

The background of the cover is a solid blue color. Overlaid on this background are several stylized green trees. The trees have thin, vertical trunks and dense, rounded canopies. They are arranged in a row across the upper half of the cover. The text is overlaid on the trees and the background.

CHRISTOPHER NEWPORT

cnu
UNIVERSITY

1993-1994
Catalog

Christopher Newport University Catalog

Volume 28, Number 1, June 1993

Student Responsibility for Catalog Information

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 whatever penalties they may incur.

Christopher Newport University reserves for itself and its departments the right to supplement, withdraw, or change this catalog. Interpretations of matters in this catalog are the responsibility of the Provost or appropriate Vice President. The President of Christopher Newport University has final authority in the interpretation.

University Affirmative Action/Equal Opportunity Policy

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

Graduate Studies

In its 1990 session, the General Assembly of the Commonwealth of Virginia authorized Christopher Newport University to initiate its first program of graduate study, the Master of Arts in Teaching (M.A.T.) degree in mathematics and science, in the summer session, 1991. The second graduate program, a Master of Science degree in Applied Physics, was begun in the fall semester of 1992. Other degree programs at the master's level will be added as the needs of the service area of the University require and as they are approved by the State Council of Higher Education for Virginia (SCHEV).

Information concerning admission and completion requirements for the M.A.T. degree in mathematics and science is available from:

Director, Graduate Studies
Christopher Newport University
Newport News, Virginia 23606-2998
(804) 594-7544

Christopher Newport University
Commonwealth of Virginia

1993-94 Catalog

Newport News, Virginia 23606
(804) 594-7000



CONTENTS

GRADUATE STUDIES	Inside Front Cover
ACADEMIC CALENDARS	4
THE UNIVERSITY	6-14
General Information	6
Administrative, Academic and Service Facilities	8
The Captain John Smith Library	11
Continuing Education and Special Programs	13
CAMPUS LIFE	15
ADMISSION TO THE UNIVERSITY	25
ACADEMIC ORGANIZATION OF THE UNIVERSITY	34
DEGREES OFFERED	36
GENERAL ACADEMIC POLICIES	37
GENERAL REQUIREMENTS FOR GRADUATION	46
FEES AND FINANCIAL INFORMATION	50
FAMILY RIGHTS AND PRIVACY ACT STATEMENT	66
COURSES OF INSTRUCTION AND COURSE DESCRIPTIONS	68
BOARD OF VISITORS AND ADMINISTRATION	268
FACULTY	271
INDEX	286
TRANSFER GUIDE	291

Fall 1993

Aug	30	M	classes begin
	30-Sep 3	M-F	Drop/add and late registration
Sep	6	M	Labor Day - Classes will meet
Oct	16	S	Fall recess begins 12:00 noon
	21	TH	Fall recess ends 8:00 a.m.
	25	M	Mid-term grades due
Nov	1	M	Last day to withdraw without grade penalty and elect pass/fail option
	15-18	M-Th	Early registration - spring 1994
	24	W	Thanksgiving recess begins 10:00 p.m.
	29	M	Thanksgiving recess ends 8:00 a.m.
Dec	11	S	Classes end
	13-18	M-S	Final examinations
	20	M	Final grades due 12:00 noon

Spring 1994

Jan	17	M	Classes begin
	17-21	M-F	Drop/add and late registration
Mar	11	F	Mid-term grades due
	12	S	Spring recess begins 12:00 noon
	21	M	Spring recess ends 8:00 a.m.
	28	M	Last day to withdraw without grade penalty and elect pass/fail option
Apr	11-14	M-TH	Early registration - fall 1994
	30	S	Classes end
May	2-7	M-S	Final examinations
	9	M	Final grades due 12:00 noon
	15	SUN	Commencement

Summer 1994**Term 2**

May	10	T	Registration and classes begin
	11	W	Drop/add and late registration
	27	F	Classes end and final examinations

Term 3

May	27	F	Registration
	30	M	Holiday - no classes
	31	T	Classes begin
	31-Jun 2	T-TH	Drop/add and late registration
Jun	16	M	Last day to withdraw without grade penalty
	29	W	Classes end
	30	TH	Final examinations

Term 4

May	27	F	Registration
	30	M	Holiday - no classes
	31	T	Classes begin (Tuesday/Thursday)
	31-Jun 8	T-W	Drop/add and late registration
Jun	1	W	Classes begin (Monday/Wednesday)
Jul	4	M	Holiday - no classes
	11	M	Last day to withdraw without grade penalty
	28	TH	Classes end (Tuesday/Thursday)
	29	F	Final examinations (Tuesday/Thursday)
Aug	3	W	Classes end (Monday/Wednesday)
	4	TH	Final examinations (Monday/Wednesday)

Term 5

Jul	5	T	Registration
	6	W	Classes begin
	6-11	W-M	Drop/add and late registration
	25	M	Last day to withdraw without grade penalty
Aug	4	TH	Classes end
	5	F	Final examinations

Mission

Christopher Newport University is a State-supported, comprehensive, coeducational, urban institution of higher education. Within the context of liberal learning, the University is committed to meeting the needs of its constituencies through excellence in instruction and research and through public service.

Purpose

The University is committed to a core of liberal arts studies. Building upon these, it develops and maintains programs of professional education that respond to students' learning interests. As part of its general mission, the University is committed to new ways of implementing liberal and professional programs which value the students' learning needs and prior life experiences, and which combine theoretical knowledge and practical problem-solving. Such programs provide opportunities for self-development and a number of career options to citizens of all ages.

As an urban institution, the University is committed to education as a total community process. This is manifest in several ways: (1) Christopher Newport University serves a primarily local student body; (2) it makes use of the community as an instructional resource; (3) it draws upon the cooperation and talent of those who reside on the Virginia Peninsula; and (4) faculty and staff contribute significantly to the community in areas such as consulting and serving on local and state committees and service organizations.

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. Established as a two-year College, Christopher Newport University became a four-year, baccalaureate 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 site of the present campus, a 75-acre tract deeded to the Commonwealth of Virginia in 1963.

General Organization

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

over the administration and the courses of instruction of the University.

Academic Organization

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

Christopher Newport University is committed to an international, global education. The international studies program is administered by the Director of International Studies. The Office of International Programs maintains listings of teaching, research, and overseas study opportunities and administers exchange programs between Christopher Newport University and the following institutions:

- .. Kansai Gaidai University in Osaka, Japan
- .. Osaka International University in Osaka, Japan
- .. Autonomous University of Guadalajara, Mexico
- .. Autonomous University of Santo Domingo, Dominican Republic
- .. Pontificia Universidad Catolica Madre y Maestra in Santiago, Dominican Republic
- .. Ahmadu Bello University in Zaria, Nigeria
- .. Middlesex University in London, England
- .. Russian Academy of Sciences
- .. Karlova University in Prague, Czech Republic
- .. Enugu State University of Science and Technology in Enugu, Nigeria

University Presidents

H. Westcott Cunningham
1961-1970

James C. Windsor
1970-1979

John E. Anderson, Jr.
1980-1986

Anthony R. Santoro
1987-

Accreditation

Christopher Newport University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the baccalaureate level and is a candidate for accreditation to award degrees at the master's level.

Location

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

Organization of the Academic Year

The University year is divided into two semesters, August to December (Fall Semester) and January to May (Spring Semester); a mini session beginning in mid-May and ending in early June; and three summer sessions. Students may enter the University at the opening of either semester, mini session, or summer session. Those entering during the regular academic year (Fall or Spring Semester) must apply for admission to the University's regular session.

Lewis Archer McMurran, Jr. Hall

Built in 1964 as the University's first structure, this building was named after Lewis Archer McMurran, Jr., whose efforts as a state legislator led the Virginia General Assembly to bring Christopher Newport University into being in 1960. The building houses the Department of Arts and Communication, the Department of History, the Music Program, classrooms, the H. Westcott Cunningham Lecture Hall, the Office of Information Technology Services, the Canon Language Center, and three general purpose computer laboratories.

Gosnold Hall

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

Ratcliffe Gymnasium

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

New Science Building

Opened for use in the fall semester of 1984, this building contains 19 modern sci-

ence laboratories with associated support facilities and a computer network. 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 the Department of Psychology.

Campus Center

Built in two phases in 1973 and 1984, the Campus Center is the focal point for most student social activities. The building houses two dining facilities, a banquet room, the Office of the Vice President for Student Services, the Office of Student Life, the Office of Career and Counseling Services, the Campus Police office, the University Bookstore, the John W. Gaines Theatre, game and television rooms, Student Government Association offices, food service offices, an information desk, and Parking Administration.

Services Building

Completed in 1979, this building houses the Department of Buildings and Grounds, the University supplies warehouse, and a facilities repair shop.

Administration Building

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

ADMINISTRATIVE, ACADEMIC AND SERVICE FACILITIES

ing, Economics and Finance, Management, Marketing, and Management Information Systems, and Government and Public Affairs.

