECON 201G, 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 (3-3-0)*Prerequisite: ECON 201G, 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 353. The Economic Development of the Pacific Rim (3-3-0)*Prerequisite: ECON 201G, 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 105 or higher, BUSN 331.*

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, 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, Russia, China, Cuba, Norway, Sweden, and Japan are examined.

ECON 391. Contemporary Economic Issues (3-3-0)*Prerequisite: ECON 201G, 202G.**Alternate years.*

A course concentrating on 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, 202G.*

Topical seminars in economics to cover a variety of areas.

ECON 420. Business Conditions and Forecasting (3-3-0)*Prerequisite: ECON 201G, 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, 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, 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, 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 gov-

ernment 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, 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, 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, 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 dilemmas on national health programs, health maintenance organizations, and fee-for-service markets.

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

Prerequisite: ECON 201G, 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, 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. Brout Seminar.

BUSN 492. Brauer Seminar.

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 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 414. Portfolio Management (3-3-0)

Prerequisite: BUSN 323.

Will provide a comprehensive basis for management and analysis of investment portfolios. Greater emphasis will be on the analysis of fixed income products and how to manage the risk of a portfolio by using derivatives. A detail analysis of investment objectives and policies of institutional investors will be undertaken.

FINC 415. Global Finance (3-3-0)

Prerequisite: BUSN 323.

This course studies the foreign exchange market, the eurocurrency market and the international bond and equity markets. Basic forms of foreign exchange contracts such as spot, forward, future, and option contracts are discussed in each of these markets. The underlying economic principles and the fundamental parity conditions are emphasized. The role of foreign exchange rate changes on economic decision-making, foreign exchange rate forecasting, and managing international investments are additional topics of major discussion in the course.

FINC 420. Risk Management (3-3-0)

Prerequisite: BUSN 323.

Risk management is viewed as a fundamental corporate strategy. Risks are obtained in both product market and capital market. This course identifies risks in each of these markets and examines the devices employed to mitigate them. This includes derivatives, computer models, and technological innovations. Risks generated by risk-management tools are emphasized.

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 security markets. 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 422. Advanced Finance (3-3-0)

Prerequisite: BUSN 323.

This course emphasizes advanced financial theories and help develop theoretical framework for financial strategies and decision making. An in-depth study of the following topics will be undertaken: capital budgeting, capital structure decisions and evaluation of financing options, study of dividend policy and its relevance, cost of capital, mergers and leveraged buy out.

FINC 423. 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 each 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 decision making in financial management by application of financial theory and techniques to the analysis and solution of actual financial problems. Real-life cases of corporations will be studied and analyzed, and their financial policies and strategies will be evaluated.

FINC 495. Advanced Topics in Finance (credits vary)

Prerequisite: Consent of chair.

Offered as required.

Topical seminars in finance.

FINC 499. Independent Study (credits vary)

Prerequisite: BUSN 323, junior or senior standing, and consent of department chair.

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. Brout Seminar.

BUSN 492. Brauer Seminar.

BUSN 498. Small Business Institute.

THE CURRICULUM IN REAL ESTATE**RLES 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 intense 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 managership 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
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FACULTY

Professors: Booker, Coker, Park

Associate Professors: Frucot, Hicks, Sammour, Spiller,
Vachris, Winder, Zestos

Assistant Professors: Sirias, 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**

INTERNATIONAL BUSINESS CONCENTRATION

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 School of Business. (Up to nine semester hours of economics and six semester hours of statistics may be exempt from this 50 percent rule.)

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 (see index) the BSBA degree with a concentration in international business requires successful completion of the following courses

- 1) MATH 105* or a higher level math course*;
- 2) ACCT 201-202, ECON 201G, 202G*;
- 3) CPSC 205* or higher or BUSN 219;
- 4) Business Core**;
- 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 (3-9 semester hours) which may be satisfied through one of the following:
 - a. Internships (overseas or in the United States) with international/foreign organizations, corporations, and/or governmental organizations;
 - b. One full-time semester or summer 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;
- 7) IBUS 433, 443, 453, 463;
- 8) 9-15 semester hours of global electives at the 300-level or above selected from the following:

ANTH 361/SOCL 361, 362, 363;
COMM 340;
ECON 352, 353, 385, 470;
FREN 306, 312;
GERM 312;
GEOG 311, 352, 360
GOVT 309, 313, 314, 321, 325, 327, 368
HIST 311/411, 361/461, 362/462, 365/465,
367/467, 368/468, 370/470, 375/475;
MGMT 442;
MKTG 458;
MLAN 308;
SOCL 375;
SPAN 311;

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

** The Business Core is outlined in the School of Business section of this catalog.

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, or 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, or IBUS 463
- 3) 3 Semester hours of global electives listed in (8).

THE CURRICULUM IN INTERNATIONAL BUSINESS

IBUS 433. Business Practices in Latin America (3-3-0)

Prerequisite: BUSN 301 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 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 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 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**
Center for Business and Technology, 4th Floor
(757) 594-7215

Dr. John E. Anderson Jr., Chair
email: jandersn@cnu.edu

FACULTY

Professors: Anderson, Coker

Associate Professors: Huneycutt, Hunter, McCubbin,
Sammour, Spiller

Assistant Professors: Karp, Sirias, Wymer, Zhu

Emeriti: 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 School of Business. (Up to nine semester hours of economics and up to six semester hours of statistics may be exempt from this 50 percent rule.)

**The Bachelor of Science in
Business Administration degree
MANAGEMENT CONCENTRATION**

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 assumes 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.

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 (see index), the BSBA degree with a concentration in management requires successful completion of the following courses:

- 1) MATH 105* or a higher-level MATH course;
- 2) CPSC 205* or higher, or BUSN 219;
- 3) ACCT 201-202, ECON 201G*, 202G*;
- 4) Business Core**;

5) ACCT 410;

6) One of the following: ECON 301, 303, 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.)

7) MGMT 312;

8) Three additional courses chosen from below. If an emphasis is selected, all three must be in the same emphasis.

Human Resource Management:

MGMT 440 or PSYC 403, PSYC 333,
MGMT 470, BUSN 498

Information Resource Management:

MGMT 368, MGMT 417, MGMT 431

Financial Management:

FINC 421, FINC 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 adviser.

** The Business Core is outlined in the School of Business section of this catalog.

**The Bachelor of Science in
Business Administration degree
MARKETING CONCENTRATION**

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 (see index), the BSBA degree with a concentration in marketing requires successful completion of the following courses:

- 1) MATH 105* or a higher level math course;
- 2) CPSC 205* or higher or BUSN 219;
- 3) ACCT 201 – 202, ECON 201G*, 202G*;
- 4) Business Core**;
- 5) MKTG 352, 354, 490;
- 6) Select 3 courses from the following list:
MKTG 350, 451, 453, 458, 483, or BUSN 498.

In addition to the successful completion of general educational requirements (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* or a higher level math course;
- 2) CPSC 205* or higher or BUSN 219;
- 3) ACCT 201 – 202, ECON 201G*, 202G*;
- 4) Business Core**;
- 5) MKTG 352, 354;
- 6) BUSN 483;
- 7) Select 3 courses from the following list:
MKTG 325, 350, 451, 453, 458, 484, or BUSN 498.

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

** The Business Core is outlined in the School of Business section of this catalog.

CERTIFICATE PROGRAM IN INFORMATION RESOURCES MANAGEMENT

This program provides participants both the theoretical and applied usages of business computer systems, applications analysis, and design, planning, management, and communication skills. Projects include the design and implementation of marketing home pages for the Internet, project development methodology, and the design of presentation and training tools for end users. The curriculum requires the successful completion of: BUSN 362, MGMT 368, 417 and 431. Prerequisites are: ACCT 201-202, ECON 201G, 202G, and applied software applicational knowledge. For more information, contact Professor Kathryn McCubbin of the School of Business.

THE CURRICULUM IN MANAGEMENT

MGMT 102. Introduction to Business (3-3-0)

General Elective Credit Only.

Fall and Spring.

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: BUSN 301, BUSN 323; 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 business problems using information technology tools. The course emphasizes end-user development of business information systems and requires implementation of one or more business applications using current development software. This includes intranet development and object oriented programming tools.

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. A major part of the course is an indepth survey of one of the evolving developments in information technology.

MGMT 431. Production and Operations Management (3-3-0)

Prerequisite: BUSN 301, 408.

Spring.

An introductory course in production and operations management. Operations will be presented as a key element of the overall competitive strategy for firms in both manufac-

turing and service industries. Topics covered in the course include: system based thinking and models, materials management, scheduling, work study, quality management, just in time operations, and project management. What can be done to make operations more effective and profitable? What can we learn from international operations to make U.S. operations more competitive?

MGMT 440. Organizational Training and Development (3-3-0) [Same as PSYC 403]

Prerequisite: BUSN 301, MGMT 312.

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 341, 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 adviser.

THE CURRICULUM IN MARKETING

MKTG 350. Sales Strategy (3-3-0)

Prerequisite: BUSN 311, COMM 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 (3-3-0)

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.

An analysis of world markets, their respective consumers and environments, and the marketing management required to meet the demands of true world markets in a dynamic and ever-changing setting.

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 484. Students in Free Enterprise (3-3-0)

Prerequisite: Junior/senior standing.

Spring.

SIFE is an academic course whereby college and university students 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. Students will be required to utilize computer applications, critical thinking, and written and oral communication skills in the development and presentation of their program panel of national business leaders and entrepreneurs who will evaluate the effectiveness of the teams' efforts. Enrollment is limited to majors in the School of Business with senior status and requires the written permission of the instructor prior to enrollment.

MKTG 490. Marketing Management (3-3-0)

Prerequisite: BUSN 311, MKTG 352, 354, and senior standing or consent of instructor.

Fall and Spring.

Managing in a constantly changing business environment is an essential requirement for business success as the world moves toward the 21st century. Wide variations in customer needs and intense competition require market-driven business and marketing strategies for competitive advantage. The objective is offering superior customer value through differentiated products and/or lower costs. We shall examine market sensing and marketing management decisions in the course. You will have the opportunity to develop marketing strategy analysis, planning, and control capabilities by studying and applying marketing concepts and methods, class discussion, and case analysis of companies.

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, Computer Science and Engineering

Comprised of the departments of Biology, Chemistry, and Environmental Science, Mathematics, Nursing, and Physics, Computer Science, and Engineering, 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 care 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 any of these centers should contact the directors listed here.

RESEARCH AND DEVELOPMENT PROJECTS FOR STUDENTS

Dr. Kathleen Brunke, Director
(757) 594-7826
email: kbrunke@cnu.edu

The goal of these Research & Development projects is to give students the opportunity to create viable solutions to research, industrial, business or commercial problems. Some R&D projects are proposed or funded by regional commercial enterprises and have specific parameters which define the project. Others are proposed by faculty and are described in the college's One-on-One Research Topics booklet. Consent of project mentor/instructor is required to participate in these senior level projects.

CENTER FOR THE STUDY OF URBAN WETLANDS

Dr. James Reed, Director
(757) 594-7307
email: jreed@cnu.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
email: janyiwo@cnu.edu

The laboratory establishes partnerships with local and regional businesses in the area of information technology in order to enhance business competitive advantages. It accepts projects in the areas of business re-engineering, electronic commerce, electronic data interchange, and multimedia presentation design.

CERTIFICATE PROGRAM IN ELECTRONIC COMMUNICATIONS AND COMMERCE

This program is designed to augment a student's education with courses that focus on electronic applications as they are being used in the professions related to a student's major field. Students may contact the Department Chair for their major for more details. The certificate program requirements may be completed using elective credits. To receive the certificate, students must submit a 'portfolio of work accomplished' for review by a designated interdisciplinary faculty committee. Students must formally register with the Dean or Director of their respective College or School as certificate candidates before seeking this certificate. Currently this program is not available for all majors.

UNDERGRADUATE RESEARCH INITIATIVE

We believe that it is important to provide encouragement and opportunities for collaborative research between students and faculty in order to give students experience with exciting, open-minded challenges requiring strong analytical and experimental skills – challenges that include pure research, applied research and product development. We have designed an initiative exclusively for undergraduates that contains six components. Students may participate in any or all of the six.

COMPONENTS IN THE UNDERGRADUATE RESEARCH INITIATIVE

- Research Grant Program: grants of up to \$300 per semester for students taking a 3-credit, faculty-directed independent study. The program is competitive; applications are available in the Office of the Dean.
- One-on-One Research Projects: a listing by discipline of over 100 research projects for which faculty are requesting student involvement. The research may be done for credit or as a volunteer effort.
- Undergraduate Conference: a college-wide student conference, normally held near the end of each semester, where students present the results of their research projects to an audience of faculty and fellow students.
- Research Presentations by Visiting Practitioners: seminars and lectures scheduled by the College or the departments in which experienced researchers present their work at a level appropriate to undergraduates.
- Research Intensive Courses: upper-level courses that include a significant independent research project. Courses that fit this requirement are so-designated in this catalog.
- CNU Electronic Journal for the Sciences: a journal accessible over the Internet on which abstracts of research done by students and occasional research articles by students will be published.

- 2) Make a research presentation at either: a CNU Undergraduate Research Conference; or a regional or national student research conference; or a regional or national professional conference;
- 3) Publish a written paper (not an abstract) in either: the CNU Electronic Journal for the Sciences, or the Technical Report Series; or a national student research journal; or a refereed professional journal;
- 4) Attend one Research Presentation by a Visiting Practitioner; and a second Research Presentation or a master's thesis defense; and one Undergraduate Research Conference.

Students who satisfy criteria two and three at the national level will be designated as *Distinguished Research Scholars*.

COLLEGE RESEARCH SCHOLAR PROGRAM

Special recognition is given to students who participate in intensive research activity as undergraduates in the Research Scholar Program. Undergraduate students in the College of Business, Science and Technology who successfully complete the program will be designated College Research Scholars on their transcripts and will be recognized at the Seniors Awards ceremony. In order to qualify for designation as a College Research Scholar, a student must:

- 1) Complete both of the following with a grade of B- or better: a One-on-One Research Project; and a Research Intensive Course from the list of approved courses;

**DEPARTMENT OF BIOLOGY, CHEMISTRY,
AND ENVIRONMENTAL SCIENCE**

Science, Room 138

(757) 594-7126

Dr. Harold N. Cones, Chair

email: hcones@cnu.edu

FACULTY

Professors: Banks, Chang, Cones, Hammer, Mollick,
Olson, Reed, Weiss

Associate Professors: Cheney, Gray, Whiting

Assistant Professors: Andraos-Selim, Atkinson,
Brunke, Grau, Savitzky

Instructor: Badavi

Emeriti: Edwards, Markusen, Pugh, Sacks, 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. Historical and philosophical developments of biology, chemistry and environmental science are discussed in all courses offered by the department. 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-predental-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 chair.

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 lead-

ing 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 pre-requisites 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 ARTS DEGREE IN BIOLOGY

The Bachelor of Arts degree in biology requires a minimum of 40 credits in biology, including BIOL 107/109L - 108/208. 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*-108*, 208, 313, 491;
2. Either BIOL 307 or BIOL 414/414L;
3. One of the following: BIOL 305, 308/308L, 310, or 321/321L-322/322L;
4. One of the following: BIOL 309, 312, 403, 409, 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 these 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 BACHELOR OF SCIENCE DEGREE IN BIOLOGY

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. 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. In addition to a B.S. degree with no specialization, students can specialize with a major in environmental science or a major in ornamental horticulture. Students pursuing the Bachelor of Science degree in biology may elect not to include BIOL 107-108-109L-208 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:

THE MAJOR IN BIOLOGY

I. Required Support Courses

- 1) CHEM 121/121L* - 122/122L*;
- 2) CHEM 321/321L - 322/322L;
- 3) MATH 125* or MATH 140*;
- 4) PHYS 103/103L* - 104/104L*; or PHYS 201/201L* - 202/202L*.

II. Required Biology Courses (13 hours)

- 1) BIOL 107/109L* - 108*, 208, 313;
- 2) BIOL 307 or BIOL 414/414L;
- 3) One of the following: BIOL 305, BIOL 308/308L, BIOL 310, BIOL 321-322;
- 4) BIOL 491.

III. Biology Electives

17 additional credit hours of BIOL electives, with 14 of those credit hours at the 300-400 level. At least three of the courses used to satisfy this 14 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 MAJOR IN ENVIRONMENTAL SCIENCE

I. Required Support Courses

- 1) CHEM 121/121L*-122/122L*;
- 2) CHEM 321/321L-322/322L;
- 3) MATH 125* or CPSC 215;
- 4) PHYSICS 103/103L*-104/104L*.

II. Required Biology Courses (13 hours)

- 1) BIOL 107/109L*-108*, 208;
- 2) BIOL 307 or BIOL 414/414L;
- 3) BIOL 313;
- 4) One of the following: BIOL 305, BIOL 308/308L, BIOL 310, BIOL 321-322;
- 5) BIOL 491.

III. Required Environmental Science Courses

- 1) BIOL 306;
- 2) BIOL 301;
- 3) BIOL 407.

IV. Environmental Science Electives

At least two of the following courses:

- GEOL 201;
- BIOL 302 or BIOL 403;
- BIOL 304;
- BIOL 312 or BIOL 320;
- BIOL 422;
- BIOL 430.

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

THE MAJOR IN ORNAMENTAL HORTICULTURE

I. Required Support Courses

- 1) CHEM 121/121L* - 122/122L* or CHEM 103/103L* - 104/104L*;
- 2) MATH 125* OR CPSC 215;
- 3) PHYS 103/103L* - 104/104L*.

Students with an interest in business will choose as electives, or compile as a minor, business courses. Those who anticipate graduate school in horticulture could complete organic chemistry.

II. Required Biology Courses

- 1) BIOL 107/109L* - 108*, 208;
- 2) BIOL 307 or BIOL 414/414L;
- 3) BIOL 313;
- 4) One of the following botany courses: BIOL 305, BIOL 308/308L, BIOL 310, BIOL 321-322;
- 5) BIOL 491.

III. Required Horticulture Courses

- 1) BIOL 200;
- 2) BIOL 317;
- 3) Four of the following horticulture courses: BIOL 303, BIOL 304, BIOL 311, BIOL 415, 415L, BIOL 416.

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

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, 308/308L, 310, or 321/322; one of the following: BIOL 309, 312, 314-315, 409, or 418; one of the following: BIOL 302, 306, 403, 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 201/201L*-202/202L*, 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.

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 107. General Biology 1 (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 108. General Biology II (3-3-0)

Second semester of introductory biology sequence for major and nonmajors; major topics covered are energy metabolism, biotechnology, plant biology, and animal biology.

BIOL 109L. General Biology Laboratory (1-0-3)

Pre- 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 (5-3-4)

Corequisite: BIOL 113L.

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 113L. Essentials of Anatomy and Physiology Laboratory

Corequisite: BIOL 113.

BIOL 200. Basic Horticulture (3-3-0)

Corequisite: BIOL 200L.

Spring odd years.

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 200L. Basic Horticulture Laboratory (3-3-0)

Corequisite: BIOL 200.

Spring odd years.

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 III for majors (3-1-0)

Prerequisite: BIOL 107/109L and CHEM 103/103L or 121/121L. Pre- or Corequisite: BIOL 108.

Fall, Spring or Summer.

Introduction to biological techniques for majors. Scientific experimentation, data gathering and analysis, use of the scientific literature, and oral and written communication in science will be major topics.

BIOL 212. Microbiology and Man (3-3-0)

Prerequisite: CHEM 103/103L 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 212L. Microbiology and Man Laborator (1-0-1)

Pre- or Corequisite: BIOL 212

BIOL 215. Biological Evolution (3-3-0)

Prerequisite: BIOL 107/109L.

Spring.

Principles of biological evolution: review of genetics, detailed discussion of population genetics, natural selection, adaptation, isolating mechanisms, speciation, and phylogenetic inference.

BIOL 218. Anatomy and Physiology for Physical Education Majors (3-3-0)

Prerequisite: BIOL 107, 108 and 109L.

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)

Pre- or Corequisite: BIOL 218.

Fall.

BIOL 234. Aging and Health - Biological and Physiological Perspectives (3-3-0)

Prerequisite: BIOL 107 and 108 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 interventive possibilities.

BIOL 295. 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 208 and 313 as prerequisites unless otherwise indicated.

BIOL 301. Microbiology (4-3-4)

Additional Prerequisite: CHEM 104/104L or 122/122L.

Corequisite: BIOL 301L.

Fall.

Introduction to the morphology, physiology, and genetics of bacteria, fungi and viruses. (May be taken as research intensive course.)

BIOL 301L. Microbiology Laboratory

Corequisite: BIOL 301.

Fall.

BIOL 302. Oceanography - An Introduction to Marine Science (3-3-0)

Additional Prerequisite: CHEM 104/104L or 122/122L

or consent of instructor.

Spring, odd years.

Physical and chemical properties of the hydrosphere; application of basic ecological principles to the marine environment; history of oceanography.

BIOL 302L. Oceanography - An Introduction to Marine Science Laboratory (1-0-4)

Pre- or Corequisite: BIOL 302.

Spring, odd years.

BIOL 303. Landscape Horticulture (4-3-4)

Prerequisite: BIOL 317 and or consent of instructor.

Corequisite: BIOL 303L.

Spring 2000.

Principles of good landscape design; use, choice, and cultural practices employed with ornamental plants.

BIOL 303L. Landscape Horticulture Laboratory

Corequisite: BIOL 303.

Spring 2000.

BIOL 304. Soils (4-3-4)

Additional Prerequisite: CHEM 104/104L or 122/122L.

Corequisite: BIOL 304L.

Spring 2000.

Characterization of soil as a natural system with emphasis on its physical, chemical, and biological properties.

BIOL 304L. Soils Laboratory

Corequisite: BIOL 304.

Spring 2000.

BIOL 305. Plant Anatomy (4-3-4)

Corequisite: BIOL 305L.

Fall 2000.

Structure and arrangement of cells and tissues in higher plants; cytology, physiology, taxonomy, ecology, evolution, and development where related to anatomy.

BIOL 305L. Plant Anatomy Laboratory

Corequisite: BIOL 305.

Fall 2000.

BIOL 306. Environmental Conservation (3-3-0)

Prerequisite: Completion of science general education 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 (1-0-4)

Pre- or corequisite: BIOL 306.
Fall.

On-site visitations to resource utilization areas.

BIOL 307. Cell Biology (4-3-4)

Additional Prerequisite: CHEM 104/104L or 321/321L. *Corequisite:* BIOL 307L.
Fall.

Physiology at cellular levels of organization: cell structure and function, enzyme action, cell energy transformations, cell regulatory processes, and cell differentiation.

BIOL 307L. Cell Biology Laboratory

Corequisite: BIOL 307.
Fall.

BIOL 308. Plant Physiology (3-3-0)

Additional Prerequisite: CHEM 104/104L or 122/122L.
Spring 2001.

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)

Pre- or Corequisite: BIOL 308.
Spring 2001.

BIOL 309. Embryology of Vertebrates (3-3-0)

Fall odd years.
Comparative description and analysis of the principles and processes leading to the establishment of the adult vertebrate body plan; gametogenesis.

BIOL 309L. Embryology of Vertebrates Laboratory (1-0-4)

Pre- or Corequisite: BIOL 309.
Fall odd years.

BIOL 310. Morphology and Phylogeny of Plants (4-3-4)

Corequisite: BIOL 310L.
Spring even years.

Morphology of representative plants studied in the laboratory and field; emphasis on reproductive processes and phylogenetic relationships.

BIOL 310L. Morphology and Phylogeny of Plants Laboratory

Corequisite: BIOL 310.
Spring even years.

BIOL 311. Ornamental Plant Propagation (4-3-4)

Additional Prerequisite: BIOL 317 or consent of instructor. *Corequisite:* BIOL 311L.
Spring odd years.

Principles and practices of horticultural plant propagation and greenhouse production are considered.

BIOL 311L. Ornamental Plant Propagation Laboratory

Corequisite: BIOL 311.
Spring odd years.

BIOL 312. Invertebrate Zoology (4-3-4)

Corequisite: BIOL 312L.
Spring.

A survey of invertebrate biology emphasizing morphology and evolutionary relationships, and including taxonomy, physiology, and behavior.

BIOL 312L. Invertebrate Zoology Laboratory

Corequisite: BIOL 312.
Spring.

BIOL 313. Genetics (4-3-2)

Additional Prerequisite: MATH 110 or equivalent.
Pre- or Corequisite: BIOL 208.
Corequisite: BIOL 313L.

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 genic cross simulations will be emphasized. In these sections, brief oral presentations will also be required.

BIOL 313L. Genetics Laboratory

Corequisite: BIOL 313.
Fall and Spring.

BIOL 314. Human Anatomy and Physiology I (4-3-3)

Prerequisite: BIOL 107, 108 and 109L or 208 and CHEM 104/104L or CHEM 122/122L. *Corequisite:* BIOL 314L.
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, sensory, and endocrine.

BIOL 314L. Human Anatomy and Physiology I Laboratory

Corequisite: BIOL 314.
Fall.

BIOL 315. Human Anatomy and Physiology II (4-3-3)

Prerequisite: BIOL 314 or consent of instructor.

Corequisite: BIOL 315L.

Spring.

A continuation of BIOL 314 that covers the cardiovascular, respiratory, renal/osmoregulatory, digestive, and reproductive systems and concepts of metabolism.

BIOL 315L. Human Anatomy and Physiology II Laboratory

Corequisite: BIOL 315.

Spring.

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. Corequisite: BIOL 317L.

Fall 1999.

Identification and design characteristics of ornamental plants.

BIOL 317L. Plant Materials for Landscape Use Laboratory

Corequisite: BIOL 317.

Fall 1999.

BIOL 318. Advanced Human Physiology (3-3-0)

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 (1-0-4)

Pre- 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. (3-3-0)

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 320L. Natural History of the Vertebrates Laboratory (1-0-4)

Pre- or Corequisite: BIOL 320.

BIOL 321-322. Plant Taxonomy I and II. (2-1.5-2) each.

Prerequisite for BIOL 322: BIOL 321. Corequisite for BIOL 321L: BIOL 321. Corequisite for BIOL 322L: BIOL 322.

Spring - Fall odd years.

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 321L-322L. Plant Taxonomy I and II Laboratory

Corequisite for BIOL 321L: BIOL 321.

Prerequisite for BIOL 322L: BIOL 321L

Corequisite for BIOL 322L: BIOL 322.

Spring - Fall odd years.

BIOL 338. 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 setup 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 (3-3-0)

Additional Prerequisite: BIOL 302 and 312, or consent of instructor.

Spring 2000.

Taxonomic and ecological investigations of the major marine groups; pollution ecology; applied marine science. (May be taken as research intensive course.)

BIOL 403L. Marine Biology Laboratory (1-0-4)

Pre- or Corequisite: BIOL 403.

Spring 2000.

BIOL 407. General Ecology (4-3-4)

Corequisite: BIOL 407L.

Fall odd years.

Properties and processes of ecosystems, communities, and populations, with consideration given to man's influence on each level. (May be taken as research intensive course.)

BIOL 407L. General Ecology Laboratory

Corequisite: BIOL 407.

Fall odd years.

BIOL 409. Comparative Anatomy of Vertebrates (4-3-4)

(BIOL 309 recommended). Corequisite: BIOL 409L.

Spring even years.

General chordate anatomy, emphasizing the vertebrates, considered on a comparative and phylogenetic basis. Laboratory work includes dissection and study of lamprey, sand shark, necturus, cat, and other supplemental chordates.

BIOL 409L. Comparative Anatomy of Vertebrates Laboratory

Corequisite: BIOL 409.

Spring even years.

BIOL 412. Fundamental Molecular Biology (4-3-4)

Prerequisite: BIOL 208, BIOL 313, either CHEM 321/321L (preferred) or CHEM 104/104L, and PHYS 201/201L (preferred) or PHYS 103/103L. Corequisite: BIOL 412L. Molecular biology is a discipline based upon a reductionist logic that supports the concept that structure and function are intimately related. Thus the primary goals for any molecular biologist are to understand the fundamental rules for molecular structure and to be able to predict the cellular function of a molecule by applying these rules. At the core of all topics covered will be a desire for the student to understand the molecular basis for how prokaryotic and eukaryotic cells grow, divide, specialize, and interact.