Auxiliary Locations

The fourth floor of the Tidemark Bank building houses the Department of Modern and Classical Languages and Literatures, the Department of English, and the Department of Philosophy and Religious Studies.

The Department of Sociology, Social Work, and Anthropology, the International Studies Program, and the archaeology laboratory are located at 76 Moore's Lane.

Captain John Smith Library/Smith Hall

Built in two phases, 1967 and 1979, 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 Leisure Studies, the Office of the Dean of the College of Social Science and Professional Studies, the Department of Nursing, and the Office of Continuing Education and Community Service

University Bookstore

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

Office of Information Technology Services McMurrin, Room 119 / (804) 594-7180 Coordinator: (to be filled)

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 and involves the completion of a fiber optics backbone that will electronically link all parts of the campus to the worldwide network of educational and research institutions. Nodes currently on the backbone with access to INTERNET are the academic computing system and the local area networks in the departments of Physics, Computer Science, Chemistry, Biology, the electronic classroom, and the PC DOC lab. The local area network in the Department of Psychology to the campus network is planned for this academic year. Electronic mail is a major feature of connection to the backbone and provides an efficient alternative to both paper and voice communication.

Administrative Services

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

Work is in progress for a degree audit system by which advisors and students can manage academic progress toward fulfilling graduation requirements. Also installed is a data base of available sources for financial aid.

INTERNET Service

The University is a member of the VERnet computer network which, in turn, provides access to the major research and educational institutions throughout the world. Other networks such as BITnet, and NSFnet, JANET, SPAN, MERIT, AARnet, CREN, CSNET, and the Virginia Public Education Network, PEN, may be accessed by student, faculty and administrators.

Academic Computing

The Digital Equipment Corporation (DEC) model 5500 services the campus backbone and the major academic computer needs of the University. Remote access as well as electronic mail and access to INTERNET are available to all faculty and students enrolled in selected courses. Software available on the DEC includes: Minitab, SPSSx, Slam II, Pascal, IFPS+, ADA, Lindo, COBOL, FORTRAN F77, Ingress DBMS and SQL, C, GKS-3D, Phigs, SAS, and Interleaf Technical Publishing Software.

Academic Computer Facilities

There are several general purpose computer labs on the campus.

McMurrin Hall: Twenty-four state of the art workstations are available in the DEC computer lab and provide students with a choice of any of the academic software packages. There is a five-station Macintosh network with laser printer, special purpose microcomputers for use by the handicapped, several Apple IIe microcomputers, and stand alone IBM compatible workstations. A network of twenty-four PC-DOS 386 compatible microcomputers provide word processing, spreadsheet, and course specific software.

The College of Business and Economics Computer Lab located in room 308 of the administration building offers a laser printer and a network of nine PC-DOS 386 compatible computers each with hard disk drives. Similar software has been installed in each of the IBM compatible labs to maximize the availability of appropriate computer resources.

Electronic Classroom: An electronic class-

room network of thirty IBM compatible workstations is located in Gosnold Hall. The electronic classroom offers support for the University's programs which require "hands on" instruction.

Specialized Computer Resources: The **Department of Philosophy and Religious Studies** supports a computer bulletin board which students may access from the student labs in McMurrin Hall. The **Department of Biology, Chemistry, and Environmental Science** as well as the **Department of Physics and Computer Science** provide specialized computer laboratories for their student major. These labs include Macintosh Plus computers as well as SUN SPARC work stations. Access to LEXIS for the **Legal Studies Program** is available in the **Captain John Smith Library**. The **Department of Education and Leisure Studies** provides an Apple IIe cooperative learning center to develop teaching skills using education software and utilities.

Most of the labs are open 65 hours a week with student consultants available to assist students in using the hardware and software. The DEC 5500 is available to remote users 158 hours a week.

Installation and Maintenance of Personal Computers

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

(804) 594-7133**Director: Wendell A. Barbour**

The Captain John Smith Library is the intellectual center of Christopher Newport University. The library staff helps students interrelate research skills (information finding) with the subject curriculum and to interact with the faculty to help build the resources which support and enhance the essential elements of the University curriculum and instruction. Students in all four of the University's colleges 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 300,000 volumes and 1,320 periodical titles. It owns approximately 152,800 microform and software items and has special facilities for viewing and copying microforms, videotaping and playback, microcomputer use, sound recording, and listening to records and audio cassettes. The library is organized into six departments, with eight librarians and 12 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 the student 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

The Smith Library offers full-time professional reference services in support of the information needs of students. It contains a

reference collection of over 8,525 volumes, which includes encyclopedias, dictionaries, atlases, business and statistical sources, as well as the major indexing services appropriate to undergraduate liberal arts study. A professional librarian staffs the area to provide assistance with the library's resources for students and faculty and to give them individual aid with their questions and projects. Several special services are offered through reference. One that is popular with Christopher Newport University students is individualized consultation on term papers and research projects.

Christopher Newport University is located in a region rich in library resources. If a desired book is not in the collection, it may be located in the area through the catalogs of other area libraries. Catalogs located in reference include the catalog of Virginia Library Resources (CAVALIR), which lists books catalogued by 193 member libraries in Virginia.

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 national library and information networks. In effect, the library resources of the nation are available to Christopher Newport University students through these networks.

Online Services

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

Interlibrary Loan

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

Media Services

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

Browsing Collection

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

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

OFFICE OF CONTINUING EDUCATION AND SPECIAL PROGRAMS

Smith, 146
(804) 594-7158

The continuing education and special programs are integral parts of Christopher Newport University's mission as an urban institution of higher education committed to education as a total community process. The programs serve the educational and professional interests of diverse populations on the Virginia Peninsula and surrounding areas, thus extending the academic resources of Christopher Newport University into the community.

The office has the flexibility to explore innovative approaches in addressing the needs of many constituencies including the business, industrial, governmental, military, educational, cultural and civic communities. It provides an effective link between the University faculty and these constituencies by matching faculty members to the educational, training, and management needs of outside organizations. As a University-wide resource, the office enhances the continuing bond between Christopher Newport University and the community, thereby expanding the significant involvement of the University in the business and social issues of interest to the people of Hampton Roads.

Continuing Education Unit (CEU) certificates are awarded to students completing courses and seminars designated for that recognition. The CEU is a nationally recognized verification of the student's active par-

ticipation in a structured and approved continuing education program. Permanent records are kept by the Office of Continuing Education according to requirements of the Southern Association of Colleges and Schools.

Costs of courses and workshops vary. University admission is not required for programs offered through the Office of Continuing Education and Special Programs. To be placed on the office's mailing list or for further information, please call the office at (804) 594-7158.

Programs

The LifeLong Learning Society was established in the fall of 1988 and has quickly become a strong component of the University's commitment to the retired community. The society's academic curriculum is designed by its own committees and implemented by the University faculty and staff. Classes, lectures, and field trips are held several times weekly throughout the fall and spring semesters. Membership is open to everyone of retirement age. Membership at the close of its fifth year exceeded 200.

The annual Writers' Conference has become one of the outstanding conferences of its kind in the region. A bi-monthly news letter published by CNU's Office of Continuing Education keeps area writers in touch with each other and with writing programs throughout the community.

The Leadership Institute of the Virginia Peninsula, sponsored by the University with the Virginia Peninsula Chamber of Commerce, was established in 1984. It has graduated more than 200 men and women who are assuming leadership positions throughout the Peninsula's business, cultural and governmental arenas. Admission to this intensive program is by application.

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

Working with organizations on the Peninsula, the office sponsors ongoing programs such as the Service Systems Forum for providers of social services for youth and the Teen Health Conference, which involves more than 300 students from all Peninsula school systems. Continuing Education works with the University faculty in providing community educational opportunities such as the annual Forum on Aging and Newport News Public Schools' Summer Institute of the Arts.

The Peninsula Business Breakfasts, a free series providing monthly discussions of current business topics, are offered through this office.

The variety of offerings through the Office of Continuing Education and Special Programs is an expression of Christopher Newport University's continuing commitment to serving the citizens of the Commonwealth.

Office of Student Life
Campus Center, Room 189
(804) 594-7260
Director: Tisa A. Mason

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

Services

Campus Organization Newsletter

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

Housing Referrals

Students who wish to locate off-campus housing can request assistance from the Office of Student Life. Although the University accepts no responsibility in lease agreements, listings are available for both individual and group residences. Listing space is limited and referrals viewed as discriminatory will not be posted. For more information, please call (804) 594-7260.

Orientation Program

The Office of Student Life is responsible for conducting an orientation program for all new students. This program is designed to assist students in their transition to college life and occurs during the summer. Participation in the program includes placement testing in the areas of reading, writing, mathematics, foreign languages, faculty advising,

and early registration. Parents of new college students can become acquainted with the University during Parent Orientation.

Student Leadership Institute

Designed to introduce and sharpen leadership skills within students, this program is only available to qualified applicants. Upon acceptance, members will be acquainted with the Virginia system of higher education and given background information on Christopher Newport University as an emerging university. While participating in the institute, students will gain valuable leadership skills that can be applied both on- and off-campus. Questions regarding the institute should be directed to (804) 594-7260.

Clubs and Organizations

Honor Societies

Alpha Chi (national honor society with membership by invitation only), Alpha Kappa Delta (sociology honor society), Omicron Delta Epsilon (international economics honor society), Order of Omega (Greek leadership honor society), Phi Alpha (social work honor society), Phi Alpha Theta (international history honorary society to promote the study of history), Psi Chi (psychology honor society), Sigma Tau Delta (national organization to promote interest in literature and the English language), and Phi Sigma Tau (philosophy honor society).

Curriculum Clubs and Organizations

Accounting Club, Alpha Kappa Psi, American Marketing Association, Biology Club, Concert Music Club, DPMA (Data Processing Management Association), Fine Arts Society, French Club, German Club, Modern Language Organization, Registered Nurse Organization, History Club, Pre-Law Club, Psychology Society, Sociology Club / Social Work Club, Spanish Club and Student Virginia Education Association.

Student Publications and Campus Media

The Captain's Log is a newspaper published weekly by the students of the University. The newspaper provides news and features of interest to the students and the greater University community.

Currents is Christopher Newport's literary arts magazine, which emphasizes student creative writing and art.

Special Interest Organizations

Amnesty International, BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students), Campus Activities Board, College Democrats, College Republican's, The Greens, International Students' Association, Minority Students' Association, Model United Nations, and Student Government Association, and Student Leadership Association.

Athletic-Oriented Organizations

Bicycle Club, Equestrian Club, Karate Club, LSPE Club, Rugby Club, and Volleyball Club.

Religious Organizations

Baptist Student Union and Intervarsity Christian Fellowship (promotes spiritual fellowship).

Social Fraternities

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

Social Sororities

Gamma Phi Beta, Phi Mu, and Zeta Phi Beta.

Department of Athletics

Ratcliffe Gymnasium, Room 104

(804) 594-7025

Director: C. J. Woollum

Intercollegiate Athletics

The University's athletics program was founded in the early 1960's 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 1980's and now has a total of eight. Since 1980, Christopher Newport University has produced 200 Division III All-Americans and 36 national champions. These recipients have participated in men's and women's basketball, soccer, golf, baseball, cross country and track and field. The men's and women's basketball teams have both appeared in NCAA championship tournaments in recent years, as has the soccer team. Men's basketball player Lamont Strothers became just the seventh Division III player ever to appear in an NBA game, when he played for the Portland Trail Blazers. In addition to participating in NCAA championships, the University has hosted 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 four of the past seven years.

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

Philosophy

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

Participation

Prospective student-athletes must enroll in at least 12 credit hours to be considered eligible to participate in varsity sports and must meet all eligibility requirements of the NCAA. Students who meet these requirements are invited to tryout for varsity teams. For further information about the University's athletics program, or about a particular sport, contact the Department of Athletics at (804) 594-7025.

Intramurals

The Christopher Newport University Department of Intramurals is responsible for providing a variety of extracurricular leisure activities. These activities are balanced between vigorous and light exercise, team and individual sports to meet the needs of the students, faculty, and staff of the University. The department offers the opportunity for stu-

dents, faculty, and staff to compete in leagues and tournaments in several sports and offers informal recreation on the campus lawn.

On occasion, the department will offer the opportunity for students to compete against intramural athletes from other colleges and universities via extramural competition and at the National College Sports Festival. The main goal of the department is to provide an opportunity for all individuals, regardless of their age or ability level, to realize the fun and enjoyment that can be derived from participation in fair and equal competition. The Department of Intramurals also makes equipment available for student, faculty, and staff use. Students interested in checking-out equipment need only present a valid student ID card, which will be held until the equipment is returned. Available equipment includes: basketballs; footballs; tennis racquets; badminton racquets; volleyballs and net systems; camping equipment; water cooler; softball equipment; and many others.

Intramural Sports

Intramural sports include: flag football; singles and doubles tennis; basketball; 4-on-4 and 6-on-6 volleyball; golf; softball; frisbee golf; arm-wrestling; foul-shooting; ping-pong; bowling; pool; badminton; and others, if sufficient interest is shown.

Office of Career and Counseling Services
Campus Center, Room 146
(James C. Windsor Student
Development Center)
804-594-7047 or 594-7046
Director: Douglas C. Gallaer

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

Career Services

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

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

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

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

Career Resource Center (CRC) - is a centralized location for career and educational information. Information is a necessary component of any decision making process. The

CRC contains up-to-date career, labor market, salary and graduate school information. Computer software about career planning, selecting a major, values clarification, and other topics are also available. Additional resources include employer files, internship directories and job search, interviewing and resume writing resource books.

Placement Support Services

The OCCS offers a comprehensive, three-way approach to support students in their search for employment. Although the services are helpful, there is no substitute for sound career planning, goal setting and learning the job search process. These are the best methods to avoid prolonged periods of under-employment or unemployment.

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

Job Seeking Skills Development Service - a comprehensive array of training is available to students to develop skills in marketing themselves in the world of work. Seminars, video tapes, and individual consultation are available to students concerning: resume writing, interviewing, and the job search. It is imperative that students learn how to tap the hidden job market. According to research, only 15-20% of all job opportunities ever get posted.

Student Employment Program - Many students need to work while they attend College. This program serves to link CNU students with part-time job opportunities on the University campus. The program is not based on financial need. Additionally, the OCCS maintains the applicant pool of available

students and refers applications for review by the hiring department. Applications, program guidelines and procedures, and posted vacancies are maintained in the OCCS for student review.

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

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

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

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

Additional Career Support Services

Experiential Learning Resources - The OCCS maintains information and directories of internship opportunities. Additionally, the Office provides information to teach students how to develop their own internships. The role of the OCCS is informational only. Students with academic questions concerning internships should discuss these matters with their faculty advisors. Limited cooperative education opportunities are periodically available with NASA, Ft. Eustis, Ft. Monroe, and Rauch, Witt & Company.

Video Tape Series - This program, devel-

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

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

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

Counseling Support Services

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

Counseling sessions are confidential and no information will be released without permission of the student except as required by law. Exceptions may include situations in which a student clearly represents a danger to self or others. Counselors may also be required to respond to a court order.

Counselors also have a wide variety of experiences in conducting groups and workshops. Group offerings may include topics such as career exploration, decision-making, test and math anxiety management, college

survival skills, and others. Additionally, the OCCS administers placement tests in writing, reading, mathematics, foreign languages and chemistry to assist students in selecting courses with their advisors that are consistent with their interests and academic backgrounds.

Services for Students with Disabilities

Christopher Newport University provides an education accessible to all students regardless of disability. The OCCS assists disabled students by understanding the individual student's particular strengths and needs and providing support to help the student achieve academic goals. Assistance from the University takes many forms, including providing tutors, readers, mobility assistants, interpreters, advocacy, and access to adaptive equipment. The aim of Services for students with disabilities is to provide disabled students 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 OCCS. Students who complete a Statement of Disability form may be asked to provide recent documentation of their disability, including recommendations for minimizing the effects of the disability in this environment.

In order to determine eligibility and provide the best services possible students will be asked to provide recent documentation concerning their disability. Such documentation would include the disability and suggestions for possible accommodation to enhance student access and/or success in the programs and activities of the University.

Evaluations should be provided in writing from a qualified professional source and mailed to:

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

Evaluative information concerning a student's disability is held in confidence. 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 accommodation of a student's disability or handicap should be directed to the coordinator, by mail or by calling (804) 594-7047 (TDD: [804] 594-7155, or TDD: (800) 828-1120 (the Virginia Relay Center). The office is open from 8:00 a.m. until 5:00 p.m. Monday through Friday.

CLEP (College-Level Examination Program)

Through the CLEP Examination Program, students may earn college credit for knowledge achieved outside the classroom. This knowledge may have been acquired through: correspondence or university extension courses; educational television; on-the-job training; independent study; travel; or reading. CLEP examinations provide a means by which students may demonstrate knowledge with a potential for saving time and money. A brochure listing CLEP general and subject examinations for which CNU credit may be given, etc., is published periodically. For a copy of this brochure or additional information about CLEP at Christopher Newport University, contact the OCCS at (804) 594-7046.

Summary

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

Office of Student Assessment

Campus Center, Room 146

(804) 594-7392

Director: Dennis R. Ridley

The Office of Student Assessment has as its primary purpose the coordination of the University's state-mandated assessment program. Begun through action of the State

Assembly in 1986, Virginia's assessment initiative has the ultimate goal of improving student learning and development in the state-supported colleges and universities of the Commonwealth. At the University, the office conducts appropriate research, or facilitates research carried out by each department, to document the benefits accruing to students who are enrolled or who have enrolled in the past.