BIOL 412L. Fundamental Molecular Biology Laboratory

Corequisite: BIOL 412.

BIOL 414. Introductory Biochemistry (3-3-0)

Additional Prerequisite: CHEM 321/321L.

Pre- or Corequisite: CHEM 322/322L.

Spring.

A survey of the principal molecular constituents of living organisms. The structure, roles, and metabolic inter-conversions of carbohydrates, lipids, proteins, and nucleic acids are considered.

BIOL 414L. Introductory Biochemistry Laboratory (1-0-4)

Pre- or Corequisite: BIOL 414.

Spring.

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 ornamental as well as to control techniques.

BIOL 415L. Pathology of Ornamental Plants Laboratory (1-0-4)

Pre- or Corequisite: BIOL 415.

Fall 1999.

BIOL 416. Nursery and Garden Center Management (4-3-4)

Prerequisite: None. Corequisite: BIOL 416L.

Fall even years.

Principles and practices involved with wholesale production and retailing of ornamental plants.

BIOL 416L. Nursery and Garden Center Management Laboratory

Corequisite: BIOL 416.

Fall even years.

BIOL 418. Animal Behavior (3-3-0)

Prerequisite: Junior/senior standing or consent of instructor.

Fall even years.

The comparative study of animal behavior, including both vertebrates and invertebrates. Ethological concepts, physiological mechanisms, and adaptive significance will be emphasized.

BIOL 418L. Animal Behavior Laboratory (1-0-4)

Pre- or Corequisite: BIOL 418.

Fall 2000.

Laboratory work includes experimentation, field trips, discussion, reports, and a term project.

BIOL 420. Animal Physiology (4-3-4)

Prerequisite: CHEM 121/121L-122/122L or 103/103L-104/104L, and either BIOL 307, BIOL 312, or BIOL 409.

This is an introductory course in animal physiology that will emphasize fundamental principles, concepts, and mechanisms responsible for homeostatic regulation of animal functions. After covering basic background concepts in cell and membrane processes, the course will examine the various major organ systems in animals, using comparative illustrations where appropriate. Lab exercises will complement and reinforce lecture concepts, as well as provide students with the opportunity to perform physiology experiments and data analysis.

BIOL 422. Field Trip Experience (2-1-8)

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 430. Biogeography (3-3-0)

Spring.

The study of the patterns of distribution of organisms, both past and present, and the abiotic and biotic factors that produced those distributions.

BIOL 440. Herpetology (4-3-4)

Corequisite: BIOL 440L.

Spring odd years.

The study of the reptiles and amphibians. Evolutionary history, taxonomy, and ecology will be emphasized. (May be taken as research intensive course.)

BIOL 440L. Herpetology Laboratory

Corequisite: BIOL 440.

Spring odd years.

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 BCES 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 applied to the degree. (May be taken as research intensive course.)

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); CHEM 104 Fall (N), Spring.
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 (2-1-4 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 321L. 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 to CHEM 341: None; *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 (2-0-5)

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 (3-1-5)

Prerequisite: CHEM 322/322L.

Spring, even numbered years.

Synthesis of organic and inorganic compounds. Primarily a laboratory course.

CHEM 386L. Techniques in Synthesis Laboratory

Pre- or Corequisite: CHEM 386.

Spring, even numbered years.

CHEM 395. Special Topics in Chemistry (credits vary)
Selected topics. Offered as interest demands.

CHEM 401. 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 structures; coordination chemistry; thermodynamic and kinetic reactivity; solvent systems; redox; polymeric inorganic systems; organometallic and bioinorganic chemistry.

CHEM 441. Spectrometric 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 chair.

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 201. Physical Geology (3-3-0)

The investigation of lithosphere and the structure, characteristics and history of planet earth. Stress is placed on processes and interactions.

GEOL 202. Geology of Ocean Basins and Margins (3-3-0)

An investigation of oceans, seas, basins, and borderlands. The student studies sea-land interactions, shelves, sediments, sea-level changes, and the origin and evolution of oceans and ocean basins.

GEOL 203. Physical Geology Laboratory (1-0-3)

Pre- 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)

Pre- or Corequisite: GEOL 202.

Practical and experimental techniques of geological oceanography.

GEOL 212. Oceans, Seas and Shores (3-3-0)

Prerequisite: 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 (credits vary)

Selected topics in earth sciences subjects.

DEPARTMENT OF MATHEMATICS

Gosnold, Room 201

(757) 594-7194

Dr. Martin W. Bartelt, Chair

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FACULTY

Professors: Avioli, Bartelt, Kostaki-Gailey,
Summerville, Weber

Associate Professor: Khajeh-Khalili, Bartels, Bradie,
Chen, Martin

Assistant Professors: Persky

Instructors: Caggiano, 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 general education 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 adviser 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 general education 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 general education 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 general education 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, 390, 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. Historical and philosophical highlights related to the development of mathematics will be discussed in various mathematics major courses.

All mathematics majors must take an exit test which will be administered by the Mathematics Department.

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. 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 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* (strongly recommended for Bachelor of Arts);
- 6) CPSC 230/230L and 231/231L.

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

Block A: The Major in Mathematics - Bachelor of Science

- 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 adviser (accepted disciplines include BIOL, CHEM, CPSC, and PHYS and/or ENGR; 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 and 231/231L.

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

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 214;
- 6) Nine additional semester hours in CPSC 410, 420, 440, 460, 470, 480, ENGR 213, Artificial Intelligence, or Graphics.

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

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 214;
- 6) Nine additional semester hours in CPSC 410, 420, 440, 460, 470, 480, ENGR 213, Artificial Intelligence, or Graphics.

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

Block C: The Major in Mathematics with a Concentration in Physics - Bachelor of Arts

- 1) MATH 250, 260, 320, 360, 420;
- 2) Nine credit hours in MATH at the 300-400 level, with choices from MATH 335, 380, 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, and 231/231L.

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

Block C: The Major in Mathematics with a Concentration in Physics - Bachelor of Science

- 1) MATH 250, 260, 320, 360, 420;
- 2) Nine credit hours in MATH at the 300-400 level, with choices from MATH 335, 380, 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, and 231/231L.

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

Block D: The Major in Mathematics for Mathematics Education - Bachelor of Arts

- 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* highly recommended);
- 4) CPSC 230/230L, and 231/231L.

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

Block D: The Major in Mathematics for 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, and 231/231L.

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 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: Through Algebra II in high school or permission of instructor.

Fall and Spring.

This course or MATH 125 is recommended to satisfy the mathematics general education 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)

Prerequisites: Through Algebra II in high school or permission of instructor.

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 permission of instructor.

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: Through Algebra II in high school or permission of instructor.

Fall and Spring.

This course or MATH 105 is recommended to satisfy the mathematics general education 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 110.

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 Theorems 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)

Prerequisites: MATH 135 or MATH 140, CPSC 220 or 230/230L.

Fall and every other 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 chair.

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 chair.

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 (credits vary)

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)

Prerequisites: Six semester hours of mathematics (MATH 109 strongly recommended), acceptable score on the mathematics competency test, grade of B or better in MATH 109 (CNU only) or at least 329 or 183 on Praxis, EDUC

305, and acceptance into the Teacher Education Program, or consent of the instructor. (Does not apply toward the 300-level requirements of the mathematics major.)

Spring.

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)

Prerequisites: Six semester hours of mathematics, EDUC 305, acceptable score on the mathematics competency test, grade of B or better in MATH 109 (CNU only) or at least 329 or 183 on Praxis, and acceptance into the Teacher Education Program, or consent of the instructor. (Does not apply toward the 300-level requirements of the mathematics major.)

Spring.

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)

Prerequisites: MATH 240.

Fall and Spring.

A treatment of ordinary differential equations and their applications. Topics will include techniques for the qualitative analysis of autonomous equations and methods for determining analytical solutions for certain classes of equations.

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 queuing theory. Case studies. Computer projects may be required.

MATH 338. Apprenticeship in Teaching Mathematics (3-2-1)

Prerequisites: Junior standing, 15 credits in major, EDUC 301/301L and EDUC 305. Does not apply toward the 300-level mathematics major requirements.

Fall.

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, congruencies, 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 355. 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 Reimann equations, residues and poles, and conformal mapping.

MATH 360. Advanced Calculus (3-3-0)

Prerequisites: 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)

Prerequisites: 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 231/231L or equivalent.

A survey of numerical methods for scientific and engineering problems. Topics will include: rootfinding techniques, polynomial and spline interpolation, numerical differentiation and integration and the numerical solution of initial value problems for ordinary differential equations. Consideration will be given to theoretical concepts and to efficient computation procedure. Computer projects will be required.

MATH 390. Mathematical Methods of Operations Research I (3-3-0)

Prerequisites: 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 395. Elementary Topics (credits vary)

Prerequisite: Consent of instructor or chair, 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. Research Intensive.

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 230/230L.

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)

Prerequisites: 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. Research Intensive.

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)

Prerequisites: MATH 370 and CPSC 231/231L 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. Research Intensive.

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 (credits vary)

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 (credits vary)

Prerequisite: Consent of instructor or chair, 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 (credits vary)

Prerequisites: Junior or standing and approval of chair. Taught when appropriate.

Individual research on an approved subject may be taken for one to three credits. See the Catalog description of Independent Study in the General Academic Policies and Procedures section.

DEPARTMENT OF NURSING

Smith Hall, Room 128

(757) 594-7252

Dr. Karin Polifko-Harris, Chair

email: kpolifko@cnu.edu

FACULTY

Associate Professors: Polifko-Harris

Assistant Professors: Broschious, Saunders

Instructors: Maxwell, Wilson

THE BACHELOR OF SCIENCE IN
NURSING DEGREE

The Department of Nursing offers a program of study leading to the Bachelor of Science in Nursing degree (BSN). The program is fully approved by the Virginia State Board of Nursing and has been granted preliminary approval by the Commission on Collegiate Nursing Education. 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 contains 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-RN). 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 analytical skills, independent judgement, 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.

Purpose

The purposes of the undergraduate program are to provide students with the critical thinking, interpersonal and technical skills of the nurse generalist and the academic foundation necessary to pursue graduate education and further professional development. The historical foundations of the nursing discipline are presented in the context of specialty courses.

Applicants for admission into the nursing major must be accepted first to the University and complete all prerequisite courses as outlined below.

Applications to Track One of the nursing major are accepted until the last day of regular spring registration as listed in the *Schedule of Classes*.

To be considered for admission, the student at the time of application, must:

- classify as a degree seeking student;
- have a GPA of at least a 2.5 in completed general education requirements;
- completed CHEM 103, 104 (with labs) and BIOL 113 (anatomy and physiology with lab) with a combined average of at least 2.5. NURS 295A may be in progress at time of application, but other science courses must be completed;
- document, on letterhead, at least 40 hours of volunteer service to the community and/or university within the last two years prior to application to the major;
- have current transcripts sent directly to both the Department of Nursing and the University.

Application to the major is a competitive process and application does not guarantee admission to the nursing major.

Provisional acceptance into the nursing program will be made in March, based on the combined cumulative and science GPAs at the time of application. Final acceptance requires the successful completion of the general education and pre-nursing requirements.

Applicants 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 a 2.5 in completed general education requirements;
- have completed 55 collegiate credits, including required English and science courses;
- provide evidence of Virginia RN licensure;
- document, on letterhead, at least 40 hours of volunteer service to the community and/or university within the last two years prior to application to the major;
- have current transcripts sent directly to the Nursing Department and the University.

Program progression

In order to enroll in clinical nursing courses, all students must provide evidence of:

- 1) initial physical exam completed by a health care provider;
- 2) yearly current liability insurance at the \$1,000,000/\$3,000,000/\$1,000,000 level;
- 3) current BLS for health care providers;
- 4) immunization records, including a yearly PPD.

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. Progression in the nursing major is contingent upon removal of the grade of I as described in this catalog.

Retention and Readmission to the Nursing Major

Retention issues and readmission to the nursing major due to a withdrawal or failure is outlined in detail in the *Department of Nursing Student Handbook*. All students who are accepted into the nursing major are responsible for the information contained in the handbook.

Course Requirements for Track One

In addition to successfully completing of all general education requirements (see index), nursing students must successfully complete the following courses in major and elective studies:

- 1) MATH 125*, CPSC 210*, PHIL 101*, PHIL 384*;
- 2) SOCL 201G*, 205G*;
- 3) CHEM 103/103L* - 104/104L*, BIOL 113;
- 4) NURS 295C, 295A, 304, 305, 306, 307, 308, 309, 316, 390, 400, 402, 404, 490.

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

Course Requirements for Track Two

In addition to successfully completing of all general education requirements (see index), nursing students must successfully complete the following courses in major and elective studies:

- 1) MATH 125*, CPSC 210*, PHIL 101*, PHIL 384*
- 2) Any one of the natural science sequences with an accompanying 1 credit laboratory, accepted as general education requirements for the University;
- 3) BIOL 113;
- 4) NURS 301, 302, 304, 305, 402, 490 and 496.

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

Thirty-three hours of advanced placement credits for previous nursing education will be awarded upon successful completion of program requirements.

THE CURRICULUM IN NURSING**NURS 295A. Topics in Nursing: Pathophysiology (3-3-0)**

Prerequisite: CHEM 103/103L, 104/104L, BIOL 113.

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 295C. Topics in Nursing: Growth and Development (3-3-0)

Prerequisite: CHEM 103/103L, 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 295D. Topics in Nursing: Writing in the Health Professions (2-2-0)

Prerequisite: ENG 101-102.

This course is designed to provide the student with the skills necessary to write technical and descriptive papers with a focus on health care and is intended for students planning a career in a health-related field. American Psychological Association (APA) format will be taught as an approach to writing, organizing and referencing the paper. Internet resources will also be introduced.

NURS 301. A Conceptual Basis for Contemporary Nursing (3-3-0)

Prerequisite: Admission into the nursing major; Track Two students only.

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 (5-3-6)

Prerequisite: Admission into the nursing major; Track Two students only.

Focuses on the nurse's leadership role in a multi-disciplinary health care system. The application of leadership theory is emphasized. A clinical practicum is required for this course.

NURS 304. Comprehensive Client Assessment (3-2-3)

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. A laboratory practicum is required for this course.

NURS 305. Nursing Research (3-3-0)

Prerequisite: Admission into the nursing major, NURS 304, 306, 307.

Corequisite for Track One: NURS 308 and 390.

Introduction to a conceptual background needed by the nurse generalist to read nursing research literature with the 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 (7-4-9)

Prerequisite: Admission into the nursing major; NURS 304. *Corequisite:* NURS 307, 316.

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. A clinical practicum is required for this course.

NURS 307. Psychosocial Nursing (6-4-6)

Prerequisite: Admission into the nursing major; NURS 304. *Corequisite:* NURS 306, 316.

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 stressors 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. A clinical practicum is required for this course.

NURS 308. Pediatric Nursing (6-4-6)

Prerequisite: Admission into the nursing major; NURS 304, 306, 307, 316. *Corequisite:* NURS 305 and 390.

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 stressors 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. A clinical practicum is required for this course.

NURS 309. Obstetric and Gynecologic Nursing (7-4-9)

Prerequisite: Admission into the nursing major; NURS 304, 305, 306, 307, 308, 316, 390. *Corequisite:* NURS 400.

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 stressors 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. A clinical practicum is required for this course.

NURS 316. Pharmacology (2-2-0)

Prerequisite: Admission into the nursing major; NURS 304. *Corequisite:* NURS 306 and 307.

This course is designed to foster knowledge related to medication therapy. It is inclusive of information regarding pharmacokinetics, pharmacodynamics, the impact of cultural, legal and ethical considerations, and the role of the nurse in medication administration.

NURS 390. Adult Nursing I (7-4-9)

Prerequisite: Admission into the nursing major; NURS 304, 306, 307, 316. *Corequisite:* NURS 305 and 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 stressors 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. A clinical practicum is required for this course.

NURS 400. Adult Nursing II (7-4-9)

Prerequisite: Admission into the nursing major; NURS 304, 305, 306, 307, 308, 316, 390. *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 stressors 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. A clinical practicum is required for this course.

NURS 402. Community Health (5-3-6)

Prerequisite, Track One: Admission into the nursing major; NURS 304, 305, 306, 307, 308, 309, 316, 390 and 400. *Corequisite Track One:* NURS 404 and 490.

Prerequisite Track Two: Admission into the nursing major; NURS 301, 302, 304 and 305. *Corequisite Track Two:* NURS 402 and 490.

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. A clinical practicum is required for this course.

NURS 404. Transition to Practice (5-2-9)

Prerequisite: Admission into the nursing major; NURS 304, 305, 306, 307, 308, 309, 316, 390 and 400. *Corequisite:* NURS 402 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. A clinical practicum is required for this course.

NURS 490. Senior Seminar (3-3-0)

Prerequisite: Track One: Admission into the nursing major; NURS 304, 305, 306, 307, 308, 309, 316, 390 and 400.

Corequisite: Track One: NURS 402 and 404.

Prerequisite: Track Two: Admission into the nursing major; NURS 301, 302, 304 and 305. *Corequisite:* Track Two: NURS 402 and 490.

The rapidly changing health care system presents a 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 495H. Internship in Nursing (1-0-3)

Prerequisite: Admission into the nursing major; NURS 304, 305, 306, 307, 308, 390.

This course is designed to assist the student in the socialization process of becoming a professional nurse under the mentorship of nursing faculty at the University, in conjunction with educational and clinical practice support from a local healthcare institution.

NURS 496. Topics in Managed Care (3-3-0)

Prerequisite: Admission to the nursing major; NURS 301, 302, 304, 305, 316; Track Two students only. *Corequisite:* NURS 402 and 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.

NURS 499. Independent Study (credits vary)

The purpose of independent study is to enable students to enrich their programs through directed readings or independent research, under faculty supervision, for University credit.

DEPARTMENT OF PHYSICS,
COMPUTER SCIENCE AND ENGINEERING

Gosnold, Room 134

(757) 594-7065

Dr. Randall H. Caton, Chair

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FACULTY

Professors: Avioli, Beach, Buoncristiani, Caton,
Doughty, G. Webb

Associate Professors: Anyiwo, Game, Heddle, Hibler,
Hodson, Knipp, Lambert,
Pougatchev, Selim, Siochi,
J. Webb

Assistant Professors: Beyon, Elouadrhiri, J. Hardie,
Hereford, Tarr

Computer Systems Administrator: L. V. Hardie

The Department of Physics, Computer Science and Engineering offers the only majors in a field of high technology at CNU. The **applied physics** major 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 **computer engineering** major is a specialized degree with emphasis on hardware and software integration in computer systems and has extensive job opportunities. The **computer science** major allows students to specialize in computer architecture, data structures and operating systems, computational computing, artificial intelligence applications and software engineering. The **information science** major 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 major will prepare graduates to participate in the implementation and management of information systems. We also offer a Bachelor of Arts degree in **applied physics** which combines a strong preparation in science with a complementary specialization in an area such as education or technical communication. Topics in the history and philosophy of science are covered for all majors in selected departmental courses.

A minor program in applied physics, 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: info@pcs.cnu.edu. More information can also be viewed at <http://www.pcs.cnu.edu> on the World Wide Web.

EQUIPMENT

The department has six teaching-research labs at CNU: the Hunter Creech Computer Lab, two Multimedia Labs, the Engineering Electronics Lab, the Engineering Projects Lab, and the Information Systems Lab. In addition, it has two general purpose laboratories and a large commons area for student-faculty collaborations and study. Furthermore, the department makes extensive use of two computer classrooms in its space in Gosnold Hall. The James I. Moore Computer Classroom features a network of 30 computers, and Gosnold's large lecture room has an interactive computer system with 64 keypad stations, a host computer, and a projection video system. Finally, the department has three teaching-research labs in the Applied Research Center at Jefferson National Laboratory: the Laser and Photonics Lab, the Solid-State Sensors and Materials Lab, and the Advanced Circuits Lab. The research labs include instrumentation for cryogenics, study of electronic and optical properties of matter, lasers and laser-based metrology, digital design, high-speed data acquisition, and information science systems.

Major equipment in these departmental labs includes 54+ GB of disk space, an Ultra 2 Sun Server (dual 200MHz cpu, 1 GB memory), and the following Sun workstations: three 333MHz Ultra 5 stations, eleven 270MHz Ultra 5 stations, six 143MHz Ultra 1 stations and nine other SPARC stations. The department has, in addition, two schematic capture workstations, two Tektronix logic analyzers, three digital storage scopes, an Altera foundry for erasable programmable logic devices, a Mitsubishi robot, and several VME68000 boards and over 50 PC/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; Labview; Oracle; optical design software Genii-Plus; system simulation and analysis software SLAM and EXCELERATOR; Java-Studio; Java-Workshop; standard GNU software; Office 97; languages such as FORTRAN, PASCAL, LISP, C, and C++; and the JAVA Powered Groupware WEB4M. 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, and the World Wide Web as described above.

Research Projects

The Department of Physics, Computer Science and Engineering 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, computer science and engineering. 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 solv-

ing contemporary problems and to increase public awareness of relations between science and technology and the realm 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 103/103L-104/104L, PHYS 322, and ENGR 121 are examples of such courses.

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, 211/211L, 301/301L; CPEN 214;
- 2) PHYS 103/103L*-104/104L*, 201/201L*-202/202L*, 203, 351;
- 3) CPSC 210, 230/230L;
- 4) MATH 140*-240, MATH Elective;
- 5) APCS 499;
- 6) 18 hours of professional electives approved by adviser.

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

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 advisers. 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 103/103L-104/104L*; ENGR 121-122;
Second Year:	PHYS 201/201L-202/202L; MATH 140-240;
Third Year:	CPEN 214; ENGR 211/211L; CPSC

230/230L; and a MATH elective approved by the chair of the department;

Fourth Year: PHYS 203 and 351; ENGR 301/301L; 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, 351; APCS 499; ENGR 121, 122, 211/211L, 301/301L; 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 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 applied physics minor: PHYS 201/201L-202/202L-203, 351; ENGR 121, 122, 211/211L, 301/301L; CPEN 214; CPSC 230/230L-231/231L.

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 at CNU. Persons who finish the program at CNU 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 universi-

ties 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 courses 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 406, 211/211L and 212/212L; 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 chair for information on the specific courses appropriate for the transfer destination.

THE BACHELOR OF SCIENCE DEGREE IN COMPUTER ENGINEERING

The Bachelor of Science in computer engineering is accredited by the Engineering Accreditation Commission of the Accreditation Board for the Engineering and Technology (ABET). 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 major in computer engineering 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 major in computer engineering requires successful completion (a grade of C- or better) of the following courses in major and elective studies:

- 1) COMM 201*;
- 2) ECON 201G*, 202G*, ENGL 205*, 206*;
- 3) CHEM 121/121L*-122*;
- 4) PHYS 201/201L*-202/202L*, 340;
- 5) MATH 140*, 240, 320, 335;
- 6) ENGR 121, ENGR 122 or 301, 211/211L-212/212L, 213;
- 7) CPEN 214, 315/315L, 371, 414, 431, 499;
- 8) CPSC 230/230L-231/231L, 310, 320, 410, 420, 480
- 9) Six hours from professional electives: CPEN 422, 495, CPSC 425, 426, 440, 450, 470, 495, PHYS 421, APCS 495 (only one 495 course allowed with adviser's permission); CPSC 502 (with adviser's permission).

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

Because of the tight prerequisite structure, it is strongly recommended that students take their major course in the following order:

- | | |
|--------------|--|
| First year: | ENGR 121, MATH 140*-240, PHYS 201/201L*-202/202L*, ENGL 101-102, CPSC 230/230L; |
| Second year: | CPSC 231/231L, CPSC 320, ENGR 211/211L-212/212L, MATH 320, CPEN 214; |
| Third year: | CPEN 315/315L, CPEN 414, CHEM 121/121L-122, CPSC 310, PHYS 340, ENGR 213, CPEN 371, ENGR 122 or 301; |
| Fourth year: | CPEN 431, CPSC 410-420, CPEN 499, CPSC 480, Professional electives. |

THE BACHELOR OF SCIENCE DEGREE IN COMPUTER FOUNDATIONS

This program is designed to prepare students in the foundations of computer hardware and software. Students in this program can choose to major in **applied physics** or **computer science**. In addition to requiring the successful completion of all general education requirements (see index), the Bachelor of Science program in computer foundations requires the **successful completion of the common core courses, the major courses, and the support courses**.

Common Core Courses:

- 1) CPEN 214;
- 2) CPSC 230/230L, CPSC 231/231L;
- 3) MATH 140*, MATH 240; PHYS 340 for applied physics or MATH 235 or 260 for computer science;
- 4) PHYS 201/201L*, PHYS 202/202L*.

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

THE MAJOR IN APPLIED PHYSICS

The major in applied physics is oriented towards microelectronics (the basis of computer hardware) and provides a broad foundation in physics. The core courses provide a background in computer engineering, computer science, math, and physics. The major and support courses continue this background in engineering, mathematics, and physics. Electives extend the student's knowledge in an area of his/her choice. Degree Studies requirements are those of the Bachelor of Science degree.

Applied physics majors can choose their electives to develop expertise in one of the following three areas: instrumentation, solid state/optics, or computation. Focusing on **instrumentation** prepares graduates to design instrumentation and data acquisition systems. Graduates will be prepared for employment as researchers in 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. Students can focus on **solid state and optical physics** by studying 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 be prepared to move into positions which require precise measurements using electronic and photonic sensors, and development of optoelectronic data acquisition systems. To focus on **computational physics**, students should take courses that emphasize the integration of physics and software development. There they 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. See your adviser or departmental brochures for more details on the applied physics major.

Support Courses in Applied Physics:

- 1) ENGR 121;
- 2) MATH 250, MATH 320.

Major Courses in Applied Physics:

- 1) ENGR 211/211L;
- 2) PHYS 203, 304, 351;
- 3) Four major electives from CPEN 315/315L, 422; ENGR 212/212L, 301/301L, 303, 406; PHYS 352, 401, 402, 421, 431, 441. See department guideposts for suggested focus areas.

Capstone Course:

- 1) APCS 499.

If necessary, students in this major must take additional general electives to make their credits total 120 after satisfying the general education and degree requirements. In addition to requiring successful completion of all general education requirements (see index), this major requires successful completion (a grade of C- or better) of the common core (see the Bachelor of Science degree in Computer Foundations), major, and support courses.

THE MINOR IN APPLIED PHYSICS

A minor in physics requires satisfactory completion of PHYS 201-202-203 and at least 15 additional credits in physics or engineering courses at 300 level or higher. 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.

THE MAJOR IN COMPUTER SCIENCE

The major in computer science is designed to prepare a student for a computer-oriented career, such as scientific applications or systems programming, or for graduate work in computer science. The core courses provide a background in computer engineering, computer science, math, and physics. The major and support courses continue building this background. Advanced courses in the program provide additional study in data structures, programming languages, computer organization, operating systems, and algorithms, with additional electives to extend the student's knowledge in an area of his/her choice. General education requirements are those of the Bachelor of Science degree.

Graduates will be prepared for further study in graduate school or employment as computer scientists or researchers in various high technology laboratories. Students pursuing the major 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, 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, MATH 480, and PHYS 441. See your adviser or departmental brochures for more details on the computer science major.

mental brochures for more details on the computer science major.

Support Courses in Computer Science:

- 1) CPSC 225;
- 2) ENGR 213;
- 3) MATH 125.

Major Courses in Computer Science:

- 1) CPEN 371;
- 2) CPSC 310, 320, 330, 410, 420;
- 3) Three major electives from APCS 499; CPEN 414; CPSC 425, 426, 440, 450, 460, 470, 480, 495, 502 (with adviser's permission); MATH 380, 480; PHYS 421, 441 with courses numbered 495 and above used no more than twice.