Assessment activities, while ultimately benefiting students, are carried out in an efficient manner considering both assessment and student needs. As one of the general requirements for graduation form the University, assessment-related activities may require students to participate at various times in examinations, interviews, or other activities that are not part of any specific course. Each student will be given timely notification of the assessment activities required by his or her program of study. Students are informed, upon their request, of the results of their participation; otherwise all individual results are kept confidential. Course grades are not affected. Occasional articles are published to inform the University community of particularly noteworthy results.

Office of Minority Student Services
Campus Center, Room 146
(804) 594-7335
Director: Marian D. Carrington

The Office of Minority Student Services seeks to meet the goals of the University of recognizing and celebrating culturing differences as an asset to the community. The Office assists the University in developing and implementing services and programs for African-American students while educating the entire student population on issues of racism, diversity and cultural pluralism. Through innovative and comprehensive programming, the CNU student population is provided opportunities for academic support, personal and career counseling and participation in co-curricular activities.

Purpose of the Office

The Office of Minority Student Services is designed to address the needs and issues of the Minority student. The Office provides programs and services which enhance the recruitment and retention of Minority students. Cultural and educational programs and forums are offered which stress the importance of heritage and self-concept. The Office functions as a referral and support unit regarding academic and other collegiate matters. Personal and career counseling services are provided as well.

Project SOAR

The smooth transition from high school to college will be facilitated throughout Project SOAR, the Virginia Recruitment and Retention Program for freshmen at CNU. This program is designed to attract, enroll and retain other-race students. A strategically planned summer curriculum and a program of carefully designed activities and services are constructed to enable participants to be successful in pursuit of their educational objectives. The summer component includes a six-week course of study, mentoring, advising and tutoring. Supplemental fall educational activities consist of seminars, peer

advising, faculty mentoring and support groups. Project SOAR gives students a solid foundation for their college career.

Counseling Programs

Outreach efforts to facilitate career and personal issues are coordinated by the Office and are designed to support students in reaching their individual goals. Many Minority students find it helpful to discuss personal problems with a professionally-trained counselor with whom they can identify. Students may discuss freely and confidentially their feelings, problems or interests concerning educational and career decisions and academic needs. CNU students are invited to attend the Minority Career Days that are held state-wide. The Office maintains information regarding Minority internships and Graduate School programs.

Cultural and Diversity Programming

Through initiatives from the State Council of Higher Education in Virginia to improve human relations on college campuses, the Office coordinates workshops to address cross-cultural communication, and cultural awareness. Activities such as Unity Week, Valuing Diversity workshops, and Greek Life bring students together to form collaborations and exchanges. Programs that celebrate the vast contributions of African-Americans are coordinated throughout the academic year. The Diversity Forum is a series of monthly informational exchanges that enlighten the CNU faculty, staff and student body in regards to issues that affect relationship building and communication within a complex, multi-cultural and multi-ethnic society.

Office of the Registrar
Administration, Room 205
(804) 594-7155
University Registrar: Robert A. Netter

The Office of the Registrar provides the following services:

- 1) Conducts registration for classes;
- 2) Coordinates and processes course schedule changes (drops/adds, etc.);
- 3) Issues grade reports to students;
- 4) Maintains permanent student academic records;
- 5) Certifies student enrollments to requesting agencies;
- 6) Certifies that graduation requirements have been satisfied
- 7) Issues academic transcripts; and
- 8) Publishes the fall, spring, and summer Registration News.

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

**Office of University Housing
Campus Center, Room 147
(804) 594-7756
Director: Gary M. Levy**

The University will provide a new and exciting collegiate lifestyle for students through its new residence hall and dining complex. Beginning in the fall of 1994, comfortable accommodations and modern conveniences will be available for 440 students and summer guests in fully carpeted and air-conditioned four-person suites, with movable furnishings and shared bath facilities.

Approximately 35 students will reside in separate floor "houses," with three houses comprising a residence hall floor. Students residing in each house will elect officers, organize activities and help establish individualized living unit policies. An upper-class student Resident Assistant will reside in each house and will be available to assist students and guests with residence hall living concerns. A full-time Residence Life Coordinator will reside in the building to coordinate hall programs and services, maintain an environment conducive to community living, and provide assistance to residence hall students and summer guests.

Residence hall services will include cable TV and phone service in individual student rooms. Students will be responsible for providing their own linen and personal items. A complete list of University-provided furnishings and guidelines for room personalization are available from University Housing. Coin operated washers and dryers, vending machines, and lounges for recreation and study will be located on each residence hall floor. Accommodations are available for students requiring assistance for independent living.

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

Dining services will be available in the adjacent food service facility. The meal plan program will be required for students residing in the residence hall as part of their academic year room and board contract. A special meal plan will be available to commuter students, guests, faculty and staff. Meals will also be available for purchase on an individual basis.

Dining choices will include an expansive selection of entrees arranged in a food court layout, special entrees and self-service bars will periodically be available. Unlimited seconds will be available on most items. A salad bar, and a wide assortment of desserts and beverages will be featured during lunch and dinner.

Summer housing and dining services will be available to faculty and staff hosting programs and workshops, to individuals attending educational activities on the CNU campus, and to private organizations utilizing CNU facilities for special programs.

For more information pertaining to on-campus housing accommodations and food service, contact the Office of University Housing.

Christopher Newport University's admissions policies were most recently affirmed by its Board of Visitors on April 28, 1988.

Office of Admissions
Administration, Room 112
(804) 594-7015
Dean: Keith F. McLoughland

The Office of Admissions provides the following services: 1) Reviews and acts on applications for admission to the University; 2) Conducts credit evaluations for students transferring from other institutions; 3) Provides general counseling related to college or course selection; 4) Makes referrals to academic departments for academic advising; 5) Provides general and academic counseling for personnel at area military installations; 6) Provides guided tours of the campus for interested parties; 7) Distributes University publications; and 8) Determines eligibility for in-state tuition privileges.

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

Classified Status

A classified student seeks immediate admission into a particular baccalaureate degree program. All freshmen and most transfer applicants enter under this status. Students planning to use financial aid must be admitted under this status.

Unclassified Status

Students who have been away from an

academic environment for a long period of time should apply under this status. Such students earn academic credit in the same way as classified students. Unclassified students are not eligible for financial aid.

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

Changing Status From Unclassified to Classified

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

Conditional Status

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

Application Deadlines

The deadlines for applying as a classified student are August 1 and December 15, for the Fall and Spring semesters, respectively. After these deadlines, applicants may be required to apply under unclassified status.

Admission Profile: Freshmen

(1992-93 Data)

Freshman Applicants	920
Freshman Admissions	793
Freshmen Enrollments	556

Freshman Rank in Secondary School Class

Rank in Fifths	Men	Women
First	11.3%	22.2%
Second	29.1%	32.1%
Third	31.9%	27.7%
Fourth	12.2%	8.4%
Fifth	1.4%	0.6%
Not Ranked	14.1%	9.0%

Freshman Mean SAT Scores, 1992-1993

	Verbal	Math
Men	412	473
Women	399	425

Graduation Rates of First-Time Freshmen

Semester Enrolled	Fall 1985
Number of First-time Freshmen	289
Graduated in 2 Years	0.0%
Graduated in 3 Years	0.3%
Graduated in 4 Years	9.7%
Graduated in 5 Years	15.6%
Graduated in 6 Years	6.9%
Graduated in 7 Years	4.2%
Total Graduated within 7 Years	36.7%
Total Graduated After 7 Years or not Graduated	63.3%

CLASSIFIED ADMISSION

Freshman Admission Requirements

General requirements for freshman admission are:

1. Graduation from an accredited second-

dary school or its equivalent, as shown by examination.

Since Christopher Newport University emphasizes strong academic preparation, freshman applicants will normally be expected to have completed a college-preparatory curriculum, such as Virginia's 23-unit Advanced Studies Diploma program, or its equivalent. This program requires four units of English, three units in the social sciences, three units in mathematics (Algebra I, Geometry, and Algebra II), three units in science, and either three units in one foreign language or two years of two foreign languages. An overall average of "C" or better and, upon graduation from secondary school, rank in the upper-half of the class, are required. Applicants from non-college-preparatory curricula and General Education Diploma (G.E.D.) holders are admitted if they meet all other criteria for admission, including an overall average of "C" or better *in their academic subjects (English, mathematics, social sciences, natural sciences and foreign languages)*.