Students in this major must take additional general electives to make their credits total 120 after satisfying the general education and degree requirements. In addition to requiring successful completion of all general education requirements (see index), this major requires successful completion (a grade of C- or better) of the common core (see the Bachelor of Science degree in Computer Foundations), major, and support courses. The major in computer science requires satisfactory completion of an exit test administered by the department. See the assessment section of the general requirements of all baccalaureate degree programs for more information. See your adviser or departmental brochures for more details on the computer science major.

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: CPEN 214; CPSC 225, 230/230L, 231/231L, 310, 320; and one of 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 214, CPEN 315/315L or CPSC 330, and CPSC 420; (3) Mathematics application: CPSC 350, 420, and 470.

Computer Engineering majors desiring a minor in computer science 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 (BSIS) 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. General education 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, 225, 350, and 351 early in their academic careers. These four 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 and Communications. Note that this major falls under the Professional Degrees category for Degree Studies Requirements in the General Education Requirements.

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 cores, one set of concentration courses shown on the table below, and a capstone course and project.

CORES:

- 1) **The Computer Science Core:**
CPSC 225, 230/230L-231/231L, 335.
- 2) **The Business Core:**
ACCT 201-202; ECON 201G*, 202G*.
- 3) **The Information Science Core:**
CPSC 215, 350, 351.
- 4) **The Mathematics and Science Core:**
MATH 125*; MATH 135* or 140*; MATH 235 or 260; PHYS 103/103L*-104/104L* or PHYS 201/201L*-202/202L*.

CONCENTRATIONS:

- 1) **Management of Information Systems (MIS):**
MGMT 417, BUSN 301, 311, 323, 361, 408
- 2) **Science of Information Systems (SIS):**
CPSC 310, 320, 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.

A maximum of two electives in the MIS concentration may be chosen from business courses (BUSN, MGMT, ACCT, ECON, FINC, RLES, IBUS).

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

CAPSTONE COURSE AND PROJECT

All concentrators must successfully complete CPSC 445.

Finally, the major 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, 230/230L, 335, 350, 351, and CPSC 430 or MGMT 417.

THE CERTIFICATE PROGRAM IN COMMUNICATIONS (DATA)

This certificate program covers fundamental concepts of networks and data communications, practical programming for networks and communications, and network configuration and management. Students will work on projects that include design, development, and maintenance of intranets and LANs, distributed databases, and web programming. The prerequisites for the certificate program in communications (data) are: one year of programming experience (preferably C++), or CPSC 231/231L. The curriculum requires successful completion of: CPSC 335, CPSC 336, CPSC 446; APCS 495 (Network Programming) or APCS 499 (Capstone Project in Communications).

THE CERTIFICATE PROGRAM IN DIGITAL DESIGN

The digital design certificate program creates technical professionals proficient in the modern digital technology. It describes the fundamental hardware design concepts of combinational and sequential circuits; introduces electronic design automation tools; covers the latest architectural features of today's processors and teaches quantitative analysis of hardware/software trade-offs. Finally, the capstone course surveys the processors currently in use and focuses on design of microprocessor-based systems. The prereq-

quisite for the certificate program in digital design is a Bachelor of Science in Computer Science or Information Science. The curriculum requires successful completion of: CPEN 214, CPEN 315, CPEN 414, and CPEN 422.

THE CERTIFICATE PROGRAM IN OBJECT-ORIENTED PROGRAMMING

This certificate program prepares participants for object-oriented design and programming. It covers the two most widely used object-oriented programming languages, C++ and Java. It provides guidance in the effective usage of these languages; common abstractions in object-oriented programming; and an introduction to formal design methods. Applications are geared to real-world problems including Internet programming. The prerequisite for the certificate program in object-oriented programming is MATH 130. The curriculum includes successful completion of : CPSC 230/230L, CPSC 231/231L, CPSC 425 and CPSC 426.

THE CURRICULUM IN COMPUTER ENGINEERING

CPEN 214. Digital Logic Design (3-3-0)

Corequisite: PHYS 202 or consent of instructor.
Spring.

Introduction to logic circuits; combinatorial logic circuits; memory elements; sequential logic circuits; register transfer logic. Hands-on experience with devices emphasized.

CPEN 315. Digital System Design (4-3-0)

Prerequisite: CPEN 214, Computer Engineering major, or consent of instructor. Corequisite: CPEN 315L.
Fall.

Digital design methodology and techniques; control and timing; machine organization, instruction sequencing and data for flow control; control unit design; and techniques.

CPEN 315L. Digital System Design Lab (0-0-3)

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)

Prerequisites: 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 231/231L 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 (4-2-2)

Prerequisite: CPEN 315 and CPSC 320. Research Intensive.
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 495. 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 410, senior standing, and permission of the department. Research Intensive.
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 (3-3-0)

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 205 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 216. Multimedia and Web Publishing (3-3-0)

Prerequisite: CPSC 210.

Spring.

Basic multimedia concepts – graphics, audio, video; internet concepts; design, development, and publishing of web pages; interactive web pages; publishing tools, server management and tools. This course includes a hands-on component.

CPSC 220. Computers & 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 & Programming I (3-3-0)

Prerequisite: MATH 130; either CPSC 225 or ENGR 121 or instructor's consent. *Corequisite:* CPSC 230L

Fall and Spring.

Problem solving and algorithm implementation using a procedural programming language. Introduction to data types, arrays, records and text files. Structured methods of program development are emphasized and object-oriented methods are introduced.

CPSC 230L. Computers & 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 & Programming II (3-3-0)

Prerequisite: CPSC 230/230L. *Corequisite:* CPSC 231L.

Fall and Spring

Continuation of CPSC 230. Further study of object-oriented design and verification, programming style, documentation and debugging. Algorithm 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 & 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 310. Programming Language Concepts (3-3-0)

Prerequisite: CPSC 231/231L.

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 320. Data and File Structures (3-3-0)

Prerequisite: CPSC 231/231L.

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 231/231L and CPEN 214.

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)

Prerequisites: Either CPSC 225 or 330; CPSC 231/231L; 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 231/231L.

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)

Prerequisites: CPSC 230/230L 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 sys-

tems requirements. Practical experience in real-life information systems analysis.

CPSC 351. Information Systems Design and Implementation (3-3-0)

Prerequisites: CPSC 231/231L 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 355. Electronic Commerce (3-3-0)

Prerequisite: CPSC 210.

Spring.

Electronic commerce is the process of electronically conducting all forms of business between entities in order to achieve the organization's objectives. Electronics commerce technologies embrace such activities as electronic trading, EDI, electronic banking, electronic mail, on-line services, and all forms of messaging, multimedia communications and video-conferencing. This course will concentrate on the impact of EDI to the following issues: security, social impact, marketing, governance and financial transactions.

CPSC 410. Operating Systems I (3-3-0)

Prerequisites: CPSC 320; CPEN 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 net-working through teleprocessing and system performance evaluation.

CPSC 420. Algorithms (3-3-0)

Prerequisites: 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)

Prerequisites: 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 426. Java (3-3-0)

Prerequisite: CPSC 231/231L and consent of instructor; or CPSC 320.

Summer.

This course covers the basic syntax and semantics of the Java programming language. Object oriented programming as it applies to Java is also covered. Other topics include the Java virtual machine, graphics, interface design, applets, networking, multi-threading and exception processing. Applications are implemented as class assignments and/or group projects.

CPSC 430. Simulation Modeling (4-4-0)

Prerequisites: MATH 125, MATH 130 (or 140), MATH 235 (or 260), and CPSC 220 (or 231/231L).

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.

May be taken as a Research Intensive course.

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.

May be taken as a Research Intensive course.

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)

Prerequisites: 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)

Prerequisites: CPSC 310 and 330.

Spring.

A study of the problems of translating procedure oriented languages; lexicographic analysis, syntax checking, code generation and optimization, error detection and diagnostics.

CPSC 470. Theoretical Computer Science (3-3-0)

Prerequisites: CPSC 320 and 310; 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)

Prerequisites: CPSC 320.

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 140.

Spring.

An introduction to the methods of modeling structures. The calculus-based course includes static analysis of trusses, beams, and frames. A consideration of the impact of structural artifacts on mankind. Student design projects required.

ENGR 211. Introduction to Electric Circuits and Electronics (3-3-0)

Prerequisites: PHYS 202/202L and MATH 240.

Corequisite: ENGR 211L.

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; resistor, inductors, capacitors. AC circuits, sinusoidal AC circuits, and their solution by phasor methods. Introduction to the operational amplifier.

ENGR 211L. Introduction to Electric Circuits and Electronics Laboratory (1-0-3)

Corequisite: ENGR 211.

Fall.

ENGR 212. Electronics. (3-3-0)

Prerequisite: ENGR 211/211L. Corequisite: ENGR 212L.

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 212L. Electronics Laboratory (1-0-3)

Corequisite: ENGR 212.

Spring.

ENGR 213. 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 301. Dynamics (3-3-0)

Prerequisite: PHYS 201/201L and MATH 240.

MATH 250 and MATH 260 or PHYS 340 are desirable.

Every odd Fall.

A vector space approach to the study of classical mechanics in the Newtonian, Lagrangian, and Hamiltonian formulation.

ENGR 301L. Dynamics Laboratory (1-0-3)

Corequisite: ENGR 301.

Every odd 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 (1-0-3)

Corequisite: ENGR 302.

As needed.

Laboratory emphasizes experimental stress analysis (strain gages, photoelasticity, Moire fringes), and computer-aided analysis and design.

ENGR 303. Fluid Mechanics (3-3-0)

Prerequisites: 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 406. Thermodynamics (3-3-0)

Prerequisites: 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 411. Linear Systems (3-3-0)

Prerequisites: ENGR 211 and MATH 320.

As needed.

This course will emphasize the representation of multi-variable 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 areas of the culture such as art, literature, and values. Satisfies general education 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, MATH 250 for PHYS 203.

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.

Every odd 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 308. Physical Science for Teachers (4-3-3)

Prerequisites: 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 (3-1-4)

Prerequisites: Junior standing, 15 credits in major, EDUC 301/301L, 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)

Prerequisites: PHYS 202/202L, MATH 240, ENGR 311/311L, PHYS 203 is desirable.

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.

Every even 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.

Every even 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 351, MATH 250, MATH 320, and either MATH 260 or PHYS 340. Every odd 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 211/211L and CPEN 214; CPSC 231/231L. Fall.

May be taken as a Research Intensive course.

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 203 and PHYS 340. Every odd 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 and MATH 320 or just MATH 380. Every even Fall.

May be taken as a Research Intensive course.

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 spaceflight, orbital adjustment and insertion, or powered flight.)

TOPICS COURSES AND INDEPENDENT STUDY

APCS 295. 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 299. Elementary Independent Study in Applied Physics and Computer Science (credits vary)

May be taken as a Research Intensive course.

Directed research or projects under the direction of a faculty adviser. These courses are regulated under the University Policy on Independent Study (see General Academic Policies and Procedures section of this catalog for details).

APCS 395. Intermediate Topics in Applied Physics and Computer Science (credits vary)

Special topics in applied physics and computer science, selected from such areas as minicomputers, telecommunications, networks, superconductivity, lasers, special programming languages and computer graphics.

APCS 399. Intermediate Independent Study in Applied Physics and Computer Science (credits vary)

May be taken as a Research Intensive course.

Directed research or projects under the direction of a faculty adviser. These courses are regulated under the University Policy on Independent Study (see General Academic Policies and Procedures section of this catalog for details).

APCS 495. 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, minicomputers, telecommunications, networks, superconductivity, lasers, distributed systems, special programming languages, and computer graphics.

APCS 499. Independent Study in Applied Physics and Computer Science (credits vary)

May be taken as a Research Intensive course.

Directed research or projects under the direction of a faculty adviser. These courses are regulated under the University Policy on Independent Study (see General Academic Policies and Procedures section of this catalog for details).



COLLEGE OF LIBERAL ARTS

Dr. Jouett L. Powell, Dean
Gosnold Hall, Room 105
email: jpowell@cnu.edu

ACADEMIC DEPARTMENTS

Communication Studies
Education
English
Fine and Performing Arts
Government and Public Affairs
History
Recreation, Sport, and Wellness Management
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 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, students 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.

CERTIFICATE PROGRAM IN ELECTRONIC COMMUNICATIONS AND COMMERCE

This program is designed to augment a student's education with courses that focus on electronic applications as they are being used in the professions related to a student's major field. Students may contact the Department Chair for their major for more details. The certificate program requirements may be completed using elective credits. To receive the certificate, students must submit a 'portfolio of work accomplished' for review by a designated interdisciplinary faculty committee. Students must formally register with the Dean or Director of their respective College or School as certificate candidates before seeking this certificate. Currently this program is not available for all majors.

CHILDHOOD STUDIES

Ferguson, Room 110L

(757) 594-7952

Dr. Kara Keeling, Director
 Assistant Professor of English
 email: kkeeling@cnu.edu

THE MINOR/CERTIFICATE PROGRAM IN CHILDHOOD STUDIES

Christopher Newport University offers a multi-disciplinary minor in Childhood Studies 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 children and adolescents combined with skills obtained from the student's major discipline to prepare for careers in recreation, social work, counseling, administrative positions in community programs for children and adolescents, nursing, juvenile justice programs, and others.
2. Offer a certificate program to practitioners in child-related fields who wish to extend their knowledge base about children and childhood while working in the community. Suggested prerequisite is an A.A. degree or equivalent. Specific course prerequisites 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 the study of childhood. Any of the courses may be taken without commitment to the entire program.

The program in Childhood Studies requires successful completion of 18 credits of coursework, 12 credits of which are core requirements. The additional six credits must come from at least two courses, which must be from different departments. Core requirements for the program in Childhood Studies are: BIOL 295S Growth and Maturation-Biological and Physiological Perspectives (only this topic of BIOL 295 may count for the core); PSYC 210, 211 or 307; SOCL 304; and either ENGL 314 or 315. The following courses, with course descriptions appearing in appropriate sections throughout the catalog, are electives for the program in Childhood Studies: EDUC 301; ENGL 314; ENGL 315; GOVT 324; PHED 318, LSPE 302, LSPE 303, LSPE 420, LSPE 425, HLTH 330, HLTH 336, RTRM 300, RTRM 330, NURS 308, PHIL 366, PSYC 305, PSYC 307, PSYC 310, PSYC 327, SOCL 303, SOCL 314, SOCL 324, SOWK 369. Students should seek advising from the Director of the Childhood Studies program in choosing the courses for the minor. The following practicum and internship courses may also apply, subject to the approval of the Childhood Studies Director if they deal directly with children: GOVT 491; LSPE 491, RTRM 491, RTRM 492;

PSYC 491; SOCL 491, SOWK 399, SOWK 400, SOWK 490, AND BUSN 480. Occasional special topics courses (295, 395, 495) from the departments listed above, as well as new courses as departments develop them, may be credited toward the minor if they have the approval of the Childhood Studies Director. Students using these elective courses for the program in Childhood Studies will be expected to focus on children and adolescents. Students must meet prerequisite requirements prescribed in the University Catalog to enroll in elective courses. Elective courses are not necessarily offered on a regular basis.

THE CURRICULUM IN CHILDHOOD STUDIES

The designation "MW" means that at least one-third of the course reading involves works by minority and women writers.

BIOL 295S. Growth and Maturation-Biological and Physiological Perspectives (3-3-0)

An examination of the processes associated with human development from birth through adolescence, with emphasis on the corresponding anatomical and physiological phenomena and their implications. Both normal and pathological conditions will be studied.

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 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.

SOCL 304. Socialization and Society (3-3-0)

Prerequisite SOCL 201G or junior standing or consent of department.

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.

ENGL 314. Children's Literature (3-3-0) (M W)

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. We will focus on the primary genres of children's books: picture books, fairy tales, fantasy, realistic fiction, and poetry. This is not a course devoted to pedagogical concerns or techniques.

ENGL 315. Adolescent Literature (3-3-0) (M W)

Prerequisite: Six-hour freshman English sequence or consent of instructor. Fall, Spring, and Summer.

An exploration of the coming of age theme in adolescent literature as it is expressed in a representative sample of fiction written in various genres for young adults: historical fiction, contemporary realistic fiction, fantasy, and poetry. This is not a course devoted to pedagogical concerns or techniques.

DEPARTMENT OF COMMUNICATION STUDIES

McMurrin, Room 105

(757) 594-7073

Dr. Rita C. Hubbard, Chair

email: rhubbard@cnu.edu

FACULTY

Professors: Hubbard

Assistant Professors: Borchert, Goins, McCafferty

Instructor: Best

Adjunct Professors: Clark, G. Eckles, Olds, Wright

The Bachelor of Arts degree in English COMMUNICATION STUDIES MAJOR

The Communication Studies major is designed for those who want to prepare for careers in the Information Society, where over 50% of the U.S. labor force is now engaged in some form of transferring, reprocessing, and transmitting information. Courses focus on building competencies in speaking, listening, interpersonal and intercultural communication, group dynamics and team building, media studies, organizational communication, public relations, journalism, persuasion, and principled reasoning. Upper level courses deal in depth with communication theories and research methods. Additionally, the internship course allows students to gain practical experience in the field. Students majoring in communication studies generally prepare for graduate school or careers in media, public relations, advertising, consulting, government or business.

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

- 1) COMM 201*, 211, 325, 330, 345, 450, 452;
- 2) Eighteen additional credit hours in COMM courses;
- 3) Twelve additional credit hours chosen from ENGL 260, 353, 354, 360, 361, 362, 363, 460

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

A minimum grade of C- is required in all courses counted toward the major. 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 psychology, management and marketing, government and public affairs.

THE STATE-APPROVED TEACHER EDUCATION PROGRAM IN COMMUNICATION STUDIES (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: COMM 201*, 211, and nine additional credits in speech courses from COMM 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 COMMUNICATION STUDIES

The minor program in communication requires 15 credits in communication courses. A minimum grade of C- is required in all courses.

THE CERTIFICATE PROGRAM IN PROFESSIONAL COMMUNICATION

The 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: COMM 201, ENGL 353; and at least two electives from the following: COMM 211, COMM 301, COMM 316, COMM 340, ENGL 354. A minimum grade of C- is required in all courses.

THE CURRICULUM IN COMMUNICATION

COMM 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.

COMM 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.

COMM 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.

COMM 301. Nonverbal Communication (3-3-0)

Prerequisite: COMM 201 or 211 or consent of instructor.
Fall, 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.

COMM 311. Family Communication (3-3-0)

Prerequisite: COMM 201 or 211 or consent of instructor.
Spring, alternate years.

Course will investigate basic theories and concepts of effective communication as they apply to family communication. Specifically, the course will assess ways in which relationships, family types, family systems, and family roles impact communication patterns within the family.

COMM 316. Principles of Interviewing (3-3-0)

Prerequisite: COMM 201 or 211 or consent of instructor.
Spring, 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.

COMM 320. Mass Communication and Society (3-3-0)

Prerequisite: COMM 201 or 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.

COMM 325. Persuasion (3-3-0)

Prerequisite: COMM 201 and 211 or consent of instructor.
Fall.

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.

COMM 330. Gender Communication (3-3-0)

Prerequisite: COMM 201 or 211 or consent of instructor.
Fall.

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.

COMM 340. Intercultural Communication (3-3-0)

Prerequisite: COMM 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.

COMM 345. Organizational Communications (3-3-0)

Prerequisite: COMM 201 and 211 or consent of instructor.
Spring.

Course focuses on analyzing communication in organizations and on organizational communication theory and practice. Multiple-level learning approach allows students to study organizational communication both academically and experimentally in both classroom and "real-world" settings. This course takes as its goal the preparation of each student to be a skilled and effective communicator in organizational settings.

COMM 395. Special Topics (3-3-0)

Prerequisite: COMM 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.

COMM 450. Communication Theory (3-3-0)

Prerequisite: COMM 201, 211 and junior standing. *Spring.*
Survey of theories related to the study of human communication including processes of inquiry, development of theories, and evaluation.

COMM 452. Communication Research Methods (3-3-0)

Prerequisite: COMM 201, 211, completion of MATH 125 or an equivalent statistics course, and junior standing.
Fall.

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.

COMM 491. Practicum in Communication Studies (credits vary)

Prerequisite: senior standing and consent of adviser.
Part-time internship in association with local offices and firms. Periodic conferences, written evaluations.

COMM 495. Special Topics (3-3-0)

Prerequisite: COMM 201 or 211 and junior standing.
Topics vary, determined by the special interests and needs of students and the expertise of faculty.

COMM 499. Independent Study (credits vary)

Prerequisite: Junior or senior standing and consent of instructor.
Independent research done in consultation with a member of the faculty.

DEPARTMENT OF EDUCATION

Smith, Room 141

(757) 594-7388

Dr. Jane M. Bailey, Chair

email: jbailey@cnu.edu

Rebecca J. Waters, Director of Student Teaching

email: rwaters@cnu.edu

FACULTY

Professor: Friedman**Associate Professors:** Bailey, Bicouvaris, Bryan,
Ramirez-Smith, Sprague**Assistant Professors:** Dorrington**Emeritus:** Jenkins

The Department of Education (EDUC) provides professional courses leading to **licensure** and **recertification** for teachers in the Commonwealth of Virginia.

TEACHER EDUCATION PROGRAMS

The University offers state-approved teacher education programs designed for the preparation of 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:

Elementary Education (NK-5)

Middle School Education (5-8)

Secondary Education (9-12)
biology, economics, English, history,
mathematics, physics, political science (government), and social studies

Specialty Areas (NK-12):
art, modern languages (French, German, Spanish), music (vocal/choral, instrumental), and physical education

Add-on Endorsements:
chemistry, computer science, health,
math, physics, communication studies, and theatre

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.

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 Student Teaching (Smith Hall, room 154). This form may be obtained from the department secretary in room 141, 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 or science degree, and must demonstrate or earn credit for the following areas:

English Composition (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 and a cumulative GPA of 3.0 may be eligible to enter the Accelerated Licensure Program for Middle and Secondary school teachers. Certain restrictions apply. Please contact the Department of Education, Room 141, 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 141). 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 Student Teaching 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 communication course or equivalent experience as determined by petition to the TEP Admissions and Retention Committee;
- 5) An earned grade of C or above in all professional studies (to include MATH 308 or 309) 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 Student Teaching. 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 compile a placement file.

TEACHER EDUCATION PROGRAM CURRICULUM**ELEMENTARY EDUCATION (NK-5)**

Students seeking a teaching endorsement in elementary education (NK-5) must successfully complete all general education, major, and elective studies requirements (see index) for a bachelors degree in an arts or sciences area, plus:

- A.) Professional studies (19 semester hours required): EDUC 301, 305E, 406, 421, 435, 443, 444.
- B.) Field Experience and Internship (14 semester hours required): EDUC 301L, 305L, 421L, 450L.
- C.) Required Support Courses (61 semester hours required):
Language/Communication Arts (15 semester hours required):
ENGL 101*-102* or ENGL 103*-104*;
ENGL 314 and ENGL 430;
COMM 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):

Six hours in history*;

Three hours in geography;

PSYC 210*, PSYC 307 or 327

Three additional hours in history*, economics*, or government*.

HLTH 200* or one LSPE activity course*,
and six hours in humanities*.

- D.) Praxis I and Praxis II Examinations (to include Education in the Elementary School Specialty Test).

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

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, 406, 422, 435, 443, 444.
- B.) Field Experience and Internship (13 semester hours required): EDUC 301L, 305L, 422L, 450L.
- C.) Required Support Courses (35 semester hours required): ENGL 315; HLTH 200* or one LSPE Activity Course*; LSPE 309; MATH 125* and 309, PSYC 211* or 307, and COMM 201, plus satisfy two areas from a, b, c, and d (following):
 - a.) Language/Communication Arts (18 semester hours required): ENGL 315 and 430; COMM 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, 307 or

309; six additional hours in history, economics, or government.

- D.) Praxis I and Praxis II Examinations (to include Education in the Elementary School Specialty Test).

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

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 (18 semester hours required): EDUC 301, 305S, 406, 422, 435, 443, 444, and 338 (Apprenticeship in Teaching is a discipline-based course given by the major department);
- B.) Field Experience and Internship (13 semester hours required): EDUC 301L, 305L, 450L, and 338 (Apprenticeship in Teaching Lab);
- C.) Required Support Courses (14-17 semester hours required): HLTH 200* or one LSPE activity course*; MATH 125*; (9-12 requires PSYC 211*; 307 or 309; NK-12 requires PSYC 210-211* or 307); COMM 201*.
- D.) Praxis I and Praxis II Examinations (to include a discipline specialty test).

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

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 adviser.

EDUC 301. Perspectives in Education (2-2-0)

Corequisite: EDUC 301L.

An introduction to teaching which addresses the historical, philosophical, social and cultural foundations of education including educational milieu, legal aspects, multicultural studies, and realities of the teaching profession.

EDUC 301L. Perspectives in Education-Laboratory (1-0-2)

Corequisite: 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 envi-

ronment 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 (NK-5) (4-4-0)

Pre- or Corequisite: EDUC 301/301L, and PSYC 210; Corequisite: EDUC 305LE.

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: EDUC301/301L and PSYC 211. Corequisite: EDUC 305LM.

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 teaming and dealing with the needs of young adolescents will be emphasized.

EDUC 305S. Instructional Strategies: Secondary (Grades 9-12) (2-2-0)

Prerequisite: EDUC 301/301L, and PSYC 211. Corequisite: EDUC 305LS.

Competencies of planning for secondary teaching including 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-5) (1-0-3)

EDUC 305LM. Micro-Teaching: Middle (Grades 5-8) (1-0-3)

EDUC 305LS. Micro-Teaching: Secondary (1-0-3)
Corequisite: 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 406. Educational Technology (3-3-0)

Pre- or Corequisite: EDUC 301/301L, 305/305L

This course will cover competencies in utilizing instructional media in K-12 instruction, integrating technology into knowledge work produced by students and teachers. Issues of etiquette and ethics in the use of technology will also be addressed.

EDUC 421. Teaching Reading and Writing (4-4-0)

Prerequisite: PSYC 210 or PSYC 211 and EDUC 301/301L and 305/305L. Corequisite: 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. Corequisite: EDUC 421.

Laboratory experiences in planning and teaching for the specific reading and writing needs of students.

EDUC 422. Reading and Writing in the Content Areas(2-2-0)

Prerequisite: 18 hours in major and EDUC 305S/305L.

Strategies for teaching reading, writing and study skills in different content areas.

EDUC 422L. Teaching Reading and Writing in the Content Areas Laboratory (2-0-4)

Prerequisite: PSYC 210 or PSYC 211 and EDUC 301/301L and 305/305L. Corequisite: EDUC 421.

Laboratory experiences in planning and teaching for the specific reading and writing needs of students.

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, 406, 421/421L or 422, 435, and 443. Corequisite: EDUC 450L.

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, 406, 421/421L or 422, 435, and 443; apprenticeship in appropriate academic discipline; admission to Teacher Education Program.
Corequisite: 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 495. Advanced Topics (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 for Apprenticeship 338. Course descriptions can be found in the section of the Catalog entitled "The Curriculum in..." for the appropriate department.

DEPARTMENT OF ENGLISH

Ferguson, Room 110

(757) 594-7024

Dr. Jay Paul, Chair

email: jpaul@cnu.edu

FACULTY

Professors: D. Gordon, Millar, Paul, Rosenberg**Associate Professors:** Keeling, MacLeod, Pollard,
Wood**Assistant Professors:** Filetti, Lee, Mulligan, Schwarze,
Wheeler**Instructors:** Cornette, Dwyer, Geary, L. Gordon**Emeriti:** Chambers, Sancetta, 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 general education 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.

GOALS

Literature courses, which comprise the core of each concentration of the major, move toward more sophisticated study: 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 information in greater depth, 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.

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 in 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*).

ADVISING

Students should contact Dr. Jay Paul upon deciding to major in English, in order to discuss requirements, scheduling, and career possibilities.

Degree progress sheets for all concentrations (descriptions appear on following pages) are available in the department office. Each student should be sure that the year to which his or her sheet applies conforms with the year the major was declared.

Courses used to satisfy major and elective studies must include at least 30 and no more than 42 credit hours on the 300- and 400-levels and can include no more than 9 credits at the 200-level.

Drs. Douglas Gordon, Kara Keeling, Terry Lee, Albert Millar, Jay Paul, Scott Pollard, and Roberta Rosenberg are available to assist students in planning courses of study. Advisers help in working out balanced programs to fit individual abilities and career objectives. Supporting courses in relevant fields may be recommended.

Professor Pollard advises students regarding graduate programs in English.

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.)

COURSE AVAILABILITY ETC.

ENGL 203, 308, 309, 314, 315, 353, 395, 430, 460, 490, and 491 are offered every semester. Either ENGL 421 or

423 is offered every semester. One or two courses in American Literature (341, 342, 343, 410, 412, 413) are offered every semester. One or two courses in British Literature (370, 372, 374, 376, 414) are offered every semester. At least one course in Journalism (260, 360, 361, 362, 363) is offered every semester. At least one course in Creative Writing (351, 352, 450) is offered every semester.

ENGL 314 and 430 are offered every summer. Other advanced courses are offered in the summer based on an annual survey of student requests.

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 two 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 grade of 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 Schwarze, Randall Writing Center Director. Students with advanced preparation in writing may be eligible to enroll in English 103H-104H. Additional information is available from the Honors Program Director, Dr. Jay Paul at 594-7072. In order to receive university credit towards a degree, students taking English 103H-104H must pass each with a grade of 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:

- 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 203, 308, 395, and 490;
- 3) Select one: ENGL 321, 322, 325, or 425;
- 4) Select one: ENGL 341, 342, or 413;
- 5) Select one: ENGL 343, 410, or 412;
- 6) Select one: ENGL 374, 376, or 414;
- 7) Either ENGL 421 or 423;
- 8) Either ENGL 370 or 372;
- 9) Three 300- or 400-level ENGL electives.

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

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 nine credit hours at the 200-level.

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:

- 1) ENGL 101*-102* or 103*-104*;
- 2) ENGL 203, 308, 395(lit topic), 490, 421 or 423, and 460 or 491;
- 3) Select one: ENGL 321, 322, 325, or 425;
- 4) Select one: ENGL 341, 342, 343, 410, 412, or 413;
- 5) Select one: ENGL 370, 372, 374, 376, or 414;
- 6) Select four (4), at least three (3) from **bolded** courses: ENGL **260**, 309, 351, 352, 353, 354, **360, 361, 362, 363**, 395 (writing topic), 450;
- 7) Publish eight (8) articles in *The Captain's Log*.

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

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 first consult Dr. Terry Lee at 594-7686 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 nine credit hours at the 200-level.

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:

- 1) ENGL 101*-102* or 103*-104*;
- 2) Select one: ENGL 203, 308, 395(lit. topic), 490, 499, 421 or 423;
- 3) Select one: ENGL 321, 322, 325, or 425;
- 4) Select one: ENGL 341, 342, 343, 410, 412, or 413;
- 5) Select one: ENGL 370, 372, 374, 376, or 414.
- 6) ENGL 309, 351, 352, 450, and 499 (or other approved creative writing course);

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

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 first 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 nine credit hours at the 200-level.

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:

- 1) ENGL 101*-102* or 103*-104*;
- 2) ENGL 203, 308, 395(lit. topic), 490, and 421 or 423;
- 3) Select one: ENGL 321, 322, 325, or 425;

- 4) Select one: ENGL 341, 342, 343, 410, 412, or 413;
- 5) Select one: ENGL 370, 372, 374, 376, or 414;
- 6) Select five (5): ENGL 260, 309, 351, 352, 353, 354, 360, 361, 362, 363, 395 (writing topic), 450, 460, 491;
- 7) Publish six (6) articles in *The Captain's Log*.

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

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 first 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 nine credit hours at the 200-level.

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:

- 1) ENGL 101*-102* or 103*-104*;
- 2) ENGL 203, 308, 309, 430, 490;
- 3) Select one: ENGL 321, 322, 325, or 425;
- 4) One of the following options
 - a.) Secondary: ENGL 311, 315, 412;
Select one: ENGL 341, 342, or 413;
Either ENGL 343 or 410;
Either ENGL 370 or 372;
Select one: ENGL 374, 376, or 414;
Either ENGL 421 or 423.
 - b.) Middle School: ENGL 311, 315, 395;
Select one: ENGL 341, 342 or 413;
Select one: ENGL 343, 410 or 412;
Select one: ENGL 370, 372 or 421;
Select one: ENGL 374, 376 or 414.
 - c.) NK-5: ENGL 310, 314, 395;
Select one: ENGL 341, 342, or 413;
Select one: ENGL 343, 410, or 412;
Select one: ENGL 370, 372, or 421;
Select one: ENGL 374, 376, or 414.

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

Persons interested in this program should first 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 nine credit hours at the 200-level.

THE MINOR IN LITERATURE

The minor in literature requires successful completion of ENGL 203 and 308 as well as twelve additional credits in 300- and 400-level courses in English.

THE MINOR IN WRITING

The minor in writing can prepare students in any major for professional opportunities in areas like accounting, business, finance, marketing, advertising, real estate, public relations, technical writing and editing, and communications. It also offers opportunities in various types of creative writing. The minor requires eighteen credits in any combination of the following courses: ENGL 260, 309, 351, 352, 353, 354, 360, 361, 362, 363, 395 (topic in writing only), 450, 460, and 491. To maximize the benefit of the minor, advising is recommended. In journalism, see Dr. Terry Lee. In business writing and public relations, see Dr. Jean Filetti or Dr. Tracey Schwarze. In creative writing, see Dr. Jay Paul.

THE CURRICULUM IN ENGLISH

The designation "MW" means that at least one-third of the course reading involves works by minority and women writers.

ENGL 101. College Writing I (3-3-0)

Fall, Spring, and Summer.

Prepares students for reading and writing in the University's two 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, inside 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 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 two 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 analyses of arguments and creating extended written arguments with various aims. Examines claims, reasons, evidence, assumptions, and ap-

peals. Includes writing that incorporates and documents material from multiple sources. Encourages students to question and evaluate the validity of arguments. Requires oral presentations and common, written final examination.

ENGL 103H. Persuasive Writing - Honors (3-3-0)

Prerequisite: Admission to the Honors Program or consent of department chair.

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 - Honors (3-3-0)

Prerequisite: A grade of C- or higher in ENGL 103H and either admission to the Honors Program or consent of department chair.

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 180. 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 fixed curriculum students. Recommended for ENGL 101 students interested in improving reading.

ENGL 203. Reading Literature (3-3-0)

Prerequisite: Six-hour freshman English sequence.

Fall and Spring.

This course introduces students to "close reading" to develop critical and interpretive skills for reading and writing about literature. Students will read poetry, fiction, and drama; study literary terms and effects; and write brief interpretive essays.

ENGL 205, 206. Survey of World Literature (3-3-0 each) (ENGL 206, MW)

Prerequisite: Six-hour freshman English sequence.

Fall and Spring.

A global survey of literary masterpieces from classical to modern times. Emphasis will be on literary perspectives as well as cultural contexts. All texts are English translations. For fullest appreciation of the survey, it is recommended that students complete ENGL 205 prior to ENGL 206.

ENGL 210. Word Power (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 communication studies.

ENGL 260. 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 308. Approaches to Literature (3-3-0)

Corequisite: ENGL 203.

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.

Recommended Pre- or Corequisite: ENGL 430.

Fall and Spring.

Practice in writing essays and articles, some autobiographical, some analytical, some persuasive. This course is intended 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-5) majors.

ENGL 311. Language and Teaching (3-3-0)

Prerequisite: Six-hour freshman English sequence or consent of instructor.

Fall.

The course will survey language acquisition—brain physiology, developmental stages, second language acquisition and language change—lexicon, grammar, and dialects. Along with this overview, students will do practical projects in one or more of the following: teaching in a multi-cultural 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, focusing on the primary genres of children's books: picture books, fairy tales, fantasy, realistic fiction, and poetry. Not a course devoted to pedagogical concerns or techniques.

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 theme of coming to age in adolescent literature as expressed in a representative sample of genres for young adults: historical fiction, contemporary realistic fiction, fantasy, and poetry. Not a course devoted to pedagogical concerns or techniques.

ENGL 321. Literature of the Ancient World (3-3-0)

Prerequisite: ENGL 203.

A study of literature from the classical, ancient, and/or pre-medieval periods (until 1200) of one or more of the following cultures: China, Greece, India, the Middle East, and Rome.

ENGL 322. Pre-Modern World Literature (3-3-0)

Prerequisite: ENGL 203.

A study of literature from the medieval and/or subsequent periods from 1200-1900 from one or more of the following regions: Africa, Asia, Europe, and Latin America.

ENGL 325. Contemporary World Literature (3-3-0) (MW)

Prerequisite: ENGL 203.

A study of selected world literature from 1900 to the present, often focusing on a region such as Eastern Europe, Africa, Asia, or Latin America.

ENGL 338. Apprenticeship in Teaching and Tutoring Writing (3-2-2)

Prerequisite: Junior standing, 15 credits in major, EDUC 301/301LE, and EDUC 305.

Fall.

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.

ENGL 341. American Literature I (3-3-0) (MW)

Prerequisite: ENGL 203.

A study of major authors from the Colonial and Romantic Periods (through the early 19th century), which may 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: ENGL 203.

A study of major authors of American Realism and Naturalism (primarily latter 19th century), which may include Whitman, Dickinson, Twain, James, Crane, Chopin, Dubois, and Wharton, as well as selections from the Local Color, Early Feminist, and African-American Movements.

ENGL 343. American Literature III (3-3-0) (MW)

Prerequisite: ENGL 203.

A study of major authors from the Modernist and Post-Modernist periods (20th century), which may include Frost, Eliot, Fitzgerald, Faulkner, Hemingway, the poets of the Harlem Renaissance, Plath, Rich, and Morrison, as well as additional selections.

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 Professions (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 260 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 centered, 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 polished 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, for 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.

Students will practice analytical and critical copyediting skills. Course gives special attention to understanding which decisions go into presenting the news in the print media. Students will develop and apply desktop publishing skills in a computer lab, working to master basics in a program such as Pagemaker.

ENGL 370. Early British Literature (3-3-0)

Prerequisite: ENGL 203.

Study of the Medieval and Renaissance periods, focusing on Beowulf and selections from such writers as the Pearl Poet, medieval drama, Chaucer, Spenser, Sydney, Jonson, and Marlowe.

ENGL 372. 17th and 18th Century British Literature (3-3-0)

Prerequisite: ENGL 203.

Study of poetry - and some prose - by such writers as Donne, Herbert, Marvell, Milton, Pope, Defoe, Johnson, Boswell, Fielding, and Blake.

ENGL 374. 19th Century British Literature (3-3-0)

Prerequisite: ENGL 203.

Study of major authors of the Romantic and Victorian periods - poets such as Wordsworth, Coleridge, Byron, Shelley, Keats, E.B. Browning, R. Browning, Arnold, D.G. Rossetti, C. Rossetti, Morris, Swinburne, and Hopkins; and non-fiction writers such as Wolstonecraft, Lamb, Hazlitt, DeQuincey, Carlyle, Newman, Mill, Ruskin, Arnold, Huxley, and Pater.

ENGL 376. 20th Century British Literature (3-3-0)

Prerequisite: ENGL 203.

Study of major writers such as Conrad, Shaw, Joyce, Woolf, Lawrence, Eliot, Yeats, Auden, Thomas, Larkin, Hughes, Heaney, Hill, Walcott, Pinter, Stoppard, Churchill, Lessing, Naipaul, and Winterson.

ENGL 395. Special Topics in Literature or Writing (3-3-0)

Prerequisite: ENGL 203.

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: ENGL 308.

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 308.

Fall.

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. History of the American Novel (3-3-0)

Prerequisite: ENGL 308.

Study of novels that represent several significant moments in the evolution of the genre in American letters.

ENGL 414. History of the British Novel (3-3-0)

Prerequisite: ENGL 308.

Study of novels that represent several significant moments in the evolution of the genre in British letters.

ENGL 421. Shakespeare I (3-3-0)

Prerequisite: ENGL 308.

A survey of Shakespearean drama with emphasis on the major plays. Reading list available from instructor.

ENGL 423. Major Authors (3-3-0)

Prerequisite: ENGL 308.

Intensive study of the works of a single major author from the American, British, or World traditions, such as Melville, Chaucer, or Garcia-Marquez.

ENGL 425. Cultural Studies in World Literature (3-3-0)

Prerequisite: ENGL 308.

Intensive study of literature in the context of the culture that produced it. Topics may include the effects of religion, race, gender, religion, ethnicity, and class. Selections from the following regions: Africa, Asia, Eastern Europe, Latin America, and Western Europe.

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 450. Advanced Writing Workshop (3-3-0)

Prerequisite: ENGL 309 or 351 or 352 or 361 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 460. 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: ENGL 308 and Senior standing. Required of all English majors.
Fall and Spring.

Following up on practical skills in approaches to literature learned in ENGL 308, students will work independently using literary research skills to develop a thesis-driven interpretive essay that successfully incorporates the work of critics. Students may expand and deepen an essay developed in an earlier course, if approved by the instructor.

Students will bring to the seminar their knowledge of particular literary texts; the seminar experience will allow them to return to a particular text or texts to produce a fuller, more complex reading. Alternately, students may use literature taught in the course as the subject of their paper, along with research they have accomplished independently.

Syllabus goals:

- The course coheres around a theme related to humanistic inquiry (e.g., the family, the hero, the unconscious, violence, tragedy and comedy, epic and lyric, romance and realism, the child) that is broad and allows a student to (re)think his or her approaches to literature and perhaps a literary work encountered in a previous course.
- Several representative literature works will be read in class, but not so many as to inhibit the student's

independent research. Works read together in class will serve to illustrate the kind of inquiry the student will develop independently.

- Students will develop a substantial essay, an original literary argument.

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 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 fewer than 30 semester hours of credit. Students who have completed 60 hours or more may not enroll.

DEPARTMENT OF FINE AND PERFORMING ARTS

McMurrin, Room 105

(757) 594-7089

L. Barron Wood, Jr, Chair

email: bwood@cnu.edu

FACULTY

Professors: Brockett, Hines

Associate Professors: Alexick, Henry, Pendleton, Reimer

Assistant Professors: Barker, Means

Instructors: Anglin, Brown, Hillow

The Department of Fine and Performing Arts houses the disciplines of art, music, theatre, 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 and artistic creation acquire both technical expertise and historical understanding.

The Department offers a Bachelor of Arts degree in fine and performing arts with concentrations in either fine arts, music, theatre arts, or music-theatre, and the Bachelor of Music degree. The Department also offers minor programs of study in art, music and theatre. The Professional Certificate Programs in Business Studies and in Jazz Studies 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, music, or theatre arts, plus 9 credits from the other two 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 Fine and Performing Arts during their freshman year. A minimum grade of C- is required on all courses from the Department of Fine and Performing Arts 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 applicants are accepted as majors based on their entrance audition and letters of recommendation. Students are accepted into the Bachelor of Music degree program based on their level of performance and academic achievement at the end of their sophomore year.

Core Curriculum in the Bachelor of Arts degree in fine and performing arts and the Bachelor of Music degree.

At the center of the degree studies for all arts (music, theatre, dance, fine arts) is the understanding of human creativity; thus, all majors must enroll in:

- 1) The two semester general education sequence which represents the central discipline:
For fine arts concentration: FNAR 201G*, 202G*;
 or
For music concentration: MUSC 207G*, 208G*;
 or
For theatre concentration: THEA 210G*, 211G*;
 2) For fine arts concentration: Select one from each department MUSC 207G*, 208G*, THEA 210G*, 211G*;
For music concentration: Select one from each department THEA 210G*, 211G*, FNAR 201G*, 202G*;
For theatre concentration: Select one from each department FNAR 201G*, 202G*, MUSC 207G*, 208G*;
 3) FPAR 490.

The Bachelor of Arts degree in Fine and Performing Arts

FINE ARTS CONCENTRATION

The fine arts concentration is essentially pre-professional, providing the student with a thorough liberal arts background while offering the fundamentals required in drawing, painting, design, printmaking, ceramics culture and art history. 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:

- 1) FNAR 201G*, 202G*;
- 2) Select one from each department MUSC 207G*, 208G*, THEA 210G*, 211G*;
- 3) FPAR 490;
- 4) FNAR 218, 219, and 321 or 322;
- 5) Nine credit hours in art history at the 300-400 level;
- 6) Twelve additional credit hours in FNAR courses (excluding FNAR 201G-202G*).

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, 241, 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.

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 minor-ing 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 instrumental music education, choral 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 and theatre.

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 four semesters of MUSC 012; MUSC 209-210; MUSC 211-212; MUSC 207G, 208G; APP MUSC 131-132 and 231-232; and four semesters of ensemble. 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, BUSN 311, BUSN 361, MUSC 315, and MUSC 491. A minimum grade of C- must be earned in each course.

PROFESSIONAL CERTIFICATE PROGRAM IN JAZZ STUDIES

The music program offers the professional certificate in jazz studies for students who possess a strong interest and talent in jazz performance. The following curriculum is designed to offer students the basic courses and performance experience required for entry into jazz performance and jazz education. The required courses include: MUSC 103, MUSC 104, APP MUSC 131-232, MUSC 315, MUSC 280 or 290, MUSC 395, and MUSC 407. A student must present a 60-minute recital at the completion of APP MUSC 232 or at the highest level beyond APP MUSC 232 that he/she successfully completes. 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 ensured 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 recommendations by music educators, 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 degree or the Bachelor of Arts degree programs, the following prerequisites must be satisfied: four semesters of music theory and ear training (MUSC 211-212, 209-210, 311-312, 309-310), 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, four semesters of concert/recital attendance (MUSC 012) 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 graduating 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 on 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

PERFORMANCE CONCENTRATION

(Brass, Woodwinds, Percussion, Keyboard, Strings, Voice)

- 1) Select one from each department THEA 210G*, 211G*, FNAR 201G*, 202G*;
- 2) FPAR 490;
- 3) MUSC 207G*, 208G*, 209-210, 211-212, 303-304-305, 309-310, 311-312, 314 or 316, and 317;
- 4) Three additional credits (none for vocalists) in MUSC at the 300-400 level;
- 5) Either MUSC 391, 392, 394, 396, 397, or 398, depending on area of concentration. Vocalists must take also MUSC 107, 260, and 302;
- 6) APP MUSC 131-132, 231-232, 333-334, and 433-434;
- 7) Nine credits for instrumentalists (seven must be in MUSC 101 or MUSC 102) and 8 credits for vocalists (must be in MUSC 100 or MUSC 105);
- 8) Four credits in APP PIAN 130; successful completion of the piano proficiency examination;
- 9) Eight semesters in MUSC 012 (Performance/Lecture Attendance);
- 10) Completion of the pre-tests and post-tests in music theory, ear training, and music history.

Bachelor of Music**HISTORY AND LITERATURE CONCENTRATION**

- 1) Select one from each department THEA 210G*, 211G*, FNAR 201G*, 202G*;
- 2) FPAR 490;
- 3) MUSC 207G*, 208G*, 209-210, 211-212, 303-304-305, 309-310, 311-312, 314 or 316, 317;
- 4) MUSC 109, MUSC 308, and MUSC 409;
- 5) FREN or GERM 201*-202*;
- 6) APP MUSC 131-132 and 231-232;
- 7) MUSC 490 (Falk Seminar in Music Historical Research);
- 8) MUSC 499 (3 credits in research and 3 credits in thesis);
- 9) Four credits in either MUSC 100, 101, 102, or 105;
- 10) Four credits in APP PIAN 130; successful completion of the piano proficiency examination;
- 11) Eight semesters in MUSC 012 (Performance/Lecture Attendance);
- 12) Completion of the pre-tests and post-tests in music theory, ear training, and music history.

Bachelor of Music**THEORY/COMPOSITION CONCENTRATION**

- 1) Select one from each department THEA 210G*, 211G*, FNAR 201G*, 202G*;
- 2) FPAR 490;
- 3) MUSC 207G*, 208G*, 209-210, 211-212, 303-304-305, 309-310, 311-312, 314 or 316, and 317;
- 4) MUSC 315, 413, and 415;
- 5) MUSC 220, 230, 240, 250, and 260;
- 6) One credit in APP MUSC 130 (introduction to theory/composition);
- 7) APP MUSC 331-332 (theory) and MUSC 499 (research and thesis); or APP MUSC 331-332 (composition) and 431-432 (composition and recital);
- 8) APP MUSC 130 (score reading and bass realization);
- 9) PHYS 103*, 104* and one laboratory*;
- 10) Four credits in MUSC 100, 101, 102 or 105;
- 11) Four credits in APP PIAN 130; successful completion of the piano proficiency examination;
- 12) Eight semesters in MUSC 012 (Performance/Lecture Attendance);
- 13) Completion of the pre-tests and post-tests in music theory, ear training, and music history.

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

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 Education or Choral Music Education. 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, but 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**INSTRUMENTAL MUSIC EDUCATION CONCENTRATION**

- 1) Select one from each department THEA 210G*, 211G*, FNAR 201G*, 202G*;
- 2) FPAR 490;
- 3) MUSC 207G*, 208G*, 209-210, 211-212, 220, 230, 240, 250, and 260;
- 4) MUSC 303-304-305, 309-310, 311-312, 315, 316, 317, and 337;
- 5) Either MUSC 430 (band) or 440 (orchestra), depending on area of concentration;
- 6) APP MUSC 131-132, 231-232, 331-332, and 431(recital);
- 7) Seven credits in either MUSC 101 or 102, depending on area of concentration;
- 8) EDUC 301, 301L, 435, 443, and 450L;
- 9) MATH 125*, HLTH 200* or LSPE activity*, PSYC 210*, 211*, CPSC 210*, COMM 201*;
- 10) Four credits in APP PIAN 130; successful completion of the piano proficiency examination;
- 11) Seven semesters in MUSC 012 (Performance/Lecture Attendance);
- 12) Completions of the pre-tests and post-tests in music theory, ear training, and music history.

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

Bachelor of Music**CHORAL MUSIC EDUCATION CONCENTRATION**

- 1) Select one from each department THEA 210G*, 211G*, FNAR 201G*, 202G*;
- 2) FPAR 490;
- 3) MUSC 107, 207G*, 208G*, 211-212, 209-210, 260;
- 4) MUSC 302, 303-304-305, 311-312, 309-310, 315, 314, 317, 337, and 420;
- 5) APP MUSC 131-132, 231-232, 331-332, 431 (recital);

- 6) Seven credits in MUSC 100 or 105;
- 7) EDUC 301, 301L, 435, 443, and 450L;
- 8) MATH 125*, HLTH 200* or LSPE activity*, PSYC 210*, 211*, CPSC 210*, COMM 201*;
- 9) Four credits in APP PIAN 130; successful completion of the piano proficiency examination.
- 10) Seven semesters in MUSC 012 (Performance/Lecture Attendance).
- 11) Completion of the pre-tests and post-tests in music theory, ear training, and music history.

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 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) Select one from each department THEA 210G*, 211G*, FNAR 201G*, 202G*;
- 2) FPAR 490;
- 3) MUSC 207*, 208G*, 211-212, 209-210, 303-304-305, 311-312, 309-310, 314 or 316, and 317;
- 4) APP MUSC 131-132, 231-232, 331-332 and 431-432;
- 5) Nine additional credits in MUSC at the 300-400 level;
- 6) Six credits in MUSC 100, 101, 102, or 105, depending on area of concentration;
- 7) Four credits in APP PIAN 130; successful completion of the piano proficiency examination;
- 8) Eight semesters in MUSC 012 (Performance/Lecture Attendance);
- 9) Completion of the pre-tests and post-tests in music theory, ear training, and music history.

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

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 with a concentration in music-theatre requires successful completion of the following courses:

- 1) THEA 210G*, 211G*;
- 2) MUSC 207G*, 208G*;
- 3) One semester of FNAR 201G*, 202G*;
- 4) FPAR 490;
- 5) MUSC 100 (repeated four times), 211, 212, 209, 210;
- 6) Applied Voice 131-132, 231-232;
- 7) 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 gen-

eral education requirements (see index), the Bachelor of Arts degree in fine and performing arts with a concentration in theatre arts requires successful completion of the following courses:

- 1) THEA 210G*, 211G*;
- 2) Select one from each department FNAR 201G*, 202G*, MUSC 207G*, 208G*;
- 3) FPAR 490;
- 4) THEA 212, 213, 318 or 319, 323, 450;
- 5) Fifteen additional credit hours in THEA courses (excluding THEA 210G-211G);
- 6) Twelve additional credit hours chosen from courses in at least two of the following disciplines: FNAR*, MUSC*.

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 adviser.

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 adviser.

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 FINE AND PERFORMING ARTS

FPAR 490. Senior Seminar

Prerequisite: Senior standing, completion of all core curriculum requirements.

An interdisciplinary course relating art, music, and theatre to each other through a common topic or shared stylistic period.

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 and Asia. The second semester begins with the rise of modern cultures beginning in the Renaissance period and includes a survey of European, Asian, African, and Pre-Colombian art and architecture to the present day.

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 252. Printmaking (3-0-6)

Prerequisite: FNAR 218, 219 or consent of instructor. Introduction to the fundamental techniques of printmaking, including monotype, woodcut, intaglio and calligraphic printing. Emphasis upon technical mastery and development or personal imagery.

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 343. Wheelthrowing (3-0-6)

A course in the development of ceramic production using the potter's wheel. Emphasis upon technical mastery and strong conceptual skills in making functional objects.

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 352. Printmaking II (3-0-6)

Prerequisite: FNAR 218, 219, 252 or consent of instructor.

Continuing skills of printmaking, including drypoint, hard and soft-ground, and aquatint techniques. The development of technical and conceptual skills with regard to the creative process of printmaking.

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.

Specialized course offerings in studio art that fall outside the department's standard curriculum.

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.

Fall, alternate years.

A study of the arts in America from colonial times to 1960 as they reflect upon 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 16th century. Special attention is given to the changing role of the artist, the effects of Roman and Greek archaeology, increasing nationalism, as well as establishing our conceptual vision of the world.

FNAR 374. Asian Art. (3-3-0)

Prerequisite: FNAR 201G-202G or consent of instructor.

Spring, alternate years.

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-Colombian 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 of 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 376. Medieval Art. (3-3-0)

Prerequisite: FNAR 201G, or consent of instructor.

Spring, alternate years.

Survey of painting, sculpture and architecture of the middle ages from the Carolingian through the Gothic periods. This course emphasizes the relationship of medieval art to religious, philosophical and social developments in Western Europe.

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 378. Baroque Art. (3-3-0)

Prerequisite: FNAR 201G, 202G, or consent of instructor.

Spring, alternate years.

A survey of seventeenth-century European painting, sculpture and architecture. This course presents an interpretation of Baroque art in context, and will explore issues to include art in response to the Protestant and Catholic reformations, as well as the rise of middle class patronage in Northern Europe.

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 Studio Art/Art History (credits vary)

Prerequisite: Senior standing and consent of adviser.

Part-time internship in association with a local office, gallery or museum. Periodic conferences, written evaluations.

THE CURRICULUM IN ART EDUCATION

FNAR 338. Apprenticeship in Teaching Art (3-1-4)

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 MUSIC PERFORMANCE

MUSC 012. Performance/Lecture Attendance

Fall and Spring.

All students who are enrolled in MUSC 012 must attend a minimum of twelve music events for the semester. Students are encouraged to attend all concerts, recitals, lectures, and films presented on the campus of Christopher Newport University. A student does not receive MUSC 012 credit for a performance or lecture in which he or she participates. A minimum of six credits must be from University concerts and/or recitals; a minimum of two credits must be from professional concerts and/or recitals; a minimum of two credits must be from multicultural or community concerts and/or recitals; and a minimum of two credits must be obtained from the Lunch and Learn, Friday Night At The Movies, The Vianne Webb Memorial Lectures in Musicology, and/or Conversations With a Composer series.