2. Acceptable scores on the Scholastic Aptitude Test (SAT). Normal minimum scores are 400 verbal and 400 mathematics.

An applicant who otherwise meets the University's admissions requirements but whose SAT verbal and/or mathematics score falls between 350 and 400 will normally be admitted, but it will be a condition of admission that the student enroll in appropriate college-preparatory courses in English and/or mathematics (ENGL 020/MATH 030) unless (s)he is exempted from this requirement through successfully passing the placement tests administered by the respective departments. Such student is precluded from registering in any course which has as a prerequisite completion of the preparatory course(s), until such preparatory course(s) has/have been satisfactorily completed.

Applicants whose SAT verbal and mathematics scores fall below 350 may also be admitted. Such applicants are admitted only if, in the judgement of an admissions officer of the University, they show the potential to succeed academically. Ordinarily, it is a

condition of admission that such students will be restricted at the outset to a fixed curriculum, consisting of ENGL 020, MATH 030, PHIL 101, and COLL 101, unless exempted from any of these courses by placement tests. The academic performance of each such student will be assessed by the Faculty Academic Status Committee, according to the University's minimum standards for continuance. A student who receives a grade of "F" in more than one college-preparatory course will be denied further registration to the University until approved by the Faculty Academic Status Committee.

Admission Selection for Freshman Applicants

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

Documentation Requirements for Freshman Applicants

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

1. Secondary School Transcript: An official secondary school transcript must be forwarded to the Office of Admissions from the applicant's secondary school. The following factors should be considered: 1) Early consideration is given to applicants who have taken or plan to take the SAT by December of their senior year, and who have strong secondary school records (B average or better). If so, such applicants should have their official secondary school records, including grades through the junior year, sent to the Office of Admissions; 2) after mid-year senior grades consideration is given to applicants to whom early consideration applies, in which case applicants should have their official secondary school records sent to the Office of Admissions after senior grades are available. Applicants who have already graduated from

secondary school should have their official secondary school records sent to the Office.

2. GED Certificate Holders: Applicants who have completed the military or civilian high school equivalency tests must furnish: 1) A copy of the GED certificate and scores; 2) an official partial secondary school record (sent from the secondary school to the Office of Admissions); 3) official records of any post-secondary work completed, such as USAFI courses, adult education courses, etc.

3. Scholastic Aptitude Test (SAT) Scores: Applicants currently in secondary school may arrange to take the SAT by contacting their guidance office. Those no longer in secondary school may obtain an application for the SAT by writing: Educational Testing Service, Box 592, Princeton, NJ 08540. Scores from the American College Test (ACT) will be accepted in lieu of SAT's.

Early Admission Without Secondary School Graduation

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

Admission Requirements for Early Admission Without Secondary School Graduation

General requirements for early admission without secondary school graduation are:

1. Completion of the junior year at an accredited secondary school.
2. An overall grade point average of B or better and rank in the top 20 percent of their class.
3. Acceptable scores on the Scholastic Aptitude Test (SAT). The University will also evaluate scores on any other standardized tests administered by the applicant's secondary school. Applicants should normally present a minimum total score of 1000 on the SAT.

4. An interview with an admissions officer is required upon receipt of all required documentation.
5. A letter from the applicant's secondary school guidance counselor, speaking directly to the question of the applicant's maturity and readiness for college, is required.

Documentation Requirements for Early Admission Applicants

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

1. Secondary School Transcript: An official applicant's secondary school transcript must be forwarded to the Office of Admissions from the applicant's secondary school.
2. Scholastic Aptitude Test (SAT) Scores: A copy of the applicant's SAT scores must be submitted to the Office of Admissions, either by the applicant's secondary school or by the Educational Testing Service.
3. A letter from the applicant's secondary school guidance counselor, speaking directly to the question of the applicant's maturity and readiness for college, must be sent to the Office of Admissions.
4. Applicants are encouraged to submit any special evidence of preparation for college, such as special projects, etc.

Admission for International Students

Christopher Newport University is authorized under federal law to enroll non-immigrant alien students. The admission application deadlines for international students are July 1 and November 15, for the Fall and Spring semesters, respectively.

International applicants who are not U.S. citizens are required to:

1. Submit an application for admission under classified (degree-seeking) status.
2. Have official, translated academic transcripts from all secondary schools, colleges, and universities sent to the Office of Admissions.
3. Submit Scholastic Aptitude Test (SAT) scores to the Office of Admissions.
4. Submit scores from the Test of English as a Foreign Language (TOEFL).

5. Complete a financial certification form guaranteeing that adequate funds are available for college study, prior to coming to the United States.

Since the University is a State-supported institution without residence facilities, it cannot provide either housing or financial aid to international students.

Transfer (Classified) Admission Requirements

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

Admission Selection for Transfer Applicants

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

Admission Profile: Transfers

The following data refer to the 1992-93 academic year:

Transfer Applications	1517
Transfer Admissions	1429
Transfer Enrollments	1075
Average Transfer GPA	2.90

Documentation Requirements for Transfer Applicants

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

1. **Secondary School Transcript:** Transfer applicants who have completed less than one full-year of college study (24-30 semester hours or 36-40 quarter hours) applicable

to a baccalaureate degree at Christopher Newport University, or if the college-level credits have been earned through extension or correspondence, such applicants must have an official copy of their secondary school record sent to the Office of Admissions. Applicants in the first semester of college work should have mid-semester grades sent to the Office of Admissions as soon as they are available.

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

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

Transfer Credit

The Office of Admissions will carefully review all application materials and will inform transfer applicants of its decision. In addition to weighing grades and test scores, the Office of Admissions takes into account, when relevant, evidence of the applicant's maturity, professional or military experience, co-curricular activities, community involvement, letters of recommendation, and the applicant's own educational and career objectives. Upon acceptance, transfer applicants are entitled to register and receive college credit for all work satisfactorily completed (grade of "D" or higher).

The Office of Admissions evaluates credits for applicants transferring to the University

from other regionally accredited colleges and universities. Upon completion of transfer evaluations, a written summary of transferable credits is issued to the student, within the following guidelines:

1. A maximum of 92 semester hours of transfer credit will be granted for courses which carry a passing grade and are comparable to courses offered by colleges and universities similar in aims and purposes to those of Christopher Newport University.
2. A maximum of 66 semester hours of transfer credit will be granted for junior or public community college courses which carry a passing grade.
3. A maximum of 68 semester hours of transfer credit will be granted for Virginia Community College students who apply for admission through Articulation Agreements ("2 + 2 Programs") with Christopher Newport University.
4. A maximum of 21 semester hours of transfer credit will be granted for courses representing the applied arts and sciences, including skill in a musical instrument, ceramics, arts and crafts, and the like.
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 Advance Placement (AP) Program, the College-Level Examination Program (CLEP), U.S. Military schools, or departmental challenge examinations.
6. Classified students enrolled at Christopher Newport University who plan to take credit courses at other colleges must receive prior written permission to do so from the appropriate school dean at CNU. Forms used to request such permission are available in the Office of the Registrar.
7. Students must earn grades of C or better in both semesters of the six-hour sequence, ENGL 101-102 (Informative and Analytical Writing - Argumentative and Interpretive Writing and Literature) or their equivalents. Students taking ENGL 101-102/103-104 may have no more than two grades of F in each of these courses. An unlimited

number of D grades will be allowed. Transfer students must satisfy these requirements.

UNCLASSIFIED ADMISSION

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

Unclassified students may be in several categories:

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

Unclassified students earn academic credit in the same manner as classified students, and they are required to meet prerequisites for individual courses, unless excused by the Vice President for Academic Affairs.

Unclassified Admission Requirements

General requirements for unclassified admission are:

1. Applicants without prior college attendance must have graduated from an accredited secondary school or have earned a G.E.D. certificate. Those who have graduated from high school in the past 12 months are referred to the policy stated on page 25.

Applicants from non-college-preparatory curricula and General Education Diploma (G.E.D.) holders are admitted if they meet all other criteria for admission, including an overall average of "C" or better *in their academic subjects (English, mathematics, social studies, natural sciences, and foreign languages)*.

2. Applicants with prior college attendance will be considered on the basis of their college records.

Applicants for unclassified status must re-

quest that official transcripts from all secondary and post-secondary schools attended be sent to the Office of Admissions for counseling and advising purposes only. During course registration and late registration, students who do not have immediate access to such records may be admitted to the University under unclassified status and limited to a maximum of seven semester hours for that semester, subject to the policy in item 1 above. Such limitations may be removed by the Office of Admissions upon receipt of these records.

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

Documentation Requirements for Unclassified Transfer Applicants

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

1. Secondary School Transcript: An official copy of the applicant's secondary school transcript must be forwarded to the Office of Admissions from the applicant's secondary school.

2. G.E.D. Certificate: Applicants who have completed the military or civilian high school equivalency tests must furnish: a) A copy of the G.E.D. certificate and scores; b) an official partial secondary school transcript from the applicant's secondary school.

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

4. Baccalaureate Degree-Holders: Applicants who already hold at least a baccalaureate degree must request that the educational institution which awarded the degree con-

firm this fact in writing to the Office of Admissions. Forms to request such confirmation are available in the Office of Admissions.