University events that satisfy this requirement include:

- 1) Performances by the Symphonic Band, University Orchestra, Jazz Ensemble, University Chorale, Chamber Singers, Women's Chorus, Collegium Musicum, Chamber Performers, Music Theatre, and Opera Workshop;
- 2) The In Concert recital series and various student, faculty, and guest artist recitals; and
- 3) The Lunch and Learn lecture series, Friday Night at the Movies film series, The Vianne Webb Memorial Lectures in Musicology lecture series, and Conversations with a Composer lecture series. Professional performances that satisfy this requirement include concerts by The Williamsburg Symphonia, The Virginia Symphony, Virginia Opera Association, Virginia Chorale, Norfolk Chamber Consort, and professional concerts and recitals sponsored by the Hampton Arts Commission Great Performers Series and the CNU Ramseur Series. Community performances that satisfy this requirement include those by the public schools, community bands, community orches-

tras, community choirs, and folk concerts. Other events may qualify for MUSC 012 credit, but prior approval must be obtained from the Director of Music. Required for all music majors.

MUSC 100. University Chorale (1-0-3)

Fall and Spring.

An 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 larger choral masterworks in the Spring. Students may 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. Students may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 105. Chamber Choir (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. Students may 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.

An 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 may register each semester, but no more than eight credits can be counted toward graduation.

MUSC 107. Opera Workshop (1-0-3)

Fall.

A course requiring participation in either an opera scenes recital program or a fully-staged opera production. All roles are assigned to accommodate the specific abilities of each student. In addition, basic stage movement, audition techniques, and performance preparation are addressed. Required for music majors pursuing a Bachelor of Music degree with a concentration in either choral music education or vocal performance.

MUSC 109. Collegium Musicum (1-0-3)

Fall and Spring.

An ensemble that affords a rare opportunity to learn about early music and acquire skills by performing it. The variety of sacred and secular music read gives the student an understanding of music's scope throughout the Middle Ages to 1500. Students can register each semester, but no more than eight credits can be counted toward graduation. Required for music majors pursuing a Bachelor of Music degree with a concentration in music history and literature.

THE CURRICULUM IN MUSIC HISTORY AND LITERATURE

MUSC 195. Special Topics in Music (3-3-0)

Prerequisite: As announced.

Rotational.

Lower-level courses in music chosen to fulfill the needs of music majors and non-music majors.

MUSC 207G, 208G. The World's Music (3-3-0 each)

Fall and Spring.

A sequence that surveys music and musical styles from throughout the world including folk and popular musics as well as traditional western art music. Emphasis is placed on the social and historical settings of music and musical performance as well as on musical style. Outside listening assignments are an integral part of the courses, but no previous musical experience is required. The first semester includes the development of folk music and western art music through the eighteenth century. The second semester includes the development of popular music and western art music in the nineteenth and twentieth centuries. These courses are included in the humanities general education requirement and are required for all music majors.

MUSC 295. Special Topics in Music (credits vary)

Prerequisite: As announced

Rotational.

Lower-level courses in music chosen to fulfill the needs of music majors and non-music majors.

MUSC 303-304-305. History of Western Music (3-3-0 each)

Prerequisite: MUSC 207G, 208G. HIST 111G, 112G.

Prerequisite for 304: MUSC 303; *Prerequisite for 305:* MUSC 304.

Fall, 303; Spring, 304; Fall, 305.

A three-semester sequence that surveys musical styles, literature, and thought in Western music from the ancient world to the present day. The courses include extensive reading, library work, and listening. Required for music majors.

MUSC 308. Romantic Music (3-3-0)

Prerequisite: MUSC 208G.

Spring, rotational.

This course surveys musical culture of the nineteenth century; it comprehends selected music by romanticists from Schubert through Rachmaninov. 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 395. Special Topics in Music (3-3-0)

Prerequisite: As announced

Rotational.

Upper-level courses in music chosen to fulfill the needs of students pursuing the Bachelor of Music degree and professional certificates. Among the composer and genre studies to be offered are Haydn, Beethoven, Schumann, and Opera Literature.

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 activity 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. Paleography (3-2-2)

Prerequisite: MUSC 303 or consent of instructor.

Rotational.

This is a course in the interpretation of musical notation and texts that date from the early medieval period. The class transcribes monophonic and polyphonic examples and interprets texts from manuscript facsimiles. Students learn about style and performance practices and acquire performance skills from their required participation in the Col-

legium Musicum. This course may be counted as one credit toward the ensemble requirement for music majors and is required for music majors pursuing the Bachelor of Music degree with a concentration in music history and literature.

MUSC 490. The Falk Seminar in Music Historical Research (3-3-0)

Prerequisite: Music 303-304-305. *Corequisite (music history majors only):* FREN 201-202 or GERM 201-202. *Corequisite:* FREN 101-102 or GERM 101-102 if not taken as prerequisite.

Fall.

A proseminar 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 selected writing project. Students question each other's findings, methods, and procedures 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: As announced.

Rotational.

Upper-level courses in music chosen to fulfill the needs of students pursuing the Bachelor of Music degree. Among the genre and period courses that have been offered are: Oratorio, 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. A faculty member whose expertise is relevant to the project is appointed to work with the student. Required for music majors pursuing a Bachelor of Music degree with a concentration in either music theory or music history and literature.

THE CURRICULUM IN MUSIC THEORY**MUSC 209-210. Elementary Ear Training (1-0-3 each)**

Prerequisite for 209: Minimum score of 50 percent on the entrance examination or consent of instructor. *Prerequisite for 210:* MUSC 209. *Corequisite for 209:* MUSC 211 or consent of instructor; *Corequisite for 210:* MUSC 212 or consent of instructor.

Fall, 209; Spring, 210.

MUSC 209 includes the study of melodic and harmonic intervals, pitch patterns, chord inversion, seventh chords, bass line dictation, rhythmic dictation, two-part dictation,

outer voices dictation, and error detection. Sight singing/keyboard exams include scales, pitch patterns, melodies and rhythms, keyboard progressions, and sight singing. MUSC 210 includes progressively advancing dictation, sight singing, keyboard skills, diatonic and chromatic melodies, functional harmonic progressions, and two-voice counterpoint. Required for music majors.

MUSC 211-212. Elementary Theory of Music (3-3-0 each)

Prerequisite for 211: Minimum score of 50 percent on the entrance examination or consent of instructor. Prerequisite for 212: MUSC 211 or consent of instructor. Corequisite for 211: MUSC 209; Corequisite for 212: MUSC 210 or consent of instructor.

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 309-310. Advanced Ear Training (1-0-3 each)

Prerequisite: MUSC 210; Prerequisite for 310: MUSC 309. Corequisite for 309: MUSC 311 or consent of instructor; Corequisite for 310: MUSC 312 or consent of instructor.

Fall, 309; Spring, 310.

MUSC 309 includes advanced dictation, sight singing, keyboard skills, diatonic and chromatic melodies, secondary dominants, functional harmonic progressions, two-voice counterpoint, and modulation. MUSC 310 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 music majors.

MUSC 311-312. Advanced Theory of Music (3-3-0 each)

Prerequisite: MUSC 212. Prerequisite for 312: MUSC 311. Corequisite for 311: MUSC 309 or consent of instructor; Corequisite for 312: MUSC 310 or consent of instructor.

Fall 311; Spring 312.

This course is a continuation of MUSC 211-212. Students study advanced harmonic techniques, including altered chords, chromatic harmony, modulation, and composition. Formal and harmonic analysis are emphasized in the second semester. Required for music majors.

MUSC 315. Music Technology (3-0-3)

Spring.

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 music majors pursuing a Bachelor of Music degree in either theory/composition or music education.

MUSC 317. Form and Analysis (3-3-0)

Prerequisite: MUSC 310, 317.

Fall.

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 music majors.

MUSC 412. Modal Counterpoint (3-3-0)

Prerequisite: MUSC 310, 312.

Fall, rotational.

A study through analysis and compositional assignments of sixteenth century counterpoint, primarily in the style of Palestrina. Emphasis is placed on motets and movements of masses up to five voices. Required for music majors pursuing a Bachelor of Music degree with a concentration in theory/composition.

MUSC 413. Tonal Counterpoint (3-3-0)

Prerequisite: MUSC 310, 312.

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 study the larger forms of inventions, canons, fugues, and chorale based compositions. Required for music majors pursuing a Bachelor of Music degree with a concentration in theory/composition.

MUSC 415. Orchestration (3-3-0)

Prerequisite: MUSC 310, 312.

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 Bachelor of Music degree with a concentration in theory/composition.

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. A faculty member whose expertise is relevant to the project is appointed to work with the student. Required for music majors pursuing a Bachelor of Music degree with a concentration in either music theory or music history and literature.

THE CURRICULUM IN MUSIC EDUCATION

MUSC 220. Brass Instrument Techniques (1-0-3)

Fall, rotational.

Instruction, literature, and teaching methods for trumpet, horn, trombone, euphonium, and tuba. Students teach in one-on-one and class settings. Required for music majors pursuing a Bachelor of Music degree in either instrumental music education or theory/composition.

MUSC 230. Woodwind Instrument Techniques (1-0-3)

Spring, rotational.

Instruction, literature, and teaching methods for flute, oboe, bassoon, clarinet, and saxophone. Students teach in one-on-one and class settings. Required for music majors pursuing a Bachelor of Music degree in either instrumental music education or theory/composition.

MUSC 240. Percussion Techniques (1-0-3)

Fall, rotational.

Instruction, literature, and teaching methods for timpani, snare drum, xylophone, bass drum, cymbals, Latin and jazz drums, and auxiliary instruments. Students teach in one-on-one and class settings. Required for all instrumental music majors pursuing a Bachelor of Music degree in music education.

MUSC 250. String Instrument Techniques (1-0-3)

Spring, rotational.

Instruction, literature, and teaching methods for violin, viola, violoncello, double bass, and guitar. Students teach in one-on-one and class settings. Required for music majors pursuing a Bachelor of Music in either instrumental music education or theory/composition.

MUSC 251. 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 teach in one-on-one and class settings. Recommended for 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 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 teach in one-on-one and class settings. Required for music majors pursuing a Bachelor of Music degree in either music education, theory/composition, or vocal performance.

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 instrumental music majors who are working toward a Bachelor of Music degree in instrumental music education with an emphasis in teaching band at the middle or secondary level.

MUSC 280. Jazz Band Techniques (1-0-3)

Summer.

Techniques and methods for organizing, programming, rehearsing, and teaching improvisation in a school jazz band setting. Recommended for music majors pursuing a Bachelor of Music degree in instrumental music education with an emphasis in teaching band at the middle or secondary level.

MUSC 290. Swing/Jazz Choir Techniques (1-0-3)

Summer.

Techniques and methods employed for the organization and development of a swing/jazz choir. Literature, choreography, and performance practice are addressed. Recommended for music majors pursuing a Bachelor of Music degree in choral music education with an emphasis in teaching choir at the middle or secondary level.

MUSC 302. Diction in Foreign Languages (3-3-0)

Prerequisite: One year of a foreign language or consent of instructor.

Spring.

A course designed to introduce the correct pronunciation of French, German, Italian, Russian, and Latin. The class does 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. Required for music majors pursuing the Bachelor of Music degree in either choral music education or vocal performance.

MUSC 314. Principles of Choral Conducting (3-3-0)

Prerequisite: MUSC 210, 212.

Fall.

This course includes study of baton technique, beat patterns and gestures, cuing, transpositions, terminology, score analysis, score preparation, rehearsal techniques, programming, seating arrangements, performer/conductor rapport, and more. Students conduct live choral ensembles both in the classroom and in the rehearsal hall. Required for all music majors pursuing a Bachelor of Music degree in either choral music education or vocal performance.

MUSC 316. Principles of Instrumental Conducting (3-3-0)

Prerequisite: MUSC 210, 212.

Fall.

This course includes study of baton technique, beat patterns and gestures, cuing, transpositions, terminology, score analysis and preparation, rehearsal techniques, programming, seating arrangements, performer/conductor rapport, and more. Students conduct live instrumental ensembles both in the classroom and in the rehearsal hall. Required for all music majors pursuing a Bachelor of Music degree in either instrumental music education or instrumental performance.

MUSC 337. Music in the Elementary Schools (3-3-0)

Prerequisite: EDUC 301/301L or consent of instructor.

Fall, rotational.

Fundamental procedures of and experiences in teaching elementary school music, stressing music materials suitable for the first six grades. Methods discussed and practiced include those of Orff, Kodaly, Suzuki, Manhattanville, and Dalcroze. An introduction to fretted instruments and recorders is included also. The course requires field observation and teaching experience in the public elementary schools. Required for music majors pursuing a Bachelor of Music degree in music education.

MUSC 391. String Literature and Pedagogy (3-3-0)

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, etudes, and methods for private and class instruction, are discussed in addition to learning the standard orchestral excerpts of each instrument. Students teach in one-on-one and class settings. Required for music majors pursuing a Bachelor of Music degree with a concentration in string performance.

MUSC 392. Vocal Pedagogy (3-3-0)

Prerequisite: Junior standing and four semesters of applied voice.

Fall, rotational.

Basic repertoire 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 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 (3-3-0)

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 teach in one-on-one and class settings. Required for music majors pursuing a Bachelor of Music degree with a concentration in keyboard performance.

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, etudes, and methods for private and class instruction, are discussed in addition to learning the standard orchestral excerpts of each instrument. Students teach in one-on-one and class settings. Required for 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, etudes, and methods for private and class instruction, are discussed in addition to learning the standard orchestral excerpts of each instrument. Students 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, etudes, and methods for private and class instruction, are discussed in addition to learning the standard orchestral excerpts of each instrument. Students teach in one-on-one and class settings. Required for music majors pursuing a Bachelor of Music degree with a concentration in percussion performance.

MUSC 420. Choral Literature and Conducting (3-3-0)

Prerequisite: MUSC 310, 312 and 314.

Spring.

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 music majors pursuing a Bachelor of Music degree in choral music education.

MUSC 430. Wind Literature and Conducting (3-3-0)

Prerequisite: MUSC 310, 312 and 316.

Spring.

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 music majors pursuing a Bachelor of Music degree in instrumental music education with an emphasis in band.

MUSC 440. Orchestral Literature and Conducting (3-3-0)

Prerequisite: MUSC 310, 312 and 316.

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 music majors pursuing a Bachelor of Music degree in instrumental music education with an emphasis in orchestra.

MUSC 491. Practicum in Music (3-0-3).

Prerequisite: Senior standing or consent of instructor; cumulative GPA of 3.0 or higher; endorsement of two CNU music faculty and the Director of Music.

Fall, Spring, Summer.

This course is a closely monitored, one-semester internship with a major arts organization, including The Virginia Symphony, The Virginia Opera, Virginia Musical Stage, Cultural Alliance of Greater Hampton Roads, WHRO, and Busch Gardens Williamsburg. Students must successfully complete a minimum of 42 hours of on-site training for which they receive an evaluation by the supervisor of the arts organization. The student must also present a Project Book to the training supervisor and the faculty supervisor.

THE CURRICULUM IN APPLIED MUSIC

APP MUSC 130. Applied Music: Piano, organ, strings, harpsichord, 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 taught together as a 30-minute lesson per week. The repertoire for all lessons is determined by the instructor according to the level and ability of the student. Music majors who are non-keyboard performers are required to take at least four credits of APP PIAN 130 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, jazz improvisation, and voice (2 credits)

Prerequisite: Music major or minor; 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 15-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 333 and 433. Applied Music: Piano, organ, harpsichord, strings, woodwinds, brass, percussion, composition, jazz improvisation, 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: Music major; consent of instructor and Director of Music; 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. 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: Music major; consent of instructor and Director of Music. Senior standing.

Fall, Spring, and Summer.

A 30-minute senior recital is required during the semester of APP MUSC 432. The recital must include one work for chamber ensemble. 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: Music major; consent of Instructor and Director of Music; Senior standing.

Fall, Spring, and Summer.

A 60-minute senior recital is required during the semester of APP MUSC 434. The recital must include one work for chamber ensemble. 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 applied music faculty. The applied music jury consists of the applied music faculty who teach in the area of the student's concentration. [The level 130 jury usually lasts five minutes; the level 131 juries and above usually last 15 minutes depending on whether or not the jury is also serving as a hearing.]

THE CURRICULUM IN THEATRE ARTS**THEA 171. Introduction to Dance (2-0-4)**

[Same as DANC 171]

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 210G, 211G. Introduction to the Theatre (3-3-0 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 (3-3-0)

Fall.

The course consists of basic psychophysical exercises, improvisations, and exploratory techniques in regard to character, situation, and interrelationships, 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 COMM 214]

Fall, alternate years.

Study of basic principles underlying the effective use of the voice. Practical exercises leading to acceptable standards in diction.

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 (5-2-3)

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 Ameri-

can 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 performance, 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 171 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)

Prerequisite: 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 450. 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 time 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]

Prerequisite: DANC 171 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 171. Introduction to Dance (2-0-4)

[Same as THEA 171]

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 171 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]

Prerequisite: DANC 171 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.

GERONTOLOGY

Administration, Room 318
 Prof. Cheryl Mathews, Director
 Department of Social Work
 email: cmathews@cnu.edu

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) 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 or SOWK 401. 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: ECON 492; RTRM 311; PHIL 384; SOCL 315; SOWK 260; SOWK 368; and SOCL 492 or 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 CURRICULUM IN
GERONTOLOGY**BIOL 234. Aging and Health: Biological and Physiological Perspectives (3-3-0)**

Prerequisites: BIOL 107- 108 or BIOL 208 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 201-202 or PSYC 210, 211 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: SOCL 201G or 205G or Junior standing.

Fall.

Study of the process and effects of aging or ageism. Demographic trends and their implications. Impact of sociocultural factors on physical and psychological functioning. The social environment of older people, including living environments, finances, family, and friends. Effect of retirement. Programs servicing the elderly.

SOCL 491. Practicum in Sociology (3-0-8)

Prerequisites: SOCL 391, 392, and senior standing.

The practicum in sociology consists of 150 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.

DEPARTMENT OF GOVERNMENT AND PUBLIC AFFAIRS

Ferguson, Room 134

(757) 594-7469

Dr. Buck G. Miller, Chair

email: bmiller@cnu.edu

FACULTY

Professors: Doane, Killam, Miller, Winter**Associate Professors:** H. Greenlee**Assistant Professors:** Colvin, Kidd, Dempsey**Instructors:** Hash, Moore**Emeritus:** Williams

The Department of Government and Public Affairs offers courses of study in politics, government, criminal justice administration, legal studies, public policy, public management, international administration, geography, and forensics. 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 for-profit 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 exper-

tise. Each Spring semester, the Center also sponsors the Joseph Seminars (same as GOVT 461) which explores local and regional affairs.

CNU ONLINE

The Department offers the Bachelor of Arts in political science and the Bachelor of Science in Governmental Administration, with concentrations in public management, criminal justice administration and international administration, in a computer-managed environment outside of the classroom. Most courses of the legal studies concentration are available online. Online 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 hours or cannot travel to campus. New students should contact the admissions office for more information. Online courses are listed in the Schedule of Classes, the GOVT 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 the classroom, and augmented with periodic workshops.

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, management skills, and knowledge are part of all Institute courses. Courses are delivered through CNU ONLINE and the classroom, and periodic workshops.

PUBLIC MANAGEMENT INSTITUTE

The Public Management Institute serves public and non-profit organizations seeking to train and educate supervisors and employees targeted to become supervisors. The Institute concentrates upon developing skills and knowledge in human resources management, budgeting, planning and evaluation, public policy analysis, ethics, and political and organizational leadership. Students master theoretical concepts, acquire research skills and gain practical experience in public and non-profit organizations. Skill development is fostered in areas deemed critical by employment organizations. Skills include professional writing, research techniques, spreadsheets, data base management, and computer software applications/analysis, telecommunications, policy analysis, strategic planning, conflict resolution, ethical, political and legal analysis, case study application, and management techniques and strategies.

CENTER FOR COMMUNITY SAFETY LEADERSHIP

The Center for Community Safety Leadership, established within the Department of Government and Public Affairs, coordinates the criminal justice, public safety, and public administration activities in applied research, grants, and publications.

THE PRE-LAW AND GRADUATE STUDIES PREPARATION PROGRAMS

The Department of Government and Public Affairs offers numerous courses designed to assist students in preparing for law and graduate studies. Although law schools do not require any particular undergraduate major as a preparation for law school acceptance, courses involving rigorous analytical skills are strongly recommended. Departmental majors interested in attending law or graduate school should contact their advisers to plan an appropriate course of study.

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, 202;
- 2) GOVT 201, 202, 311, 351, 352, 358, 371, 491 or 492
- 3) Eighteen to twenty-four additional hours from GEOG 361 and GOVT courses at the 300-400 level.

- 4) GOVT 203 (cross listed with ECON 201*) is highly recommended.

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 Political Science INTERNATIONAL RELATIONS CONCENTRATION

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, 325, 351, 352, 358, 402, 491 or 492
- 2) Six courses from 300-400 level GOVT courses; GEOG 352, 360, 361.

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

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

This degree program prepares students to teach political science, history, and certain other social studies in grades 9-12. It is offered in cooperation with the Department of Education. See that section of this catalog for details on admission criteria and procedures.

The program includes four parts: General Education Requirements, Major Requirements in Political Science, Education Requirements, and other Social Studies and Support Courses. It requires 141-147 credits of course work, the difference depending on whether the student meets the foreign language requirement by course work or otherwise. In order to complete the program within the credit limits shown, a student must make specific choices from the General Education and Major parts of the program, as shown below.

General Education Requirements	45-51 crs.
(See index.)	
Choose MATH 125, COMM 201, and ECON 201G-202G.	
Major Requirements in Political Science	48 crs.
From item (1) choose GEOG 201-202	
Education Requirements	30 crs.
Other Social Studies and Support Courses	18 crs.
HIST 201-202	
Nine additional upper level History courses	
PSYC 211	
TOTAL	141-147 crs.

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 and law 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 concentration.

BACHELOR OF SCIENCE IN GOVERNMENTAL ADMINISTRATION CONCENTRATIONS

Students pursuing the BSGA degree must complete GOVT 201 and 202 (GOVT 103G, 104G for students in the international administration concentration) and the course requirements 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.

The Bachelor of Science in Governmental Administration degree CRIMINAL JUSTICE ADMINISTRATION CONCENTRATION

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 services delivery, conflict resolution, ethics, correctional and police management, critical thinking, criminal justice systems function and process, juvenile justice systems, 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, 243, 324, 334 or 361, 345, 352, 355, 358, 363, 365, 371, 381, 383, 468, and either 491 or 492;
- 2) One course from GOVT 368, 451, or 461, GEOG 361 (GOVT 352 is a prerequisite).

The Bachelor of Science in Governmental Administration degree PUBLIC MANAGEMENT CONCENTRATION

This concentration degree 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 leadership techniques and strategies. 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, 381, 391, 401, 451 or 461 and either 491 or 492;
- 2) Select two courses: GOVT 375, 383, 395 (Telecommunications for Public Managers); GEOG 361 (GOVT 352 is a prerequisite).

The Bachelor of Science in Governmental Administration degree LEGAL STUDIES CONCENTRATION (ABA APPROVED)

This concentration is designed to provide students with the background needed to become certified legal assistants. The curriculum is based on guidelines established by the American Bar Association, which has approved the program. The legal studies concentration provides excellent preparation for law school. All law courses are taught by legal professionals who provide practical experience to student's exposure to legal concepts, terms and application of legal knowledge should greatly benefit those entering the competitive law school environment. The legal studies concentration seeks to contribute to the quality and efficiency of legal services to the public, promote the general principles of ethical legal practices, advance the paralegal profession, and respond to the changing role of the legal assistant in the legal community.

- 1) GOVT 200, 201, 202, 315, 352, 358, 363, 365, 366, 367, 371, 373, 493 and 494;
- 2) GOVT 341-342;
- 3) One of the following: GOVT 324, 355, or 375;
- 4) Courses recommended, but not required: ACCT 385-Taxation, and BUSN 470-Real Estate Law.

The Bachelor of Science in Governmental Administration degree INTERNATIONAL ADMINISTRATION CONCENTRATION

Opportunities for careers with multinational corporations, governmental agencies, and non-profit organizations are available for students who can combine administrative skills with cross-culture 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 country, immersed in its culture and language. Requirements:

- 1) GOVT 103G*, 104G*, 311, 321, 325, 334 or 361, 352, 355, 358, 368, 371, 391, 402, 491 or 492; and ECON 470;
- 2) ECON 201, 202; GEOG 201, and completion of a foreign language to the 202 level;
- 3) One of the following: GOVT 334, 381, 401, or GEOG 361.

Courses bearing an asterisk may be used simultaneously to satisfy, in part, certain general education requirements. For details, see your academic adviser. In addition, MATH 125 and CPSC 210 should be selected to satisfy the appropriate general education requirements.

THE MINOR IN GOVERNMENT AND PUBLIC AFFAIRS

The minor in government and public affairs requires 18 credits in government and public affairs, including six credits 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 FORENSICS

The minor in forensics is inter-disciplinary and conducted in cooperation with Thomas Nelson Community College (TNCC). The program is designed to assist in the preparation of students for professional employment in forensics related positions. The minor requires 19 hours of credit and includes: Completion of general education natural science requirement as a prerequisite, Forensic Science I and II taught at TNCC, CHEM 103/103L, GOVT 243 or GOVT 363, PSYC 395-Forensic Psychology, GOVT 491 or GOVT 365.

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 and must include GEOG 201 or 202, or 311 or 361 and other GEOG courses. Up to nine of the credits for the minor may be in any or all of the following

related courses: GOVT 331, GEOL 201, GEOL 202. (The indicated courses in geology are offered within the department of biology, chemistry and environmental science.)

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 crises, 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 issues and problems of modern local governments.

GOVT 203. Principles of Economics (3-3-0)**[Same as ECON 201]**

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.

GOVT 243. 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 and 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 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)*Prerequisite: GOVT 103G or 104G or consent of instructor.*

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)

This course provides students with an overview of how a law office functions. Legal research and report writing assignments provide experience in using word processing, spreadsheet, data base, and networking application packages in the modern law office or legal system.

GOVT 321. International Relations (3-3-0)*Prerequisite: GOVT 103G or 104G or consent of instructor.*

Fundamental elements of international politics and an examination of the structure of the international system. Includes the role of states as political actors, their interrelationships with one another, and the major problems of the contemporary period.

GOVT 323. American Foreign Policy (3-3-0)*Prerequisite: GOVT 103G or 104G or consent of instructor.*

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)

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 state and non-state international organizations that affect the world system. State actor organizations include the evolution of intergovernmental organizations (IGOs) from those functionalist organizations that developed in the mid-19th century to late 19th century efforts to establish world peace organizations to the League of Nations and, finally, the United Nations. Non-state international organizations will include examination of non-governmental organizations (NGOs) such as the International Olympic Committee and Amnesty International, multinational and transnational corporations such as Boeing Aircraft and Shell Oil, private organizations (PVOs) such as the Rockefeller Foundation, and individual actors such as former President Jimmy Carter who have influence on the international system. Emphasis will be on study of the international organizations as an integrated system operating in the post-Cold War environment.

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 wars.

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 esthetic 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 (5-3-4)

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. Business Law (3-3-0 each)

[same as ACCT 341, 342]

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 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 351. Methods and Tools of Social Science Research (3-3-0) [same as SOCL 391 and SOWK 391]

Examination of the methodological problems of social research. Selection and definition of problems of investigation, research designs, data gathering techniques, and sampling.

GOVT 352. Quantitative Analysis (3-3-0)

[Same as SOCL 392 and SOWK 392]

Prerequisite: MATH 125 or consent of instructor.

Data analysis techniques for social science majors, including statistical analysis, measurement, hypothesis testing, multivariate analysis, and measures of association.

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 358. 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 359. 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)

Prerequisite: GOVT 352 or equivalent, ECON 202 strongly recommended.

This course provides students with basic analytic methods used at different stages in the public policy process, from verifying and defining problems to program evaluation. Systematic examinations of public policy issues will be performed using quantitative and qualitative techniques. Students will develop basic competency in the application of economic models and techniques – such as benefit-cost analysis, forecasting, and net present value – in the analysis of public policy issues. Computer spreadsheets and software will be used to analyze data, perform calculations, and generate interpretive results.

GOVT 363. The Judicial Process (3-3-0)

Prerequisite: GOVT 201 or consent of instructor.

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 365. 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)

Prerequisite: GOVT 200 or consent of instructor.

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)

Prerequisite: GOVT 200 or consent of instructor.

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 law enforcement, judiciary and corrections components are examined within various national systems to identify the functions which best serve host political systems. Issues relating to the administration of justice within the context of urban and rural settings are also examined.

GOVT 371. Introduction to Public Administration (3-3-0)

Prerequisite: GOVT 201, 202 or GOVT 103G, 104G 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.

GOVT 373. Family Law (3-3-0) [same as SOWK 373]

Prerequisite: GOVT 200 or consent of instructor.

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 that 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

Civil Rights Acts. Students will gain an understanding as to why these laws came into existence and how prospective/current employees and supervisors are affected.

GOVT 381. Public Human Resources Management (3-3-0)

Prerequisite: GOVT 371 or consent of instructor.

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 or consent of instructor.

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, line personnel and first line supervisors, vision, goals, objectives, and strategic planning, and the relationship between revenue systems, revenues and services.

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 or consent of instructor.

An examination of leadership in public, nonprofit, for profit, private and international career fields. The course concentrates upon developing leadership knowledge and skills essential for successful management performance. Students interview professionals, critique leader performance, analyze case studies, and prepare technical reports/presentations. Subjects of investigation include trust, risk taking, values, reinventing government, diversity, employee motivation, leadership theories and strategies, coalition build-

ing, strategies to gain power and influence, decision bases, mediation, leadership styles and strategic planning systems.

GOVT 402. International Relations Theory and World Issues (3-3-0)

Prerequisite: GOVT 103G or 104G or consent of instructor.

A seminar course that provides an in-depth treatment of the central international relations theories including realism, neo-realism, liberalism, neo-liberalism and their variants. Included are discussions of geostrategic theory, revolution theory, population and migration theory, and international terrorism. The central principles of the theories are illuminated through discussion and analysis of current world events with regard to state conflict and cooperation, and transnational relations. Issues to be addressed will include population, migration, terrorism, environment, technology and communications, health, warfare, Islam, changing world order, roles of non-state actors including non-governmental organizations, inter-governmental organizations and multi-national corporations. In addition to testing, students will present a major paper that applies theory to an international issue or conflict. This course is designed to integrate course work for international concentrators.

GOVT 440. 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 451. Urban Politics (3-3-0)

Prerequisite: GOVT 201 or 202 or consent of instructor.

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 461. The Joseph Seminar in Urban Systems (3-3-0)

Prerequisite: GOVT 201 or 202 or consent of instructor.

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 468. Police Organization and Management (3-3-0)

An examination of management theories and styles within the context of law enforcement agencies to include issues relating to the personnel function, budgeting, planning and effective organizational leadership and community oriented policing. Relevant topical issues will be explored within the context of community need and managerial responsibility.

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 103G, 104G and senior standing, or consent of instructor.

Part-time internship with a government, military, for-profit, or non-profit organization. Periodic conferences, written evaluations, and final paper relating theory and practice.

GOVT 492. Research in Political Science (3-3-0)

Prerequisite: GOVT 201, 202, or GOVT 103G, 104G 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.

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 200, 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 499. Independent Studies in Government and Public Affairs (3-3-0)

Prerequisite: Junior or senior 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 (3-3-0)

A course on introductory cartography and remote sensing favoring a practical approach. In conjunction with the 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, and political units. 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 explored.

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, MATH 125 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, scarps and spelunking are parts of the course.)

GEOG 395. 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) 594-7567

Dr. Robert M. Saunders, Chair

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FACULTY

Distinguished Professor: Santoro**Professors:** Bostick, Mazzarella, Morris, Saunders**Associate Professor:** Morgan, Sishagne**Assistant Professors:** Gushue, Liu

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, African, 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, communications, archaeology, museum work, the ministry, the military, 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 work-day 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 History 491 and SOSC 338. At least three of these courses (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 reviews 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 adviser. A maximum of 42 credits in history courses above the 200 level may be applied toward the Bachelor of Arts degree in history. Also, a maximum of six hours in HIST 395/495 courses may be applied 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:

Language/Communication Arts
Mathematics/Computer Science
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 adviser.

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 201-202; 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 adviser.

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-16th Century (3-3-0)

Fall and spring.

A survey of world history centering on institutions, values, and cultural forms from prehistoric time through the mid-16th century.

HIST 112G. History of World Civilizations since the mid-16th Century (3-3-0)

Fall and spring.

A survey of world history centering on institutions, values, and cultural forms from the mid-16th 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 Near East and Greece (3-3-0)

Prerequisite: HIST 111G or junior standing or consent of instructor.

Fall.

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 111G or junior standing or consent of instructor.

Spring.

A history of Rome from the early history of Italy to the fall of the Roman Empire.

HIST 307/407. Medieval History (3-3-0)

Prerequisite: HIST 111G or junior standing or consent of instructor.

Fall.

A study of the decline of Rome, the Germanic invasions, Justinian, Islam, Charlemagne, and the emergence of Medieval civilization.

HIST 308/408. Medieval History (3-3-0)

Prerequisite: HIST 111G or 307/407 or junior standing or consent of instructor.

Spring.

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 111G or junior standing or consent of instructor.

Fall.

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 310/410. Sixteenth Century Europe: The Age of Reformation (3-3-0)

Prerequisite: HIST 111G or 112G or junior standing or consent of instructor.

Spring.

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.

Fall.

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 315/415. The Byzantine Empire (3-3-0)

Prerequisite: HIST 101 or 111G or junior standing or consent of instructor.

Spring.

A topical history of the later Roman Empire from the transfer of the imperial capital to Constantinople in the fourth century A.D. to the fall of the city in 1453. Subject matter will include the imperial constitution and the administration of the state; the cult of the emperor; religion and the church; the army; city and country life; education and learning; literature and art; and Byzantium's neighbors.

HIST 316/416. Early Modern Europe, 1600-1789 (3-3-0)

Prerequisite: HIST 102 or 111G or 112G or junior standing or consent of instructor.

Spring.

A political and cultural history of Europe in the age of the absolute State and the Enlightenment with special emphasis on the development of the French monarchy and on the history of popular culture.

HIST 317/417. The Age of Revolution, 1789-1850 (3-3-0)

Prerequisite: HIST 102 or 112G or junior standing or consent of instructor.

Fall or spring.

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.

Fall or spring.

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. Europe in the Fascist Era, 1919-1945 (3-3-0)

Prerequisite: HIST 102 or 112G or junior standing or consent of instructor.

Fall or spring.

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 326/426. The Nazi State and the Holocaust (3-3-0)

Prerequisite: HIST 102 or 112G or junior standing or consent of instructor.

Fall.

An in-depth examination of the history and structure of the Nazi Party, including the SA, SS, RAD, youth, labor and party theory groups; a study of the Holocaust and the apparatus of the death camps; and the trial of the major war criminals at Nuremberg, the verdicts, and the precedents established by the trials.

HIST 333/433. Tudor England (3-3-0)

Prerequisite: HIST 112G or junior standing or consent of instructor.

Fall.

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.

Spring.

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.

Fall.

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.

Spring.

A study of the Weimar Republic, the Nazi period, World War II, the two post-war states and reunified Germany.

HIST 347/447. Columbus and the Age of European Expansion (3-3-0)

Prerequisite: HIST 112G or 201 or junior standing or consent of instructor.

Fall or spring.

An intensive analysis of the nature and process of European expansion from the fifteenth century to 1715. Demographic, economic, intellectual, and cultural consequences of the "Columbian Exchange" will provide focus for the course.

HIST 352/452. Europe's Settlement of North America, 1500-1715 (3-3-0)

Prerequisite: HIST 111G or 201 or junior standing or consent of instructor.

Fall or spring.

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 330/430. The American Presidency (3-3-0)**

Prerequisite: HIST 201 or 202 or junior standing or consent of instructor.

Fall.

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 or 202 or junior standing or consent of instructor.

Fall or spring.

An examination of American diplomatic relations with the rest of the world.

HIST 348/448. Introduction to Historical Archaeology (3-3-0)

Prerequisite: HIST 201 or junior standing or consent of instructor.

Fall or spring.

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.

Fall or spring.

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 351/451. American Military History (3-3-0)

Prerequisite: HIST 201 or 202 or junior standing or consent of instructor.

Fall.

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 (3-3-0)

Prerequisite: HIST 102 or 112G or junior standing or consent of instructor.

Fall or spring.

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 (3-3-0)

Prerequisite: HIST 201 or junior standing or consent of instructor.

Fall or spring.

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.

Fall or spring.

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 201 or 202 or junior standing or consent of instructor.

Fall or spring.

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 357/457. Twentieth Century America, 1920-1960 (3-3-0)

Prerequisite: HIST 202 or junior standing or consent of instructor.

Fall or spring.

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.

HIST 358/458. Twentieth Century America, 1961-Present (3-3-0)

Prerequisite: HIST 202 or junior standing or consent of instructor.

Fall or spring.

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.

HIST 359/459. The New South (3-3-0)

Prerequisite: HIST 202 or junior standing or consent of instructor.

Spring.

An economic, social, cultural, and political overview of the South from the Gilded Age to the present.

HIST 371/471. Social History of Early Virginia (3-3-0)

Prerequisite: HIST 201 or junior standing or consent of instructor.

Fall or spring.

An examination of early Virginia's social history to 1790. The formation of Virginia's society, slavery, conflict and cooperation between whites and Native-Americans, women's roles, and the influences of geography and intellect on the shaping of Virginia's society through the Revolution.

HIST 372/472. History of Virginia (3-3-0)

Prerequisite: HIST 202 or junior standing or consent of instructor.

Fall or spring.

An economic, social, cultural, and political overview of Virginia from the Colonial Era to the present.

HIST 377/477. American Utopianism (3-3-0)

Prerequisite: HIST 201 or 202 or junior standing or consent of instructor.

Spring or summer.

The quest to attain a perfect or near perfect society in which peace, justice, and prosperity reign has been a constant theme in Western culture for centuries. The value system of the United States has reflected this quest from its beginnings both in the establishment of communal or utopian societies and in the network of values by which it lives. This course examines in detail not only communal societies but also the impact of utopian concepts on the nation's assumptions as to the duties of its leaders.

HIST 378/478. Great Battles of World War II (3-3-0)

Prerequisite: HIST 202 or junior standing or consent of instructor.

Fall or spring.

This course presents an in-depth study of the great battles that marked World War II. The following battles are examined (in the European and Pacific Theaters of Operation): the Battle of the Atlantic; the Desert War; Stalingrad; the invasions of North Africa, Sicily and Italy; the invasion of Normandy; The Bulge; Pearl Harbor; Coral Sea and Midway; Guadalcanal; The Philippine Sea; Leyte Gulf; and Okinawa.

OTHER REGIONS OF THE WORLD**HIST 312/412. Ancient Egypt (3-3-0)**

Prerequisite: HIST 101 or 111G or junior standing or consent of instructor.

Fall.

A cultural, political, and social history of ancient Egypt from the early dynastic period of the first pharaohs to the disintegration of an independent Egyptian state. The course also covers the history of modern Egyptology from Napoleon's expedition to contemporary discoveries.

HIST 360/460. History of Classical Asian Civilizations (3-3-0)

Prerequisite: HIST 111G or 112G or junior standing or consent of instructor.

Spring.

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.

Spring.

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.

Fall or spring.

After a brief consideration of the early development of Latin America, the course examines the Latin American independence movements and republican institutions to the present.

HIST 365/465. History of Islam (3-3-0)

Prerequisite: HIST 111G and 112G or junior standing or consent of instructor.

Summer.

This lecture and discussion course is designed to provide students with a deeper understanding of Islam and its place in history. It explores the fundamental tenets of Islam and Islamic institutions. The course examines the history of the relation between the Muslim World and Western Christendom. It also raises such contemporary issues as the challenges of imperialism, the dilemma of modernization, Arab nationalism, the wider repercussions of the Arab-Israeli conflict, and the question of Islamic fundamentalism.

HIST 367/467. Modern Chinese History (3-3-0)

Prerequisite: HIST 111G and 112G or junior standing or consent of instructor.

Fall.

This course surveys the transformation of China from a traditional Confucian empire to a Communist state since about 1600, with an emphasis on the 20th century. It examines the major events, processes and persons in imperial dynasties, the Nationalist Republic and the Communist regime, helping students to get a full sense of China's current triumphs and frustrations and of the resources that the Chinese call upon to solve their problems.

HIST 368/468. Modern Japanese History (3-3-0)

Prerequisite: HIST 111G and 112G or junior standing or consent of instructor.

Fall or spring.

The course traces the evolution from a feudal state to an economic superpower. It begins with the Tokugawa Shogunate; discusses warfare and isolationism; the Meiji Restoration; the Dutch learning and Perry mission; World War II and the American occupation; and postwar growth and social changes. It examines how Japan resembles the cultures of mainland Asia yet refuses to follow many Asian stereotypes and how several of its governmental systems have followed those of Europe and the US but otherwise remain worlds apart.

HIST 369/469. The United States and East Asia (3-3-0)

Prerequisite: HIST 111G and 112G or junior standing or consent of instructor.

Spring.

This course is designed to offer a critical review of American-East Asian relations since the pioneering voyage of the American vessel Empress of China, to Asia but intensive classroom discussion is on the twentieth century. It examines the major phases and incidents of cooperation and confrontation between the United States and different East Asian countries, e.g., China, Japan, and Korea.

HIST 370/470. Africa in the Twentieth Century (3-3-0)

Prerequisite: HIST 112G or junior standing or consent of instructor.

Fall.

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. It 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.

Spring.

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.

Fall or spring.

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 or 112G or 201 or 202

junior standing or consent of instructor.

Fall, spring or summer.

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 490. 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.

Fall and spring.

Required of all history majors. 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 (3-3-0)**

Prerequisite: Twelve credit hours in history above the 200 level, of which at least three credit hours must be at the 400 level.

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's 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 (3-1-4)

Prerequisite: Junior standing, 12 credits of history, 15 credits in major, EDUC 301/301L and EDUC 305.

Fall or spring.

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) 594-7072

Dr. Jay S. Paul, Director

email: jpaul@cnu.edu

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 STUDENTS

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 3.25 (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 Students. 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 Ferguson Hall 110.) 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 Students receive special advising and registration privileges, and may participate in the curricular offerings and social activities of the Honors Program.

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.

KEITH MCLOUGHLAND SCHOLAR

In memory of the long-time Dean of Admissions and one of the founders of the CNU Honors Program, an annual

award of \$1750 or more will be presented to an outstanding Honors Student major in liberal arts.

KARL E. AND ELIZABETH H. BEAMER SCHOLARS

Each year, one or more full-tuition-and-fees scholarships will be awarded to Honors Scholars who have demonstrated "excellence in and commitment to" the study of science and mathematics.

ALUMNI HONORS SCHOLAR

Thanks to the generosity of the CNU Alumni Society, an annual award of \$1000 will be presented to an outstanding Honors Senior.

ANNUAL HONORS SCHOLARSHIPS

The university has provided for \$1000 awards to be presented annually to a senior, two juniors, and two sophomores in the Honors Program.

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) 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 0-29 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
- 2) A student disqualified from the Honors Program because of grades may apply for reinstatement when his/her grade-point-average reaches 3.00.

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, HIST 111GH, six credits
Spring: ENGL 104H, HIST 112GH, six credits

Sophomore Year:

Fall: SOWK 200, three credits

Junior Year:

Fall: Junior Seminar, one credit
Spring: Junior 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.

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 docu-

mented 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.

HIST 111GH. History of World Civilization to the mid-17th Century (3-3-0)

A survey of world history centering on institutions, values, and cultural forms from prehistoric times through the mid-17th century.

HIST 112GH. History of World Civilization since the mid-17th Century (3-3-0)

A survey of world history centering on institutions, values, and cultural forms from the mid-17th century to the present.

HONR 200. Student Leadership Institute (3-3-0)

Fall for President's Leadership Program.

Spring for Leadership Minor and any others.

Designed to enhance leadership skills in promising CNU students, the Leadership Class will meet weekly 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.

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)

Summer

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 295. Seminar in Leadership (1-2-0)

Weekly seminar for freshman participants in the Leadership Program.

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] 499H. 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.

INTERDISCIPLINARY STUDIES

Administration, Room 407

Office of the Provost

(757) 594-7050

The interdisciplinary major is a degree program at Christopher Newport University which permits a student, under the guidance of a faculty committee, to design and carry out an individual plan of study involving two or more academic disciplines. The student may earn either the Bachelor of Arts or the Bachelor of Science degree in interdisciplinary studies. An important objective of the Interdisciplinary Individualized Program is to involve the student in formulating a rationale for the design of a coherent individual program of study. This is a difficult task and requires a certain amount of knowledge and direction. The student will have to give considerable thought to his or her long-range learning objectives and to the best way to meet those objectives. For this reason, the following guidelines must be met:

- 1) The student must have completed at least 30 semester hours of course work and have achieved at least a 3.00 GPA at the time the petition is submitted.
- 2) The total program of study must include at least 60 semester hours of course work beyond those completed at the time of approval, with a minimum of 30 semester hours at the 300-400 level.
- 3) The student's educational goals must be such that they cannot be achieved by a regular departmental major supported by a minor and/or careful selection of electives.
- 4) The student's total program of study must conform to and meet all requirements of the curricular structure for baccalaureate degrees, including all general education requirements, and must give evidence of disciplined academic inquiry.

To enter this program the student must first complete an application form which calls for a brief description of his/her proposed plan of study, a rationale for the plan, and an identification of those disciplines that will be involved in the student's plan of study. Application forms are available in the office of the Provost. Applications must be submitted to the Provost by November 1 during the fall semester or March 15 during the spring semester. It is advisable for a student to discuss his/her plan of study with the Provost before submitting an application.

The Provost or his designate reviews the student's application; and if he judges the student's proposal to be viable, he appoints a faculty committee that represents the primary disciplines involved. The Provost also identifies one of the members of the committee as the student's major adviser. If the Provost is unable to approve the student's proposed plan of study, he does not appoint a faculty committee and so notifies the student. The appointed faculty committee then meets with the student to discuss the proposed plan of study and continues to assist the student in the implementation of the details. This includes specifying the individual courses that the student must take to meet all requirements for the Bachelor of Arts or Bachelor of Science degree. The committee must approve the student's program and any subsequent changes in an already approved program. The committee Chair oversees the total work of the student and confirms, prior to graduation, that he/she has completed all necessary requirements.

PRESIDENT'S LEADERSHIP PROGRAM

Administration, Room 406-B

(757) 594-7207

Cynthia K. Knupp, Coordinator

email: cknupp@cnu.edu

Ferguson Room 110-B

(757) 594-7072

Dr. Jay S. Paul, Director

(for curricular concerns)

Professor of English

Director of the Honors Program

email: jpaul@cnu.edu

The **President's Leadership Program** is designed to attract students who have demonstrated the potential for leadership. Individuals accepted into the program experience a focused curriculum of courses, workshops, international travel, volunteer service, and internship opportunities – all designed to supplement the major of each student's choice. Completion of this program will be noted on the official CNU transcript.

GOALS

Leadership qualities are essential to success, not only in the University, but also in corporations, business, public administration, government, politics, community activism, and teaching. The President's Leadership Program offers opportunities for students to

- Develop visionary and practical solutions to problems
- Improve oral and written communication skills
- Improve interpersonal skills to manage people successfully
- Improve organizational skills
- Develop a capacity for adventure and risk-taking
- Improve mediation
- Expand creativity, energy, understanding, and interests
- Develop high work standards
- Improve stress-management and time-management

PUBLIC SERVICE

Students in the President's Leadership Program must complete at least 50 hours of volunteer service, under the supervision of the Coordinator. Volunteering exposes students to social problems and enables them to become part of the solutions. Students may volunteer for various agencies, including the Red Cross, Boy Scouts, Girl Scouts, USO, NASA, Peninsula Reads, Peninsula Foodbank,

Candii House, the Peninsula AIDS Foundation, the Salvation Army, Little League, and Big Brothers-Big Sisters.

INTERNSHIPS

Having become acquainted with leadership qualities through the curriculum and public service, each student will develop these abilities while learning through internships at the area's largest business and government agencies, including the Jefferson Laboratory, Newport News Shipbuilding, Canon, Hampton City Hall, Newport News City Hall, Riverside Regional Health System, television stations, and the Daily Press. By developing and improving these qualities in a sustained program of courses, mentoring, volunteering, and internships, the President's Leadership Program provides students with the skills needed to succeed in academic studies, professional careers, and life as a whole.

ELIGIBILITY

All students are eligible to apply for the President's Leadership Program. Students accepted into the program are required to live on campus. Applications are available in the Admissions Office or on the web at www.cnu.edu/preslead/. This program is separate from the Honors Program and the Leadership Minor.

SCHOLARSHIPS

Students selected for the President's Leadership Program will receive annually a \$1,000 scholarship that will be applied to tuition and fees.

VISITING LEADERS

Students in the President's Leadership Program will have opportunities to meet with international, national, and state leaders. These leaders will share insights and responses to today's problems. Recent visiting leaders have included:

- *Media:* Columnists William Raspberry and Clarence Page
- *Government:* Donald Regan, former Treasury

Secretary and Chief of Staff to President Reagan; former Virginia Lieutenant Governor Donald Beyer; Congressman William Whitehurst; and Senator John Warner

- *Community Leaders:* Corinne Garland, founder of Children Development Resources; and Walter Segaloff, founder of Achievable Dream
- *Entertainment:* Actor Danny Glover; and actor/director Felix Justice
- *Business:* John Olsen, Vice President of SiemensAutomotive
- *The Arts:* Simone Pedrone, Van Cliburn Award-winning pianist; Robert McDuffie, Grammy Award-winning violinist; George Crumb, American composer; Sanford Sylvan, Grammy Award-winning baritone; Henry Taylor, Pulitzer Prize-winning poet; James Alan McPherson, Pulitzer Prize-winning story-writer; Faith Ringgold, renowned artist and author of children's books

PRESIDENT'S LEADERSHIP PROGRAM REQUIREMENTS

Freshman Year:

Fall: LSPE 199H and HONR 200 (*Coordinator's permission required*)

Spring: HONR 295 (*Coordinator's permission required*)

Freshman, Sophomore, or Junior Year:

One or more courses making extensive use of communication technology (approved list of courses, keyed to each year's catalog, available from Coordinator)

Sophomore/Junior Years:

One of the following: PHIL 304, PHIL 374, PHIL 384, or SOWK 471

One of the following: PSYC 303, MKTG 483, or MKTG 484

Senior Year:

Fall: HONR 490

Fall or Spring: Supervised internship in major or appropriate alternate

Optional: Overseas Adventure (Study abroad in a CNU-sponsored summer course or a semester abroad at a partner university or through an exchange program. Students will experience social, political, and cultural features of another culture).

THE MINOR IN LEADERSHIP

Ferguson 110-B

(757) 594-7072

Dr. Jay S. Paul, Director

Professor of English

Director of the Honors Program

The **Leadership Minor** is available to any student, regardless of major, who is interested in preparing for leadership. Completion of this program will be noted on the official CNU transcript.

GOALS

Leadership qualities are essential to success, not only in the University, but also in corporations, business, public administration, government, politics, community activism, and teaching. The Leadership Minor offers opportunities for students to

- Develop visionary and practical solutions to problems
- Improve oral and written communication skills
- Improve interpersonal skills to manage people successfully
- Improve organizational skills
- Develop a capacity for adventure and risk-taking
- Improve mediation
- Expand creativity, energy, understanding, and interests
- Develop high work standards
- Improve stress-management and time-management

PUBLIC SERVICE

Students pursuing the Leadership Minor must complete at least 50 hours of volunteer service. Volunteering exposes students to social problems and enables them to become part of the solutions. Students may volunteer for various agencies, including the Red Cross, Boy Scouts, Girl Scouts, USO, NASA, Peninsula Reads, Peninsula Foodbank, Candii House, the Peninsula AIDS Foundation, the Salvation Army, Little League, and Big Brothers-Big Sisters.

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mentoring, volunteering, and internships, the Leadership Minor provides students with the skills needed to succeed in academic studies, professional careers, and life as a whole.

REQUIREMENTS

Freshman Year or as early as possible:

HONR 200 (Application required, Spring only);
One or more courses making extensive use of communication technology (approved list, keyed to each year's catalog, available from Honors Director).

Sophomore/Junior Years:

One of the following: PHIL 304, PHIL 374, PHIL 384, or SOWK 471;
One of the following: PSYC 303, MKTG 483, or MKTG 484.

Senior Year:

Fall: HONR 490;
Fall or Spring: Supervised internship in major field or appropriate alternative.

THE CURRICULUM IN LEADERSHIP

HONR 200. Student Leadership Institute (3-3-0)

Fall for President's Leadership Program.

Spring for Leadership Minor and any others.

This course is designed to enhance leadership skills. Applications for the Spring course are welcome from all CNU students. Students for the spring course are selected in the fall and participate in a weekend retreat in January.

HONR 295. Seminar in Leadership (1-2-0)

Weekly seminar for freshman participants in the President's Leadership Program.

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 / Fall Option may not be used in this course.

LSPE 199H. Outdoor Adventure (2-2-0)

Prerequisite: Coordinator's permission required.

Fall.

An outdoor experience immediately preceding the fall semester. Enrollment limited to President's Leadership Program participants.

MKTG 483. Entrepreneurship (3-3-0)

Prerequisite: Junior or 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 484. Students in Free Enterprise (3-3-0)

Prerequisite: Junior or senior standing.

Spring

SIFE is an academic course whereby college and university students 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. Students will be required to utilize computer applications, critical thinking, and written and oral communication skills in the development and presentation of their program panel of national business leaders and entrepreneurs who will evaluate the effectiveness of the teams' efforts. Enrollment is limited to majors in the School of Business with senior status and requires the written permission of the instructor prior to enrollment.

PHIL 304. Ethics and Current Value Questions (3-3-0)

Prerequisite: Junior standing or consent of instructor

Offered at least once annually, fall, spring, or summer.

A systematic study of central problems or right action, stressing 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 obligations; 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 theoretical and conceptual material to bear on the analysis of moral problems in real-life situations.

PHIL 374. Business Ethics (3-3-0)

Prerequisite: Junior standing or consent of instructor.

Offered at least once annually, 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 poly-

graph; 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 environment.

PHIL 384. Medical Ethics (3-3-0)

Prerequisite: Junior standing or consent of instructor.

Offered at least once annually, fall, spring, or 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, as well as abortion and the beginning of human life, severe congenital defects, rights of the dying, the definition, and the determination of death. Moral issues in the relation between 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.

PSYC 303. Industrial and Organizational Psychology (3-3-0)

Prerequisite: MATH 125

An examination of the dynamics of organizational socialization, motivation, leadership, decision making, intro- and intergroup functioning, power relationships, conflict and conflict management, and the more traditional functions of selection, safety, and human engineering are studied.

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 mediation, a major component in the certification process. In addition to focus on the concept, history, process, and applications of mediations, 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.

(Major Field) 491. Internship (3-0-8)

Please see the appropriate course in the major, often numbered 491. If an internship is not available in the major, the student should consult the Director of the Honors Program.

DEPARTMENT OF LIBRARY SCIENCE

Captain John Smith Library
University Librarian's Office
(757) 594-7130

Catherine Doyle, Chair
email: doyle@cnu.edu

FACULTY

Associate Professor: Doyle, Archer

Assistant Professors: D. Dawson, Boykin, Kross

Emerita: Daniel

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 libraries store, retrieve, and disseminate information.

LBSC 220. Finding Information on the Internet (1-1-0)

This course is a practical hands-on introduction to finding information on the Internet. Students will learn how to find and evaluate materials of academic interest using common Internet tools.