Admission Based on Equivalency Test (G.E.D.)

The University will consider for unclassified admission adults who have satisfactorily completed the military or civilian high school equivalency tests (G.E.D.). If it is determined that the applicant lacks the necessary preparation in specific high school subjects, the applicant may be placed into college-preparatory courses only (courses such as: ENGL 020; and MATH 030).

Enrichment Program for Secondary School Students

The University invites above average secondary school students who have completed the junior year of secondary school to apply for part-time, unclassified admission in the Enrichment Program for Secondary School Students. The primary objectives of this program are to bridge the gap between secondary school and college and to afford college-bound students the experience of learning in the college setting prior to secondary school graduation.

More than 45 freshman- and sophomore-level courses (100- and 200-level) from 18 academic disciplines, are available to students in the Enrichment Program. University credit for successful completion of these courses is awarded, and may subsequently be used toward a degree at Christopher Newport University, or may be transferred to another college or university. The evaluation and transfer of such credits prior to secondary school graduation, however, depend on the decision of the reviewing educational institution.

Applicants interested in this program must:

- Present an above-average secondary school academic record in college-preparatory courses and acceptable aptitude and achievement test scores; and
- show evidence of interest and determination to meet

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

Military Services

Christopher Newport University provides a wide range of student services and publications for military service members, their dependents, and U.S. government employees at Langley Air Force Base, Fort Eustis, Fort Monroe, and NASA (National Aeronautics and Space Administration)/Langley. Individuals may apply for admission, register for classes, pay tuition, and initiate the application process for Veterans Administration education benefits with the University's Coordinator of Military Services, Ms. Lyn Sawyer.

For more information or to make an appointment with Ms. Sawyer, please call (804) 764-3662. Military servicemembers serving in the U.S. Coast Guard, Navy, or Marine Corps and their dependents are encouraged to call the coordinator for assistance. Servicemembers transferring to the Greater Hampton Roads area may request information in advance by calling DSN (88) 574-3662.

Servicemembers' Opportunity Colleges (SOC) Program

Christopher Newport University is a member of the **Servicemembers Opportunity College (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 from Christopher Newport University by simply meeting the University's 30-hour residency requirement and later transferring credit from other regionally-accredited colleges, under a contractual system between the student and the University.

The BFDS 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 and offer students the opportunity to earn degrees from Christopher Newport University through flexible academic policies. For details concerning either of these programs, please contact Mr. Jimmie L. Williams, Jr., in the Office of Admissions. He can be reached at (804) 594-7015.

Advanced Placement and Credit by Examination

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

1. Advanced Placement Program (AP) of the College Entrance Examination Board: This program offers students an opportunity to qualify for advanced placement and credit as follows:

Advanced Placement (AP) Test Summary

AP Test	Score	Credit	CNU Equivalent
Art History	4	6	FNAR 201G-202G
Art History	3	A*	A*
Art Studio	3	B*	B*
Biology	4	8	BIOL 101/101L & BIOL 102/102L
Calculus AB	4	7	MATH 140&240
Calculus AB	3	4	MATH 140
Calculus BC	3	7	MATH 140&240
Calculus BC	2	4	MATH 140
Chemistry	4	6	CHEM 121&122
Chemistry	3	3	CHEM 103 (C*)
Computer Science A	3	3	CPSC 230
Computer Science AB	3	6	CPSC 230
Economics (Macro)	4	3	ECON 201

Economics (Micro)	4	3	ECON 202
English	5	6	ENGL 101-102
English	4	3	ENGL 101
Foreign Languages:			
French/German/Latin/Spanish	4	12	101-102 and 201-202 (D*)
" "	3	6	101-102 (D*)
French/German/Spanish Literature	4	6	Elective
Government:			
American	3	4	GOVT 201
Comparative	3	3	GOVT 103G
History:			
European	4	6	HIST 101&102
United States	4	6	HIST 201&202
Music:			
Literature	3	6	MUSC 201&202
Theory	4	5	MUSC 211
Physics B or C	4	8	PHYS 103/103L & PHYS 104/104L
Physics C and Calculus AB or BC	4	5	PHYS 201/201L (E*)

COMMENTS:

- A*: Department makes individual recommendation.
- B*: Credit is dependent upon portfolio and documentation
- C*: A passing grade (D) in the second semester laboratory earns credit for the first semester laboratory course.
- D*: The student receives credit at this level for the appropriate language.
- E*: The Department of Physics and Computer Science makes individual recommendations on second semester credit.

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

2. 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:

a) The College-Level Testing Program (CLEP). Students may apply the CLEP English General Examination (with essay) toward ENGL 101 credit at CNU. Students seeking credit for ENGL 102 must take the CLEP subject examination entitled "Analysis and Interpretation of Literature." Students may apply for exemption from the chairman of the Department of English.

b) The Advanced Placement (AP) program of the College Entrance Examination Board. Successful completion of AP courses in secondary school and a grade of 5 on the AP English Examination will earn the student credit for ENGL 101-102. A student earning a grade of 4 will earn the student credit for ENGL 101.

c) Grades of A and B in all secondary school college-bound English courses and an SAT verbal score of at least 600.

Note: A student who earns a grade of B or better in ENGL 101 or ENGL 102 at CNU may be allowed, with permission of the instructor and the Provost to take ENGL 102 (or ENGL 104) and ENGL 201 (or ENGL 205/ENGL 207) simultaneously.

3. The College-Level Examination Program (CLEP). For details on CLEP and earning

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

4. 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):

a) achieving an acceptable score on the College Board Achievement Test in French, German, Spanish or Latin;

b) achieving an acceptable score on the College Entrance Examination Board Advanced Placement Examination in French, German, Latin or Spanish;

c) taking the CLEP Examination in French, German or Spanish. No CLEP Examination exists in either Japanese or Latin.

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

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

College of Arts and Humanities

The faculty and programs of the College of Arts and Humanities are divided into five departments.

The College of Arts and Humanities comprises the following academic departments:

Arts and Communication

English

History

Library Science

Modern and Classical Languages and Literatures

Philosophy and Religious Studies

College of Business and Economics

The faculty and programs of the College of Business and Economics are divided into three departments.

The College of Business and Economics comprises the following academic departments:

Accounting

Economics and Finance

Management and Marketing

College of Social Science and Professional Studies

The faculty and programs of the College of Social Science and Professional Studies are divided into six departments.

The College of Social Science and Professional Studies comprises the following academic departments:

Education and Leisure Studies

Government and Public Affairs

Military Science

Nursing

Psychology

Sociology, Social Work and Anthropology

College of Science and Technology

The faculty and programs of the College of Science and Technology are divided into three departments. The College of Science and Technology comprises the following academic departments:

Biology, Chemistry, and Environmental Science

Mathematics

Physics and Computer Science

Division of International Studies

The Division of International Studies is responsible for the coordination of all international programs at CNU and for the administration of the Bachelor of Arts degree in International Culture and Commerce.

The degree in International Culture and Commerce offers the following concentrations:

International Business

Japanese/Asian Studies

Latin American Studies

The Division of International Studies also administers the minor in Latin American Studies.

Graduate Studies

The faculty's jurisdiction over graduate courses and programs resides in the Graduate Faculty, whose members are selected from the general faculty. Graduate Faculty are responsible for teaching graduate courses, advising graduate students, directing theses, and for carrying-out and encouraging scholarship and research. The Director of Graduate Studies, who reports to the Provost, is responsible for promoting and directing the

educational and research activities which support the graduate program. At the present time the University offers a Master of Arts in Teaching degree in Mathematics and Science and the Master of Science degree in Applied Physics.

The following departments contribute to the graduate program:

Biology, Chemistry, and Environmental Science

Economics and Finance

Education and Leisure Studies

English

Government and Public Affairs

History

Mathematics

Modern and Classical Languages and Literatures

Philosophy and Religious Studies

Physics and Computer Science

Psychology

Sociology, Social Work, and Anthropology

Accounting

B.S.A., Accounting

B.S.B.A., *Business Administration

Accounting Concentration

Arts and Communication

B.A., *Fine and Performing Arts

Communication Arts Concentration

Fine Arts Concentration

Music Concentration

Theatre Arts Concentration

Music-Theatre Concentration

B.M., *Music

Music Education Concentration

Music Theory/Composition Concentration

Music History/Literature Concentration

Performance Concentration

Biology, Chemistry, Environmental Science

B.A., B.S., Biology

Horticulture Concentration

Economics and Finance

B.A., Economics

B.S.B.A., *Business Administration

Economics Concentration

Finance Concentration

Education and Leisure Studies

B.A., B.S., *Leisure Studies

Fitness Management Concentration

Recreation/Leisure Services Concentration

Physical Education Concentration

English

B.A., *English

Literature Concentration

Writing Concentration

Language Arts Concentration

Government and Public Affairs

B.A., Political Science

International Relations Concentration

B.S.G.A., *Governmental Administration

Criminal Justice Concentration

Public Management Concentration

International Administration Concentration

Legal Studies Concentration

History

B.A., History

Interdisciplinary Studies

B.A., B.S.

International Studies

B.A., *International Culture and Commerce

Japanese/Asian Studies Concentration

Latin American Studies Concentration

International Business Concentration

Management, Marketing, and Management Information Systems

B.S.B.A., *Business Administration

Management Concentration

Marketing Concentration

Management Information Systems Concentration

Real Estate Concentration

Mathematics

B.A., B.S., Mathematics

Computer Science Concentration

Physics Concentration

Modern and Classical Languages and Literatures

B.A., *Modern Foreign Languages

French Concentration

German Concentration

Spanish Concentration

Nursing

B.S.N., Nursing

Philosophy and Religious Studies

B.A., Philosophy

Religious Studies Concentration

Physics and Computer Science

B.A., B.S., Applied Physics

B.S., Computer Science

Computer Engineering Concentration

B.S.I.S., Information Science

Psychology

B.A., B.S., *Psychology

General Concentration

Industrial/Organizational Concentration

Early Childhood Concentration

Sociology, Social Work and Anthropology

B.A., Sociology

Culture, Socialization, and Society Concentration

B.A., Social Work

*Concentration required

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

Program Planning

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

Registration

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

Students are not considered to be officially registered until tuition and fee payments (or other arrangements) have been made with the Business Office. Upon payment of tuition and fees, students need only to begin classes at the designated time. New freshmen and transfer students are expected to attend their respective orientation program before registering for classes.

Students registering during one of the pre-registration periods will receive a bill for tuition and fees through the mail. The bill must be paid by the deadline established

for that session. If the bill is not paid or if other arrangements are not made with the Business Office by the established deadline, please contact the **Business Office to avoid being removed from registered courses.** The University reserves the right to cancel students' registrations if bills are not paid or other arrangements have not been made. If students have registered during a pre-registration period and have not paid their bills by the deadline, they should not attempt to re-register without contacting the Business Office to determine their status.

Fees

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

Changes in Registration (Add/Drop)

After registering for classes, students must make any changes to their class schedules through the Office of the Registrar, on the Schedule Change Form. Unless course changes are made in this manner, they will not be recognized by the University.

Late registrations and schedule changes are normally processed in the Office of the Registrar during the first five days of each semester (the schedule change period). Courses may not be added after this period without the approval of the appropriate dean. Courses dropped during this period do not become part of the students' permanent academic records.

Withdrawal from a Course

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

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

Withdrawal from the University

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

Medical Withdrawal

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

Unofficial Withdrawal

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

Auditing a Course

Students may audit a course, with approval of their academic advisor, if class size permits. See the "Fees and Financial Information" section for details concerning audit

charges. Students auditing courses are subject to attendance regulations specified by the instructor but are not required to take tests or final examinations in the audited courses. By permission of the instructor, students may complete any of the required assignments. Rather than receive the regular letter grade at the completion of an audited course, auditing students' academic records will indicate AU for such courses.

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

Students may change from credit to audit status up to the last day of class, provided they are passing the course.

Independent Study Procedures

The purpose of Independent Study is to enable qualified students with junior or senior status (see "Classification of Students") to enrich their programs through directed reading or independent research, under faculty supervision and for University credit. Independent Study may be offered in a regular semester or during a summer session. Goals, prerequisites, stages and grading procedures are agreed-upon in writing by the student and the faculty member directing the Independent Study. This should be done by the end of the pre-registration period for the semester/ session 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 chairman. Students must then present the completed and approved Independent Study Form to the Office of the Registrar at the time of registration for the purpose of enrollment. Written approval of the department chairman or the majority of the department's faculty is required if Independent Study is to be directed by adjunct faculty or if the Independent Study is to be conducted off-campus.

Class Attendance

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

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.

Examinations

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

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

Absence from Examinations

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

Grading System

A is given for excellent work (4 grade points per semester hour).

B is given for work which is above average (3 grade points per semester hour).

C indicates work of average quality (2 grade points per semester hours).

D is the minimum passing grade (1 grade point per semester hour).

F indicates that the student failed to meet minimum requirements (no grade points).

I indicates an incomplete grade and is not computed in the cumulative GPA.

P indicates a passing grade in a Pass/Fail course and is not computed in the cumulative GPA.

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

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

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

Grade Point Average

The grade point average (GPA) is computed by dividing the total number of credit hours attempted into the total number of grade points earned.

Incomplete Grade

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

1. If the grade of I is given in the fall it must be removed the following spring semester.
2. If the grade of I is given in the spring it must be removed the following fall semester.
3. If the grade of I is given in the summer it must be removed the following fall semester.

Grades for Repeated Courses

A course in which a grade of D or F has been earned may be re-taken with the

permission of the student's advisor. The original grade, with a line through it, will remain on the student's permanent academic record. The grade, credits and grade points for the most recent course enrollment will be counted toward the degree.

Required or distribution courses in which grades of D or F have been earned may be repeated no more than twice (total of three enrollments). Other courses in which grades of D or F have been earned may be repeated once (total of two enrollments).

The Senior Pass/Fail Option

Seniors (see "Classification of Students") may take one general elective course each semester on a Pass/Fail basis except for courses in distribution, major, concentration or program. Students classified as seniors, may exercise the Pass/Fail option no more than twice.

To exercise this option, seniors must file a Pass/Fail Form in the Office of the Registrar by the end of the *withdrawal without grade penalty period*. Once exercised, the Pass/Fail option can be revoked only by withdrawal from the course or by withdrawal from the University.

Undergraduate Students Taking Graduate Courses

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

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

Total Pass/Fail Credits

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

Grade Reports

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

Dean's Academic Honor List

Students who, in any given semester, are enrolled in at least 12 credit hours, and have earned no final grade below C or received a grade of I in academic subjects, and whose grade point average is at least 3.50, are placed on the Dean's Academic Honor List for the following semester.

Full-time and Part-time Status

Students who enroll in 12 or more credit hours in a given semester are considered full-time. The average course-load for full-time students at the University is approximately 15 credit hours. Students may carry up to 18 credit hours in a given semester or 15 credit hours in the entire summer session without special permission. Students wishing to exceed these credit hours should see "Overload Schedule," which follows.

Students who enroll in fewer than 12 credit hours in a given semester are considered part-time. The University may require or advise students to carry a part-time course-

load as a condition of admission or for other academic reasons.

Overload Schedule

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

Permission to Take Courses Elsewhere

Classified students wishing to take courses at other colleges and universities must seek prior written approval from the appropriate school dean. Such students must complete the Request to Take Courses Elsewhere Form, available in the Office of the Registrar.

Classified students who wish to take courses at other colleges and universities and who are enrolled in the last 30 credit hours of their degree program, must petition the Degrees Committee prior to enrolling in these courses. Such students must complete the Petition of the Degrees Committee Form, available in the Office of the Registrar.

Permission to take courses elsewhere is a privilege that the University grants to classified students only when such action is *academically necessary* to meet scheduling requirements of their programs that cannot be met in residence at CNU.

Forgiveness Policy

Former Christopher Newport University students who have not taken courses here for a period of two years but who have since returned and completed at least 12 credit hours with a 2.00 GPA, may apply for the forgiveness policy to the Registrar, who will act for the Academic Status Committee to have the past academic record at CNU for-

given. The record of forgiven courses will remain on the students' permanent academic record but it will be noted that these courses have been forgiven. Such forgiven courses will not fulfill any academic requirements, nor will they be computed in the new grade point average.

Classification of Students

Full- and part-time students are classified as follows:

Freshman...From 1 to 23 credits;

Sophomore...Minimum of 24 credits and 48 grade points;

Junior...Minimum of 54 credits and 108 grade points;

Senior...Minimum of 85 credits and 170 grade points.

Challenging a Course

Students who have become exceptionally knowledgeable through life experiences in the subject matter of certain courses offered at the University may challenge these courses. Students may earn credit for such courses upon demonstration of proficiency, through procedures established by each academic department at the University. Only those courses that do not appear on the students' CNU permanent academic records or on any other college transcript may be challenged. Students may challenge a given course only once.

When a course is successfully challenged, the appropriate number of non-traditional credits will be posted to the permanent academic record. Unsuccessful challenges will not appear on the academic record. Details

concerning this process are available in the booklet "Procedures on Challenging Courses," available in the Office of Admissions.

Continuance in the University

Through an instructional program supplemented by counseling and faculty advising, the University attempts to give students every encouragement to maintain a satisfactory level of academic achievement. Therefore, the University expects the student to make reasonable academic progress. Unless students demonstrate the incentive and ability to meet the minimum scholastic requirements, the University cannot justify their continuance at the University.