LBSC 295. Special Topics (credits vary)

**DEPARTMENT OF
MILITARY SCIENCE (ARMY)**

**Ferguson Hall, Room 216
(757) 221-3600/594-7169**

Lieutenant Colonel Victor Holman, 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 \$30,000 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 \$16,000 per year
- 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 MLSC 101/101L, 102/102L, 201/201L, 202/202L) offered during the freshman and sophomore years.
2. Completion of MLSC 301/301L and MLSC 302/302L 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 401/401L and 402/402L 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 301/301L and MLSC 302/302L 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 401/401L and 402/402L during the senior year.

**NEW OPTION FOR FIRST-SEMESTER JUNIORS
IN UPPER-DIVISION NURSING**

1. Completion of MLSC 301/301L and MLSC 302/302L 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 401/401L and 402/402L 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 enter 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)

Prerequisite: MLSC 101/101L, and 102/102L, 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 201/201L. 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

Prerequisite: MLSC 101/101L, 102/102L, 201/201L, and 202/202L.

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)

Prerequisite: MLSC 101/101L, 102/102L, 201/201L, and 202/202L; or equivalent. Corequisite: MLSC 301.

MLSC 302. Military Skills (2-2-0)

Prerequisite: MLSC 301/301L. 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 301/301L. Corequisite: MLSC 302.

MLSC 401. Civil Military Relations (2-2-0)

Prerequisite: MLSC 302/302L. 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 302/302L. Corequisite: MLSC 401.

MLSC 402. Organizational Management (3-3-0)

Prerequisite: MLSC 401/401L. 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 401/401L. Corequisite: MLSC 402.

DEPARTMENT OF MODERN AND CLASSICAL
LANGUAGES AND LITERATURES

Ferguson, Room 209

(757) 594-7020

Dr. Susan S. St. Onge, Chair

email: stonge@cnu.edu

FACULTY

Professors: Guthrie, Jones, St. Onge

Associate Professor: Cahill

Assistant Professors: King, Scheiderer

Instructor: Grau

Emerita: Reppen

The Department of Modern and Classical Languages and Literatures offers courses and programs that are designed to teach students 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 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 with concentrations in French, German, and Spanish. Also available are minor programs and teacher education programs in the three core language areas.

All entering students must demonstrate that they have successfully completed two years each of two foreign languages or three years of one foreign language with a C average or better on the secondary level. Students not meeting these requirements must successfully complete one of the following sequences: French 101-102, German 101-102, Latin 101-102, or Spanish 101-102.

College credit may be awarded for previous foreign language experience by:

- 1) Obtaining an appropriate score on a College Board Advanced Placement (AP) Examination at the high school level;
- 2) Obtaining an appropriate score on the College-Level Examination Program (CLEP) examination, administered by the Office of Career and Counseling Services;
- 3) Successfully completing the waiver examination for languages not offered at CNU and the less commonly-taught languages (e.g. Korean, Vietnamese, Greek, Swahili, etc.) available through Georgetown University;
- 4) Obtaining an appropriate score on the departmental placement test available through the Modern Language Department. Credit through the Modern Language Placement Test is governed by the following rules:
 - a) Effective August 26, 1996, students may receive 6-12 college credits based on the results of the examination.
 - b) Students may not take any course for credit for which they receive credits through the placement test. For students already enrolled in a foreign language class at the 101-202 level, placement test results will **not** be certified until proof is presented that the student has withdrawn from any class for which they will receive credits by placement.
 - c) Students may take the department placement test only twice. The earliest time at which they may make their second attempt at the test is the pre-registration period during the semester in which the test was first taken. Students taking the placement test in the summer may not take it again until the pre-registration period for spring classes during the following fall semester.

****Native speakers of French, German, or Spanish may not receive credit for the 101-102 level courses in that language, either by taking those classes or by examination.** Native speakers may, however, receive college credit for courses at the 200-level through any of the means outlined above.

THE BACHELOR OF ARTS DEGREE
IN MODERN LANGUAGES

The Bachelor of Arts degree in modern languages can be taken with a concentration in French, a concentration in German, or a concentration in Spanish. In addition to the required twenty-seven hours of course work in their area of concentration, all modern 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 that are to be counted toward the completion of a major or minor program in modern languages. Selected modern language majors may be asked to take a state-mandated assessment test during the year in which they complete their major program. Native speakers of French, German, and Spanish who choose to major in their

native language may not register for 300 or 400 level conversation courses but may substitute any other 300 or 400 level elective course to complete the required number of hours for the modern language major. No student may present more than twelve hours of topics credit or six hours of independent study credit toward the major program.

The Bachelor of Arts degree in Modern Languages FRENCH CONCENTRATION

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*;
- 2) FREN 301 or 303;
- 3) FREN 302, 304, 306, or 308;
- 4) FREN 310;
- 5) FREN 311 or 312;
- 6) Choose two: FREN 351, 352, 353, 354;
- 7) Nine elective credits in French;
- 8) 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. Courses in the elementary sequence (i.e. 101-102) and upper-level conversation courses are not open to native speakers of French. **Students minoring in education and intending to teach French must take at least three of the literature survey courses (i.e. 351-354) in order to be prepared for the State licensure examination.**

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. No specific courses are required.

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 modern 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)

Prerequisite for FREN 102: FREN 101, 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 201. Intermediate French (3-3-0)

Prerequisite: FREN 102, its equivalent or consent of instructor.

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, its equivalent or consent of instructor.

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 301. Grammar and Composition (3-3-0)

Prerequisite: FREN 202, its equivalent or consent of instructor.

Review of the main principles of syntax, composition, and translation. Conducted chiefly in French.

FREN 302. Practical Conversation (3-3-0)

Prerequisite: FREN 202, its equivalent or consent of instructor. Not open to native speakers of French.

Develop fluency in speaking French. Intensive oral-aural training. Conducted chiefly in French.

FREN 303. Advanced Grammar and Composition (3-3-0)

Prerequisite: FREN 202, its equivalent or consent of instructor.

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, its equivalent or consent of instructor. 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, its equivalent or consent of instructor. 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 oral expression 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, its equivalent or consent of instructor. Not open to native speakers of French.

Use of videotapes of recent French films to improve listening comprehension, writing and conversation skills. A required 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, its equivalent or consent of instructor.

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, its equivalent or consent of instructor.

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, its equivalent or consent of instructor.

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. Readings in Medieval and Renaissance Literature (3-3-0)

Prerequisite: FREN 202, its equivalent or consent of instructor.

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. Readings in Seventeenth and Eighteenth Century Literature (3-3-0)

Prerequisite: FREN 202, its equivalent or consent of instructor.

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. Readings in Nineteenth Century Literature (3-3-0)

Prerequisite: FREN 202, its equivalent or consent of instructor.

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. Readings in Twentieth Century Literature (3-3-0)

Prerequisite: FREN 202, its equivalent or consent of instructor.

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 395. Elementary Topics (3-3-0)

Prerequisite: FREN 202, its equivalent or consent of instructor.

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 on 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 490. Seminar in French Literature (3-3-0)

Prerequisite: Senior standing and 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.
A 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, Valery, the surrealists, and Prevert. Accompanying study of the drama of the period through the works of Apollinaire, Claudel, Giraudoux, Anouilh, Cocteau, Sartre, Ionesco, and Becket.

FREN 495. Advanced Topics in French (3-3-0)

Prerequisite: Junior or 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 499. Independent Study (credits vary)

Prerequisite: Modern Language majors and minors, junior or senior standing, and consent of instructor required. Upon request and at department's discretion.
Projects for advanced students in French language, literature, and civilization. No student may enroll more than twice for credit.

**The Bachelor of Arts degree in Modern Languages
GERMAN CONCENTRATION**

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*;
- 2) GERM 301 or 303;
- 3) GERM 302 or 308;
- 4) GERM 311 and 312;
- 5) Choose three: GERM 351, 352, 353, 354;
- 6) Six elective credits in German;
- 7) Either 12 semester hours of a language different from the one of concentration, or else six semes-

ter 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. Courses in the elementary sequence (i.e. 101-102) and upper-level conversation courses are 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 modern languages with a 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 for 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, its equivalent or consent of instructor.

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, its equivalent 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, its equivalent or consent of instructor.

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, its equivalent or consent of instructor. 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. Phonology, as well as intensive training in speaking, listening, and discussion is emphasized.

GERM 303. Usage and Stylistics (3-3-0)

Prerequisite: GERM 202, its equivalent or consent of instructor.

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 308. Conversation via Cinema (3-3-0)

Prerequisite: GERM 202, its equivalent or consent of instructor. 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, its equivalent or consent of instructor.

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, its equivalent or consent of instructor.

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, its equivalent or consent of instructor.

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, its equivalent or consent of instructor.

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, its equivalent or consent of instructor.

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, its equivalent or consent of instructor.

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, its equivalent or consent of instructor.

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, its equivalent 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 and 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, Doebelin, Musil, Kafka, Boell, 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, Schroder, Carossa, Bergengruen, Huch, Benn; dramatists Hauptmann, Von Hofmannsthal, Wedekind, Brecht, Borchert, Duerrenmatt, Frisch; and other major authors.

GERM 499. Independent Study (credits vary)

Prerequisite: Modern Language majors and minors, junior or senior standing, and consent of instructor.

Upon request and at departments discretion.

Taught upon request and at the discretion of the department. Projects for advanced students in German language, literature and civilization. No student may enroll more than twice for credit.

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, its equivalent or consent of instructor.

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, its equivalent or consent of instructor.

A further development of the basic skills in comprehension and translation of passages of increasing difficulty from Latin authors.

The Bachelor of Arts degree in Modern Languages SPANISH CONCENTRATION

In addition to requiring successful completion of all general education requirements (see index), the concentration in Spanish requires:

- 1) SPAN 101*, 102*, 201*, 202* (OR 203* -204*);
- 2) SPAN 301 or 303;
- 3) SPAN 302 or 304;
- 4) SPAN 311;
- 5) Choose three: SPAN 351, 352, 353, 354;
- 6) Nine elective credits in Spanish;
- 7) 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. Courses in the elementary sequence (i.e. 101-102) and upper-level conversation courses are 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. No specific courses are required.

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 a 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 (3-3-0 each)

Prerequisite for SPAN 102: SPAN 101, its equivalent or consent of instructor.

An introduction to the Spanish language, with emphasis on reading, writing, speaking, and listening comprehension. One hour per week in the language laboratory is required.

SPAN 201. Intermediate Spanish (3-3-0)

Prerequisite: SPAN 102, its equivalent or consent of instructor.

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 (3-3-0) (equivalent to SPAN 201)

Prerequisite: SPAN 102, its equivalent or consent of instructor.

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 (3-3-0)

Prerequisite: SPAN 201, its equivalent 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 204. Intermediate Business Spanish (3-3-0) (equivalent to SPAN 202)

Prerequisite: SPAN 201, 203, its equivalent or consent of instructor.

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 (3-3-0)

Prerequisite: SPAN 202, its equivalent or consent of instructor.

Review of the main points of grammatical structure, syntax, and composition. Conducted chiefly in Spanish.

SPAN 302. Effective Communication in Spanish (3-3-0)

Prerequisite: SPAN 202, its equivalent or consent of instructor. 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 (3-3-0)

Prerequisite: SPAN 202, its equivalent or consent of instructor.

Study of syntax and style through composition and translation. Conducted chiefly in Spanish.

SPAN 304. Advanced Communication in Spanish (3-3-0)

Prerequisite: SPAN 202, its equivalent or consent of instructor. 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 (3-3-0)

Prerequisite: SPAN 202, its equivalent or consent of instructor.

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 (3-3-0)

Prerequisite: SPAN 202, its equivalent or consent of instructor.

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 (3-3-0 each)

Prerequisite: SPAN 202, its equivalent or consent of instructor.

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 (3-3-0 each)

Prerequisite: SPAN 202, its equivalent or consent of instructor.

A survey of Spanish literature emphasizing the major writers and literary trends. First semester (353) from El Cid through the Golden Age; second semester (354) from 1700 to the present. Conducted in Spanish.

SPAN 363. Drama of the Golden Age (3-3-0)

Prerequisite: SPAN 202, its equivalent or consent of instructor.

Detailed study of the drama of the Golden Age: Lope de Vega, Cervantes, Tirso de Molina, Ruiz de Alarcon, and Calderon de la Barca.

SPAN 364. The Novel and the Poetry of the Golden Age (3-3-0)

Prerequisite: SPAN 202, its equivalent or consent of instructor.

Major emphasis on the picaresque novel and the development of poetic expression from Garcilaso to Gongora.

SPAN 391. The Generation of '98 (3-3-0)

Prerequisite: SPAN 202, its equivalent or consent of instructor.

Representative figures include Unamuno, Azorin, and Baroja.

SPAN 392. Twentieth-Century Spanish Literature (3-3-0)

Prerequisite: SPAN 202, its equivalent or consent of instructor.

Critical and historical study of representative works of the 20th century.

SPAN 394. Twentieth-Century Spanish-American Literature (3-3-0)

Prerequisite: SPAN 202, its equivalent or consent of instructor.

Critical and historical study of representative works of the 20th century.

SPAN 395. Elementary Topics (3-3-0)

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. No student may enroll more than twice for credit.

SPAN 463. Cervantes' Don Quixote (3-3-0)

Prerequisite: SPAN 202, its equivalent or consent of instructor.

Seminar devoted to a detailed reading and understanding of Cervantes' masterpiece in the context of the European transformation from medieval culture to modernity.

SPAN 490. Seminar in Spanish Literature (3-3-0)

Prerequisite: Senior standing and 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.

SPAN 495. Advanced Topics in Spanish (3-3-0)

Prerequisite: Junior or senior standing or consent of instructor.

An advanced research seminar with extensive readings on specific topics. No student may enroll more than twice for credit.

SPAN 499. Independent Study (credits vary)

Prerequisite: Modern Language majors and minors, junior or senior standing, and consent of instructor required. 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. No student may enroll more than twice for credit.

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 (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 prose narrative through English translation. Works are selected to reflect the cross-cultural differences between western Europe and evolving nations. Lectures emphasize not only an historical and critical perspective, but also a contrastive analysis of the 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 evolving nations. Lectures emphasize not only an historical and critical perspective, but also a contrastive analysis of the literary and cultural traits of the individual areas or 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)

[Same as MUSC 302]

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: Cross-Cultural Awareness (3-3-0).

This team-taught course in English is designed to build cross-cultural awareness by examining cultural patterns and cues that determine behavior in different parts of the world. A theoretical base for cultural study will be established by first examining American culture as it is viewed by and taught to foreigners. Basic cultural principles, such as concepts of time, space, formality and informality, intimacy, etc. will then be explored from a cross-cultural perspective, as different members of the Department of Modern Languages treat the application of these general concepts in the French-, Spanish-, and German-speaking environment. Other guest lecturers will explore these same cultural phenomena in Asia and Africa. Emphasis will be given to cultural "do's and don't's" and the seemingly small points of cultural interaction that can often cause large misunderstandings. MLAN 308 is a particularly relevant course for majors in business, nursing, education, the social sciences, and any other fields that normally entail dealing with peoples of other cultures.

MLAN 338. Apprenticeship in Teaching Languages (3-2-1)

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 395. Elementary Topics in English Translation (3-3-0)

Prerequisite: Completion of humanities general education requirement or consent of instructor.

Courses for majors and non-majors in cross cultural topics, comparative literature, and French, German, Italian, 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 Influence (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 210. Word Power (3-3-0) [Same as ENGL 210]

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 science, business, humanities, education, and communications.

CLST 499. Independent Study (credits vary)

Prerequisite: Junior or senior standing and consent of instructor. Taught upon request and at the discretion of the department.

No student may enroll more than twice for credit.

DEPARTMENT OF PHILOSOPHY AND RELIGIOUS STUDIES

Administration, Room 368

(757) 594-7171

Dr. George Teschner, Chair

email: teschner@cnu.edu

FACULTY

Professors: Hoaglund, Powell, Teschner

Associate Professor: Beauchamp, K. Rose

Assistant Professors: Mullen

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, 376, 382, 384, 386, and 388;
- 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 adviser.

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 RELIGIOUS STUDIES CONCENTRATION

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, 376, 382, 384, 386, and 388;
- 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 adviser.

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, 205G 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 Bachelor of Arts degree in Philosophy VALUES AND THE PROFESSIONS CONCENTRATION

Our society is increasingly becoming aware of how thoroughly questions of value underlie much of our profes-

sional lives. Every day, we are immersed in debates over issues such as autonomy, dignity, and justice, which shape our professional and social existence. Now that the world is literally at our fingertips (via the capabilities of the World Wide Web), we are realizing that our decisions and actions may have a profound affect on many other people's lives.

The concentration in values and the professions provides students an opportunity to explicitly consider the questions of value which will inevitably arise in their professional lives. Courses focus upon the ontological and epistemological foundations of value systems, the study of classical moral theories, the practice of ethical decision-making in today's professions (such as business, medicine, and politics), and the prospects for a sense of moral community in a culture which has become increasingly fragmented by disenchantment and cynicism. Thus the concentration in values and the professions explores our society's ethical and moral standards, as well as the values which underlie and inform these standards.

The concentration in values and the professions is also recommended as a double major for students who are pursuing careers in the professions (business, medicine, science, politics, and the law).

Requirements:

- 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) Nine credit hours chosen from PHIL 304, 306, 315, 317, 319, 374, 376, 382, 384, 386, 388, and Special Topics courses (395) which are currently being developed for this concentration;
- 4) Three additional credit hours in PHIL and/or RSTD courses.

During their senior year, all philosophy majors with a concentration in values and the professions must:

- 1) Write a longer research paper and give an oral presentation of it;
- 2) Submit a portfolio of all written work completed in all written philosophy and religious studies courses taken at CNU; and
- 3) Take the CNU Philosophy and Religious Studies departmental comprehensive exam.

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.

ONLINE DEGREE IN PHILOSOPHY

The Department offers the Bachelor of Arts degree in Philosophy and the Bachelor of Arts degree in Philosophy with a concentration in 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 *Schedule of Classes* 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 contract 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)

Prerequisite: Junior standing or consent of instructor.

Offered at least once, Fall, spring, or summer.

A systematic study of central problems of right action, stressing 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)

Prerequisite: Junior standing or consent of instructor.

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, deBeauvoir, and Merleau-Ponty.

PHIL 320. Scientific Reasoning (3-3-0)

Prerequisite: Junior standing or consent of instructor.

Offered at least once every two years.

An analysis of scientific reasoning in the natural and social sciences. Topics to be discussed will include the role of observation and its relation to theory, the nature of abstraction, generalization, experimentation, induction, probabilistic and statistical reasoning, the role of mathematics, and the use of deductive models of explanation, theory as interpretation, the role of language, the epistemological significance of the history of science, the distinction between the humanities and the sciences, and the relation between technological thinking and scientific thinking.

PHIL 321. Legal Reasoning (3-3-0)

Prerequisite: Junior or senior standing or consent of instructor.

Offered once every two years.

The course teaches legal reasoning through a case study method. Students will learn how to synthesize rules by reasoning from the general to the specific and from the specific to the general. The use of deduction and analogy will be examined in the context of the jury system. Students learn about the functions of the trial and the court of appeals, jurisdiction, choice of law theory, rule/policy analysis, and the role and impact of statutes and precedence. The kind of reasoning that is involved in applying law to individual cases will be studied. The course will examine theories of legal decision making and legal interpretation from its enlightenment origins through post-realist legal thought. Students will interpret constitutional law decisions from the point of view of Legal Formalism, Legal Realism and Post-Realist Legal Thought.

PHIL 323. Philosophy of Mind and Machine Intelligence (3-3-0)

Prerequisite: Junior standing or consent of 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 Nichomachean Ethics, The Analects of Confucius, The Pali Canons 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 Samkhya Karika, Shankara's Commentary on the Vedanta Sutras, the Pali Canons, 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-Kindi, 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 Shintoism, Buddhism, Confucianism, Zen Buddhism and the evolution of Japanese aesthetics in the intellectual tradition of Japan. Selections from sources such as The Vimalakirti Sutra, the Lotus Sutra, the Prajnaparamita Sutra, the Lankavatara Sutra, the writings of Kukai, Honen, Eisai, Bankei, 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.

Treats 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 376. Environmental Ethics (3-3-0)

Prerequisite: Junior standing or consent of instructor.

The course will analyze the major philosophical issues in the field of environmental ethics. Some of the topics will include the historical roots of the environmental crisis, a land ethic, intrinsic natural value, biocentrism, and biodiversity, the role of science and the scientific method, the aesthetic value of nature, animal rights, strong and weak anthropocentrism, Ecotheology, Deep Ecology, Ecofeminism, environmental economics, Buddhist and Taoist attitudes toward nature. In addition to Western metaphysical and ethical systems, nonWestern cultures and primal societies will be considered. The course will read and discuss major articles and essays in the literature of the environmental movement.

PHIL 382. Philosophy of Technology (3-3-0)*Prerequisite: Junior standing or consent of instructor.*

Course will examine the nature of technology in terms of how it relates to traditional philosophical issues in the theory of knowledge, metaphysics, religion, philosophical anthropology, the distinction between human and machine, and in theories of culture and social values. Current developments in information technology, telecommunications, artificial intelligence, natural language processing, and computer technology will be considered in particular. The course will combine traditional philosophical concerns with the latest developments in technology.

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 beginning 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 386. Values and Postmodernity (3-3-0)*Prerequisite: Junior standing or consent of instructor.**Offered at least once every two years.*

The rapid changes of the twentieth century, often called a postmodern era, have significantly challenged modern enlightenment ideals of individuality, free will, justice, and the good life. This course will consider, from the perspective of postmodernity, the dynamic relationship between the personal and the political. Although primary emphasis will be given to nineteenth and twentieth century texts, historical readings will also be included. Suggested readings include selections from Marx, Nietzsche, Arendt, Derrida, Foucault, Lyotard, Deleuze and Guattari, as well as readings from the areas of American pragmatism, feminism, and multiculturalism. Three credits, lecture.

PHIL 388: Crisis and Culture (3-3-0)*Prerequisite: Junior standing or consent of instructor.**Offered at least once every two years.*

Many of the cultural institutions of the West have become fragmented and weakened by the rapid scientific and technological advances of the last century, which often have

challenged traditional conceptions of who we are as human beings and how we find meaning in our existence. Friedrich Nietzsche argued that this crisis of culture resulted from a fundamental "devaluation" of our values. This course will explore what factors may have led to this devaluation of values or "nihilistic" attitude, as well as how we can again instill our culture and our lives with meaning, even if not in any absolutist sense (the "revaluation" of values). Besides Nietzsche, authors to be studied include Freud and Heidegger; readings from critical theory and feminism may also be included. Three credits, lecture..

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: eras 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 Vedanta 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. Peirce, 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 proofs, and indirect proofs.

PHIL 465. Advanced Critical Thinking (3-3-0)

Prerequisite: PHIL 101 or its equivalent.

Offered at least once every two years.

Both theoretical and operational problems of advanced critical thinking are considered, e.g. that of generalizability or the role of skills and dispositions in recent work by Robert H. Ennis. Advanced problems of argument analysis e.g. the distinction of linked and convergent, the merits of different analytical schemes, criteria for premise relevance, the relation of argument to explanation and inference, as well as arguments by analogy and conditional arguments, are among topics to be considered in such writers as Trudy Govier, Alec Fisher, and James K. Freeman. Different theories of informal logical fallacies will be examined in the work of John Woods, Douglas N. Walton, Ralph H. Johnson, and J. Anthony Blair.

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: areas such as presocratic 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 I (3-3-0)

Fall, Spring, and Summer.

An introduction to major ancient and modern religious traditions of the world, such as Goddess 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.

RSTD 212G. Introduction to World Religions II (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 focus on discussion of the theoretical assumptions grounding these traditions, as expressed in classic mystical texts.

RSTD 335. Primal Religions: Myth, Ritual, and Oral Expression(3-3-0)*Prerequisite: junior or senior standing or consent of instructor.**Alternate years.*

Course will focus on religions which occur in non literate cultures such as Native American and Australian Aboriginal societies. We will compare and contrast these oral traditions with literate traditions. These traditions will be drawn from ancient and contemporary examples. Topics to be considered include: the use of dance, vision quest, song, the bard, magic, shamanism, myth, paintings and other arts in the traditions of primal regions.

RSTD 361. Hebrew Bible (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.

RSTD 362. 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 365. The Prophets of Israel and the Prophetic Tradition (3-3-0)*Prerequisite: PHIL 361 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 Hegel, Kant, Thomas Aquinas, Augustine 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

(757) 594-7094

Dr. F. Samuel Bauer, Chair

email: bauer@cnu.edu

FACULTY

Professors: Bauer, Doerries, Doolittle, S. Greenlee, Herrmann, Lopater

Associate Professors: Catanzaro, Marshall

Assistant Professors: Berry, Cartwright, V. Rose

Emeriti: Dooley, 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, 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.

[^] For the early childhood concentration only, PSYC 310 is substituted for PSYC 302.

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

Electives should be chosen in consultation with an academic adviser. 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 serial order of PSYC 300, 301, 302 or

300, 301, 310 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 Chair will assign a faculty adviser who is appropriate to the concentration selected, and provide students with a permit to officially declare the major in the Academic Advising Center. Students are urged to consult their assigned advisers 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. Students electing this concentration must take PSYC 201 and 202 as their introductory courses in Psychology.

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, 333, 403, and 423 in addition to the required Psychology courses. Also, PSYC 410 and 491 must be elected as part of the general requirements. Students electing this concentration must take PSYC 201 and 202 as their introductory courses in Psychology.

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 or 315. Additionally, all students in the concentration must complete PSYC 310, 312, 327, 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 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 advisers will advise students in this concentration only on matters regarding the psychology and the general degree requirements, while advisers in the Department of Education 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 Academic Advising Center. 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)

Prerequisite: PSYC 201

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)

Prerequisite: 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 (3-2-2)

Prerequisite: 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 301L. Experimental Psychology Laboratory

Corequisite: PSYC 301.

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 culminates with the preparation of a major research proposal which is presented both orally and in written form.

PSYC 302L. Advanced Experimental Psychology and Methodology Laboratory

Corequisite: PSYC 302.

PSYC 303. Industrial and Organizational Psychology (3-3-0)

Prerequisite: MATH 125.

An examination of the dynamics of organizational socialization, motivation, leadership, decision making, intro 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 (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210, 211.

This course examines the psycho/socio/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)

Prerequisite: PSYC 210, 211, PSYC 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 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. Class attendance is mandatory.

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 327. 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 333. Personnel Psychology (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210, 211, PSYC 300 or MATH 125, or BUSN 331.

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 Chair. 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: 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 (3-3-0)

Prerequisite: PSYC 301 or consent of instructor for non-majors. Corequisite: PSYC 404L.

A critical analysis of selected physiological mechanisms controlling behavior. Lecture topics include neuroanatomy/neurophysiology, sensory systems, homeo-statically 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 404L. Physiological Psychology Laboratory (1-0-3)

Corequisite: PSYC 404.

PSYC 405. Psychology of Motivation and Emotion (3-3-0)

Prerequisite: PSYC 301 (PSYC 305 recommended). Corequisite: PSYC 405L.

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 either human or animal subjects.

PSYC 405L. Psychology of Motivation and Emotion Laboratory (1-0-3)

Corequisite: PSYC 405.

PSYC 406. Psychology of Sensation and Perception (3-3-0)

Prerequisite: PSYC 301. Corequisite: PSYC 406L.

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 406L. Psychology of Sensation and Perception Laboratory (1-0-3)

Corequisite: PSYC 406.

PSYC 407. Psychology of the Exceptional Child (3-3-0)

Prerequisite: 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 (3-3-0)

Prerequisite: PSYC 301. Corequisite: PSYC 410L.

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 410L. Psychological Tests and Measurements Laboratory (1-0-3)

Corequisite: PSYC 410.

PSYC 420. 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 423. Organizational Psychology: The Social Psychology of Work (3-3-0)

Prerequisite: 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 427. Methods of Child Study (3-3-0)

Prerequisite: PSYC 310, 327. Pre- or Corequisite: PSYC 410. Corequisite: PSYC 427L.

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 427L. Methods of Child Study Laboratory (1-0-3)

Corequisite: PSYC 427L.

PSYC 435. Clinical Psychology (3-3-0)

Prerequisite: PSYC 301, PSYC 314, PSYC 315, senior standing in psychology and prior consent of 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 or 310.

Topical seminars to cover a variety of areas. These seminars are limited to seniors only.

PSYC 491. Practicum in Psychology (3-3-0)

Prerequisite: Senior standing; completion of PSYC 302 or 310.

Students in the industrial/organizational concentration must have also successfully completed three of the following courses: PSYC 303, 313, 316, 333, 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 Office 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 (3-3-0)

Prerequisite: PSYC 302 or 310.

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 201 and completion of all required 300-level PSYC courses.

**PSYC 499. Independent Study in Psychology
(credits vary)**

Prerequisite: Senior standing and consent of instructor.

This course is designed to allow the qualified student to enrich his/her program by pursuing independent work in psychology. The topic, time-lines, 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 offices, 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 499, may be counted toward a degree.

**DEPARTMENT OF RECREATION, SPORT,
AND WELLNESS MANAGEMENT**

Wingfield, Room 226

(757) 594-7027

Dr. Peter J. Verhoven, Chair

email: verhoven@cnu.edu

FACULTY

Professors: Cummings, Royall, Verhoven

Associate Professor: Cottrell

Assistant Professors: Masterson

Instructors: Kearney, Lord

Emeritus: J. Hubbard

The Department of Recreation, Sport, and Wellness Management offers programs of study leading to the Bachelor of Arts or the Bachelor of Science degrees in Leisure Studies, in one of the following three areas:

- A.) Physical 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. Physical Education 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:

**The Bachelor of Arts and Bachelor of Science
Degrees in Leisure Studies in
PHYSICAL EDUCATION (NK-12 Licensure)**

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 [Physical Education Concentration] require successful completion of the following courses:

- 1) LSPE 171*, 218, 302, 303, 309, 320, 409, 420, 421, 425, 430;
- 2) Professional Studies in Physical Education: PHED 318, 338, 403, 444, 444L;

- 3) Professional Studies in Education: EDUC 301, 306, 422, 443;
- 4) Field Experience and Internship: EDUC 301L, PHED 338L, and EDUC 450L;
- 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 Reading, Mathematics, and Writing and General Knowledge portion of the Academic Skills Assessments of Praxis I and must have completed the professional Knowledge & Specialty Area portion of the Praxis II (Subject Assessment). 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 Communication requirement).

**THE STATE-APPROVED TEACHER EDUCATION
PROGRAM IN HEALTH EDUCATION**

Add-on Endorsement

Under this endorsement, students must complete all requirements given above as well as the following 27 semester hours of coursework: HLTH 245, HLTH 325, 330, 335, 336, 340, 350, 400; BIOL 319; and PSYC 315; (or substitutions approved by the Chair).

**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*, 218, 218L, 309, 409, 415, 420, 430, 430L, 444, 491, 492;
- 2) HLTH 200*, 325;
- 3) RTRM 431;
- 4) With the approval of adviser, select 12-13 hours of support area courses that constitute an emphasis in a segment of the industry: i.e.; Physical and Kinesio-Therapy; Public/Private : Fitness and Wellness Facilities; Health Promotions.
- 5) Seven to 10 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 adviser.

In order to achieve classified status in this concentration, students must have an overall grade point average of at least 2.40. Courses presented to satisfy general education, degree studies, and major requirements must be completed with a grade of C- or better.

Pre-Physical Therapy Advising

In the state of Virginia you must have a Masters degree in physical therapy to practice as a physical therapist. Four universities in Virginia offer this degree program. If interested in this career field consult with your adviser about the pre-physical therapy transfer curriculum requirements for the institution you wish to attend.

In addition to successful completion of all general education requirements (see index) students are advised to complete the following:

- 1) BIOL 314, 315
- 2) PHYS 103, 103L, 104, 104L
- 3) LSPE 107, 409, 415, 420, 491, 492
- 4) Elective (see adviser)

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, support areas, and elective studies courses as follows:

- 1) RTRM 300, 301, 330, 391, 431, 435, 490, 491, 492, 495;
- 2) With the approval of adviser, select 18 credit hours of support area courses that constitute an emphasis in a segment of the industry: i.e., Travel/Tourism; Resources Management; Public Parks and Recreation; Therapeutic Recreation; etc. No more than 9 of the 18 hours in this area can be RTRM courses.
- 3) 15-17 hours of electives.

THE CURRICULUM IN PHYSICAL EDUCATION AND FITNESS MANAGEMENT

PHED 318. Physical Education in the Elementary School (3-3-0)

Prerequisite: PSYC 210, 211. Permission of instructor.

The study of philosophy, content, methods, and materials in teaching elementary physical education (K-5). Topics include the movement approach to teaching elementary physical education, motor-skill development of elementary school children, teacher behavior, and lesson planning.

PHED 338. Apprenticeship in Teaching Physical Education (3-1-2)

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)

Pre- or Corequisite: PHED 318.

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. Measurement and Evaluation in Physical Education (2-2-0) [Same as LSPE 444]

Prerequisite: MATH 125, CPSC 210, LSPE 430.

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 psychomotor 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.

LSPE 218. Anatomy and Physiology (3-3-0)

Prerequisite: BIO 107, 108, and 109L.

An introduction to the Anatomy and Physiology of the Human Body, with emphasis on Kinesiology.

LSPE 218L. Anatomy and Physiology Laboratory (1-0-2)

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 (3-2-2)

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 316. 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 (3-3-1)

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 (3-3-0)

Prerequisite: PSYC 210.

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.

LSPE 421. Motor Learning (3-3-0)

The study of motor skills acquisition and selected theory and principles underlying the learning and performance of physical skills. Emphasis will focus on memory processes in early acquisition of motor skills, motor control, motor skill acquisition and individual differences in motor skill learning.

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: LSPE 218/218L, 409, 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 psychomotor 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 (6-0-15 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 adviser and instructor.

Independent study on an approved topic under the direction of a faculty member.

THE CURRICULUM IN HEALTH AND WELLNESS

HLTH 200. Personal Health (2-2-0)

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 245. Stress Management (3-3-0)

The study of stress and stress management from a scientific foundation including stress psychophysiology and illness and disease. General application to life situations, perception interventions, relaxation techniques, physiological arousal interventions and strategies for decreasing stressful behaviors will be included.

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, cardiorespiratory 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 335. Nutrition for Sport and Fitness (3-3-0)*Prerequisite: BIOL 319 or consent of instructor.*

Designed for the prospective fitness and wellness practitioner, coach, educator and athlete, the course will survey the fundamentals of nutrition related to sport wellness and fitness. Emphasis on the understanding of micro- and macro-nutrients to enhance wellness, fitness, and sport performance.

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, lifelong 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 340. Instructional Strategies in Health Education (3-1-2)*Prerequisite: Junior standing; 15 credits in major.*

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.

HLTH 350. School Environment: Health, Safe, and Non-Violent

The study of factors that lead to teen violence, developing and understanding of health related problems that arise from violent environments. Strategies for making school a place of peace will be explored. This course will focus on building a better understanding of diverse cultures-approaching multicultural education from a better understanding of race, class, gender and disability.

HLTH 400. 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 AND TOURISM****RTRM 300. 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.

RTRM 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 behaviors and participation patterns, organization and structure of service delivery, research needs, future prospects, and career options.

RTRM 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.

RTRM 330. Program Planning and Evaluation in Recreation, Hospitality and Tourism (3-3-0)*Prerequisite: RTRM 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.

RTRM 391. Introduction to Practicum (1-1-0)*Prerequisite: Consent of instructor.*

Class is to be taken in the semester prior to student enrolling in RTRM 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.

RTRM 431. Recreation, Sport, and Tourism Resource and Facility Planning, Design and Maintenance (3-3-0)*Prerequisite: RTRM 301, RTRM 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 lo-

cal, 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.

RTRM 435. Recreation and Tourism Management (3-3-0)

Prerequisite: RTRM 301, RTRM 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.

RTRM 490. Seminar in Recreation and Tourism (3-3-0)

Prerequisite: Completion of all required RTRM 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.

RTRM 491. Practicum in Recreation, Sport, and Tourism (6-0-15)

Prerequisite: RTRM 301, RTRM 330, RTRM 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.

RTRM 492. Internship in Recreation, Sport, and Tourism (6-0-15)

Prerequisite: Completion of all RTRM 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.

RTRM 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, Sport Management, Legal Issues, Public Relations and Promotions, Accommodations and

Hospitality Industry, Convention and Meeting Planning, Special Event Planning and Management.

RTRM 499. Independent Study (credits vary)

Prerequisite: Approval of adviser and instructor.

Independent study on an approved topic under the direction of a faculty member.

THE CURRICULUM IN PHYSICAL EDUCATION ACTIVITIES

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, student must, for their own safety, provide results of a current medical examination to the Department of Recreation, Sport, and Wellness Management. Forms are available from the Registrar or the Recreation, Sport, and Wellness Management Department. (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 Adventure Activities

LSPE 140. Beginning Skiing

LSPE 142. Beginning Aerobics

LSPE 171. Educational Rhythmics & 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 SOCIOLOGY,
SOCIAL WORK, AND ANTHROPOLOGY**

Administration, Third Floor

(757) 594-7110

Professor Lea Pellett

Co-Chair Sociology

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Dr. James Forte

Co-Chair Social Work

email: jforte@cnu.edu

FACULTY

Professors: Durel, Healey, Purtle

Associate Professor: Forte

Assistant Professors: Mathews, Pellett

Emerita: Kernodle

Field Instructors: Ankeney, Ashburn, Bacote, Bland,
Boddie, Bridges, Campbell, Dixon,
Erickson, Garvin-Tobler, Griffith,
Harris, King, Jackson, Lewis,
Manthey, McAdoo, Nesmith, Saler,
Sarmiento, Schaffer, Schulte,
Shelman, Smith, Sutton, Travers,
Webb, Wilson

The Department of Sociology, Social Work and Anthropology offers a Bachelor of Arts 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 theory with practical application.

**THE BACHELOR OF ARTS DEGREE
IN SOCIOLOGY**

Sociology majors are required to take MATH 125* as a prerequisite for SOCL 392. PHIL 201G* and PHIL 202G* and Spanish are recommended. In addition to the successful completion of 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* and 205G*;
- 2) SOCL 391 and 392;
- 3) SOCL 301;
- 4) SOCL 490;
- 5) Eighteen additional semester hours in SOCL courses above the 200 level, selected in consultation with an adviser from this department. SOCL 361 and SOCL 375 are strongly recommended.

Courses in (1) through (4) are considered successfully completed with a grade of C- or better. 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 Sociology
CULTURE, SOCIALIZATION, AND
SOCIETY CONCENTRATION**

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, social-

ization, and society requires successful completion of the following courses in major and elective studies:

- 1) SOCL 201G* and 205G*;
- 2) SOCL 391 and 392;
- 3) SOCL 301 and 490
- 4) EDUC 450L or SOCL 491;
- 5) Twelve semester hours in courses selected from the following: SOCL 303, 304, 305, 306, 307, 313, 314, 316, 319, 324, and 375; or approved sociology topic courses;
- 6) Six semester hours in courses selected from the following:
 - a) ANTH 203G*;
 - b) GOVT 201 or GOVT 202;
 - c) HIST 202;
 - d) PSYC 210* or PSYC 211*;
 - e) SOWK 369

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 Sociology CRIMINOLOGY CONCENTRATION

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* and 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; GOVT 368; one topics course in the field of criminology approved by the department chair.

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 SOCIOLOGY

The minor in sociology requires a minimum of 18 credits in sociology. Required courses are: SOCL 201G*, 205G* and 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 203G*, 361, 394;
- 2) One additional ANTH course;
- 3) One of the following: HIST 348/448, HIST 350/450, RSTD 335; SOCL 391;

- 4) One seminar or practicum in anthropology approved by the anthropology adviser.

THE BACHELOR OF ARTS DEGREE IN SOCIAL WORK

In addition to 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) HLTH 200*;
- 3) PSYC 210*, 211*; or PSYC 201 and PSYC 307;
- 4) SOCL 201G*, 205G*, 303, and 316;
- 5) SOWK 260, 367, 368, 391, 392, 399/399L, 400, 401, 402, 406, and 490;
- 6) Three hours from SOWK 369, 373, 395, 471, 474, 492, 495 or 499.
- 7) 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 adviser.

Because of their highly sequential nature, any variation from the degree table appearing above should be approved by a social work faculty adviser. Social work majors desiring to combine a major in social work with a minor in gerontology can learn of the special agreements regarding field instruction by consulting the Director of Social Work.

ADMISSION AND EVALUATION PROCEDURES FOR THE BACHELOR OF ARTS 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 through out 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 applications, in writing, within two weeks of the interview or panel interview. The following dispositions are possible:

Full Acceptance

Probationary Acceptance (spells 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 (grade of 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 (grade of C or better) of SOWK 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.

Fall and Spring.

An ecological-evolutionary approach to the study of human societies, from hunting and gathering through horti-

cultural, agrarian, industrial, industrializing, and post industrial. The focus of the course is the macro-sociological study of social and cultural change and the development of interdependency and diversity among contemporary societies.

SOCL 205G. Society and the Individual:

Introduction to Microsociology (3-3-0)

Pre- or Corequisite: ENGL 101.

Fall and Spring.

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.

SOCL 301. Principles of Sociological Analysis (3-3-0)

Prerequisite: SOCL 201G and 205G or consent of department.

Fall and Spring.

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: Six hours of sociology, psychology or anthropology, or junior standing or consent of department.

Fall and Spring.

Analysis of the United States' family system in historical and cross-cultural perspective. Relationship of the family to other social systems and to social change. Variations in the United States' 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 205G 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: 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 sociocultural 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: Junior standing or consent of department. Fall and Spring.

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 307. Divorce in the United States Society (3-3-0) [Same as SOWK 307]

Prerequisite: Junior standing or consent of department.

A study of the factors associated with divorce in the U.S. (historical, societal, demographic, and personal); the emotional, legal and financial divorce processes; the effects of divorce on individuals; the adjustment process; and assistance to person who are experiencing divorce will be emphasized. Reference sources are primarily current research articles in the field.

SOCL 313. Sociology of Religion (3-3-0)

Prerequisite: 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.

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: Junior standing or consent of department.

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 205G or junior standing or consent of department.

Spring

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 205G 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 205G 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 205G or junior standing or consent of department.

Fall and Spring.

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 or 205G and SOCL 321.

Spring, alternate years.

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 205G or junior standing or consent of department.

Fall and 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 socio-cultural dimensions of labor force participation.

SOCL 358. Political Theory (3-3-0) [Same as GOVT 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.

SOCL 361. Culture and Human Population (3-3-0) [Same as ANTH 361]

Prerequisite: ANTH 203G 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 377. Women, Gender, and Culture (3-3-0) [Same as ANTH 377]

Prerequisite: ANTH 203G or SOCL 201 G or SOCL 205G and junior standing, or consent of the department.

This course introduces the socio-cultural construction of gender within a globalizing economic and political environment. A variety of feminist perspectives will be studied to illustrate the diversities of women's, experiences that shape their knowledge and behavior. Recurrent themes in women's studies, women's movements, and women's lives

will be examined, as will be the processes through which the voices of women in dominant countries, classes and cultures have been heard over those of women of lesser privilege.

SOCL 391. Methods and Tools of Social Research I (3-3-0) [Same as SOWK 391, GOVT 353]

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 352]

Prerequisite: MATH 125, SOCL 201G 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 203G 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.

Fall and 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 (3-0-8)

Prerequisite: SOCL 391, 392, and senior standing.

The practicum in sociology consists of 150 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: 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 (3-0-8)

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 (3-1-3)

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 307. Divorce in United States Society (3-3-0) [Same as SOCL 307]

Prerequisite: Junior standing or permission of the department.

A study of the factors associated with divorce in the U.S. (historical, societal, demographic, and personal); the emotional, legal, and financial divorce processes; the effects of divorce on individuals; the adjustment process; and assistance to persons who are experiencing divorce will be emphasized. References are primarily current research articles in the field.

SOWK 367. The Social Welfare Institution (3-3-0)

Prerequisite: SOCL 201G 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 analytical 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)

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 351]

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 352]

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 (2-0-6)

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.

Continues 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.

ments for general mediation, 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 474 Substance Abuse Intervention (3-3-0)

This course builds a framework for intervention with substance-abusing clients, providing guidelines for professional practice with families, groups, and communities and describing the settings in which intervention might occur. Some knowledge of substance abuse is assumed. Health 330 is recommended. This course is intended to help develop the skills to work in the field of substance abuse.

SOWK 490. Social Work Practice III (3-3-0)

Prerequisite: SOWK 400 and 401. Corequisite: SOWK 402. Continues 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 2.75 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)

Pre- or Corequisite ENGL 101.

Fall and Spring.

An anthropological and comparative study 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: SOCL 201G or ANTH 203G, or consent of the department.

This course reviews rural and urban aspects of Latin American societies from their pre-Colombian 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. Field trip to Latin America is included.

ANTH 363. Anthropology of Women in Latin America (3-3-0)

Prerequisite: Junior standing and SOCL 201G, 205G or ANTH 203G, or consent of the department.

This course reviews the changing roles of women in Latin America from pre-Colombian 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 377. Women , Gender, and Culture (3-3-0)

[Same as SOCL 377]

Prerequisite: ANTH 203G or SOCL 201G or SOCL 205G and junior consent of the department.

This course introduces the socio-cultural construction of gender within a globalizing economic and political environment. A variety of feminist perspectives will be studied to illustrate the diversities of women's, experiences that

shape their knowledge and behavior. Recurrent themes in women's studies, women's movements, and women's lives will be examined, as will be the processes through which the voices of women in dominant countries, classes and cultures have been heard over those of women of lesser privilege.

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 (3-0-8) [Same as SOCL 491]

Prerequisite: ANTH 203G, 394, and senior standing.

The practicum in anthropology consists of 150 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.

WOMEN'S AND GENDER STUDIES

Dr. Roberta Rosenberg, Co-Director
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Ferguson, Room 110E
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Dr. Deborah Mullen, Co-Director
Department of Philosophy and Religious Studies
Administration, Room 356
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THE MINOR/CERTIFICATE PROGRAM IN WOMEN'S AND GENDER STUDIES

Program Description:

The Minor/Certificate Program in Women's and Gender Studies brings together those courses offered by the University which focus upon questions of gender, giving students the opportunity to explore relationships among genders, through concentrated study across several diverse fields.

Program Objectives:

- 1) To provide students with a multi-disciplinary perspective regarding issues of gender (drawing upon such fields as English, Philosophy, Anthropology, Education, Sociology, Social Work, Psychology, Government, Health, and Communications).
- 2) To offer a minor for students who wish to enrich their major field of study through a study of gender roles.
- 3) To offer a certificate program for students to emphasize their concentrated study of these issues (for use in career or graduate school goals).

Program Requirements:

- 1) A minimum of 15 credits in those courses deemed part of the program (listed below) are required to complete the minor and to obtain certification.
- 2) Philosophy 315: Philosophy of Feminism is required of all students in the program.
- 3) Courses from three different departments must be represented in the minimum 15 credits.
- 4) Three courses must be taken from the program's core curriculum.
- 5) Two additional courses may be chosen from the program's core or elective curriculum (also listed below)
- 6) Students should work with an advisor (Dr. Mullen or Dr. Rosenberg) to complete the program.

THE CURRICULUM IN WOMEN'S AND GENDER STUDIES

Courses focus two-thirds to three-fourths of its material on Women/Gender issues:

The designation "MW" means that at least one-third of the course reading involves works by minority and women writers.

ANTH 363. Anthropology of Women in Latin America(3-3-0)

Prerequisite: Junior standing and SOCL 201G, 205G or ANTH 203G, or consent of the department.

This course reviews the changing roles of women in Latin America from pre-Colombian 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.

COMM 330. Gender Communication (3-3-0)

Prerequisite: COMM 201 or 211 or consent of instructor. Fall.

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.

EDUC 495/595. Women and Schooling (credits vary)

ENGL 395. Special Topics: Gender Issues (credits vary)

ENGL 412. Multicultural Literature (3-3-0) (MW)

Prerequisite: ENGL 308.

Fall.

Study of writers who have added their voices to Multicultural American literature. Analysis of the works by writers such as Toni Morrison, Alice Walker, 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 425. Cultural Studies in World Literature (3-3-0)

Prerequisite: English 308.

Intensive study of literature in the context of the culture that produced it. Topics may include the effects of religion, race, gender, religion, ethnicity, and class. Selections from the following regions: Africa, Asia, Eastern Europe, Latin America, United States, and Western Europe.

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 femi-

ninity, 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 319. Philosophy of Love and Sexuality (3-3-0)

Prerequisite: Junior standing or consent of instructor.

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, deBeauvoir, and Merleau-Ponty.

PSYC 420. 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.

SOCL 303. Marriage and the Family (3-3-0)

Prerequisite: Six hours of sociology, psychology or anthropology, or junior standing or consent of department. Fall and Spring.

Analysis of the United States' family system in historical and cross-cultural perspective. Relationship of the family to other social systems and to social change. Variations in the United States' family by social class, race, ethnicity, and family structure. Effects of changing gender roles on marriage and the family.

SOCL 307. Divorce in the United States Society (3-3-0)
[Same as SOWK 307]

Prerequisite: Junior standing or consent of department.

A study of the factors associated with divorce in the U.S. (historical, societal, demographic, and personal); the emotional, legal and financial divorce processes; the effects of divorce on individuals; the adjustment process; and assistance to person who are experiencing divorce will be emphasized. Reference sources are primarily current research articles in the field.

SOCL 395. Family in Cross-Cultural Perspectives (credits vary)

Prerequisite: SOCL 201G and junior standing.

ANTH 377. Women, Gender, and Culture (3-3-0)

[Same as SOCL 377]

Prerequisite: ANTH 203G or SOCL 201G or SOCL 205G and junior consent of the department.

This course introduces the socio-cultural construction of gender within a globalizing economic and political environment. A variety of feminist perspectives will be studied to illustrate the diversities of women's, experiences that shape their knowledge and behavior. Recurrent themes in women's studies, women's movements, and women's lives will be examined, as will be the processes through which the voices of women in dominant countries, classes and cultures have been heard over those of women of lesser privilege.

SOWK 395. Feminist Social Work (credits vary)

Prerequisite: SOWK 260, junior standing or consent of department.

Elective Curriculum:

Courses focus one-half to two-thirds of its material upon Women/Gender issues:

- ENGL 314. Children's Literature
- ENGL 315. Adolescent Literature
- GOVT 373. Family Law
- HLTH 336. Family Life
- HLTH 400. Contemporary Health Issues
- PHIL 386. Values and Postmodernity
- SOWK 369. Child and Family Welfare
- SOWK 406. Human Behavior in the Social Environment
- PSYC 308. Child Psychology
- PSYC 309. Psychology of Adolescence and Young Adulthood
- PSYC 340. Psychology of Adulthood and Aging
- SOCL 361. Culture and Human Population
- GOVT 375. Employment Law

Special Topics courses will also be developed for this minor.

FAMILY RIGHTS AND PRIVACY ACT

Listed below is the notification of the Family Rights and Privacy Act of 1974. 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:
 - a) 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.
 - b) Parents' confidential financial statements.
 - c) 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."
 - d) 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.
 - e) 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

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

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:
 - a) Student's name, address, telephone number (permanent and local).
 - b) Date and place of birth.
 - c) Dates of attendance at the University, field of concentration, current classification, degrees, honors and awards.
 - d) Previous schools attended and degrees awarded.
 - e) Height and weight of members of athletic teams.
 - f) 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.

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H. Marshall Booker

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Denise Crittenden

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Lisa D. Curry

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Dean of Students

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Dean, College of Liberal Arts

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Robert C. Winder, Ph.D.

Director, School of Business

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FACULTY

DAVID FRANCIS ALEXICK

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Reference Services Librarian, Associate Professor of Library Science. B.A., North Carolina Central University; M.S.L.S., Catholic University of America. (1990)

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Professor of Mathematics and Computer Science. B.S., West Chester State College; M.S., Ph.D., University of Delaware. (1972)

FOROOZ F. BADAVID

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MARTIN WILLIAM BARTELT

Professor of Mathematics. B.A., Hofstra University; M.A., Ph.D., University of Wisconsin. (1975)

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Professor of Physics, Computer Science and Engineering. B.S., M.S., Ph.D., North Carolina State University. (1998)

RICHARD ARTHUR BEAUCHAMP

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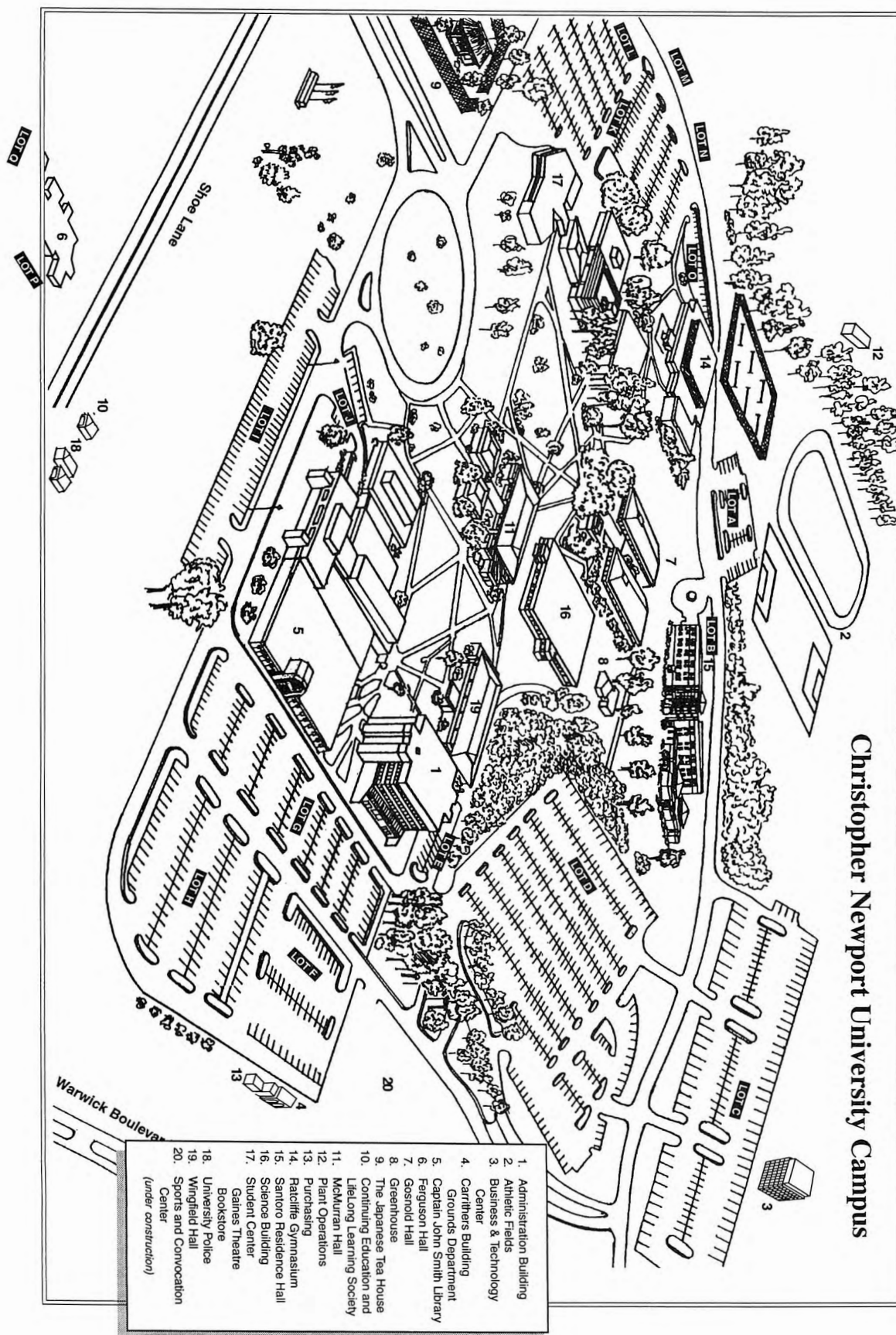
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