While evaluation of academic progress is made at the end of each semester, the evaluation of the student's academic record is generally not made until completion of at least 15 credit hours of academic courses.

Students who achieve less than the minimum standard as stated below 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 from the Academic Status Committee.

In addition to meeting this minimum standard of academic performance, students are

Minimum Standards for Continuance

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

expected to maintain each semester a 2.00 GPA in their major field of study. Transfer students will be expected to meet the minimum requirements for the total credit hours attempted at Christopher Newport University and the total number of credit hours accepted by the University as transferable from the other educational institutions.

Students who are not profiting from their stay at the University or whose influence is considered detrimental to the best interests of the University may be required to withdraw from the University.

Academic Warning

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

Academic Probation

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

Academic Suspension

Students who are academically suspended may not register for credit in any classes at the University for at least one semester, except with the written permission of the Provost given after consultation with the Academic Status Committee. The notation "Academic Suspension" is placed on the suspended student's permanent academic

record. Students who have been academically suspended from the University may, after one semester has elapsed (excluding summer session), apply for reinstatement (see "Reinstatement Procedures"). Students who have been academically suspended by Christopher Newport University and who are permitted by another college to take courses there should realize that credit hours earned while not in good standing at Christopher Newport University may not be acceptable as credit by Christopher Newport University.

Academic Dismissal

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

Appeals to the Academic Status Committee

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

Reinstatement Procedures

Academically suspended students who wish to re-enter the University after one semester has elapsed (excluding summer session) must apply to the Academic Status Committee for reinstatement. To apply for reinstatement, students must complete a Re-

instatement Form, available in the Office of the Registrar, and return it to that office by the following deadlines:

Reinstatement for summer.....May 1

Reinstatement for fall.....August 1

Reinstatement for spring.....January 1

Students who have been reinstated and who do not enroll during the two semesters following reinstatement must apply for readmission to the University. The Academic Status Committee may recommend that the student not be readmitted to the University. Students who have been academically suspended twice may apply for reinstatement but they should know that the Academic Status Committee often does not recommend reinstatement for such students.

Most colleges will not consider for admission students not in good standing at their former college; therefore, reinstatement at Christopher Newport University should be sought before application is made elsewhere. Students who have been reinstated may then apply for admission elsewhere.

Declaration of Major

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

Double Major

With the written approval of the appropriate department chairman, classified students may designate a second, concurrent major

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

Declaration of Minor

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

Second Baccalaureate Degree

Students who hold a baccalaureate degree from a regionally accredited college or university, and who wish to become candidates for a second degree, must earn a minimum of 30 credit hours in residence at Christopher Newport University. Once admitted into classified status, such degree holders will be considered to have satisfied Areas I, II, and III of the University's distribution requirements. All major departmental requirements must then 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. Students who complete degree requirements in August and

December will have diplomas mailed to them. Those who complete degree requirements in May will receive diplomas at the May ceremonies. All prospective graduates will be contacted by the Office of the Registrar concerning rehearsal and attendance before the annual commencement exercises. Those planning to attend must notify the Office of the Registrar by the announced deadline so that seating arrangements can be finalized for all who plan to participate. You will be advised when to order your cap and gown from the University Bookstore. Students who plan to attend the annual commencement must keep the Office of the Registrar informed of any address changes so that they can receive important information concerning graduation.

If all requirements, including courses and credits, are not met by the end of the spring semester, students will not be permitted to participate in the May ceremonies.

Graduation with Honors

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

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

Eligibility for each honor requires that at the time of graduation, the respective minimum GPA be equalled or exceeded both in the graduate's "overall GPA" (based on the graduate's entire student academic record, including any grades and credits earned at

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.

Auditing Students

Individuals who wish to take courses on an auditing (non-credit) basis should contact the Office of Admissions for a special enrollment form. Auditors are not required to furnish any academic documentation. See "Auditing a Course" in the Academic Policies section for further details.

Summer Session

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

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

If a student owes the University money and has not made satisfactory arrangements with the Business Office for payment, the University reserves the right to refuse to allow the student to participate in commencement exercises and may withhold issuance of the student's diploma and academic transcripts, at its sole discretion, until the student has made payment or arrangements for payment.

General Requirements: All baccalaureate degree programs

1. A total of 120 academic semester hours and either HLTH 200 or one semester course of physical education activities, or their equivalents, with a grade point average of 2.00 (4.00 maximum) are required for graduation. (ROTC students may satisfy the Physical Education and Health distribution 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 classified (officially degree-seeking) prior to beginning the last 30 credit hours in their academic program. (The application for classified status is available in the Office of Admissions.)
4. At least 30 of the last 36 credit hours, including the last 12 credit hours within the major field, must be taken in residence. Students enrolled in the Servicemembers' Opportunities Colleges (SOC) program may fulfill the 30-credit-hour residency requirement at any time, in the course of satisfying degree requirements.
5. At or before the end of the sophomore year (fourth semester), classified students must choose a major field of study. For an initial declaration of major field, or a change from the major field already declared, students must file a "Declaration of Major" form with the Office of the Registrar. Students are then assigned an academic advisor who assists students in planning their programs of study. Students should refer to the school and/or departmental listings in the appropriate Catalog for specific requirements.
6. Of the total credits required for graduation:
 - a) students may present at most 42 credit hours in their major field, 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 60 percent of the minimum credit hours (usually 122) required toward a degree may come from courses in the disciplines of the School of Business and Economics;
 - c) students may present a maximum of two semesters of physical education activities courses toward the degree. Military veterans with 186 or more consecutive days of active duty in the U.S. armed forces may receive up to two semester hours of physical education activities credit toward their degree, thereby fulfilling the University's physical education distribution requirement;
 - 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.

GENERAL REQUIREMENTS FOR GRADUATION

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" form no later than August 30 of the preceding year.

b) Students planning to complete degree requirements at the end of the fall semester must file the "Intent" form no later than December 30 of the preceding year.

c) Students planning to complete degree requirements at the end of the spring semester must file the "Intent" form no later than May 30 of the preceding year.

8. Students may choose to fulfill either the general requirements for graduation set forth in the *Catalog* that is in effect when they become classified, or the general requirements in the *Catalog* that is in effect at the time they formally declare their major field of study, or the *Catalog* that is in effect when they graduate.

These "general requirements" include all distribution requirements. If a course necessary for the completion of the distribution requirements which students originally selected should no longer be in the *Catalog* by the time students complete their requirements, such students 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. Students must fulfill, however, the major and/or concentration requirements that are in effect when the choice of major or concentration is formally declared.

Students who leave the University for a period of a full academic year or more after formally declaring a major field of study, may be required to meet the major or concentration requirements that are in effect when they re-enter the University.

9. Assessment Requirements: The University engages in a number of assessment processes, the purpose of which is to gauge the effectiveness of its educational program. These processes may involve students being required to participate at various times in examinations, interviews, or other assessment-related activities that are not part of any specific course. Each student will be given timely notification of the assessment activities required by his or her program of study. The satisfactory completion of such required activities is an essential component of the completion of degree requirements and, therefore, a "general requirement" for graduation from the University.

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

BACCALAUREATE CURRICULAR STRUCTURE – EFFECTIVE FALL, 1990

AREA I: THE STUDY OF WORDS AND NUMBERS

English Composition, Mathematics, and Foreign Language (16-18 Semester Hours Required)

English Composition

(6 Semester Hours Required)

Successful completion of either ENGL 101-102 or ENGL 103-104 is required. Placement in ENGL 101 or ENGL 103 is determined by a satisfactory score on a required English placement test or by successful completion of ENGL 020. ENGL 102 or ENGL 104 should be completed as early as possible and must be completed before the 84th semester hour.

Mathematics

(4-6 Semester Hours Required)

Successful completion of any two of MATH 105, 109, 110, 125, 130, 135; or of MATH 140; or of MATH 145; or, in agreement with the Department of Mathematics, a mathematics course above MATH 145, is required.

Foreign Language

(6 Semester Hours Required)

The minimum required level of proficiency in a foreign language is that equivalent to successful completion of the 101-102 sequence in that language at Christopher Newport University. Such proficiency can be demonstrated by a passing grade in the 102 course in that language at CNU, by equivalent transfer credit from another regionally accredited college or university, by successful completion of the foreign language placement examination offered by the CNU Department of Modern and Classical Languages and Literatures, by a satisfactory score on the appropriate departmentally-designated CLEP test, or by a satisfactory score on the appropriate departmentally-designated advanced placement (AP) test of the College Entrance Examination

Board (CEEB). This requirement may be satisfied at Christopher Newport University in one of the following languages: French, German, Japanese, Latin, or Spanish. For languages not taught at CNU the necessary level of proficiency may be demonstrated only by transfer credit, AP test, or CLEP test, as described above.

Area II: LIBERAL STUDIES

Humanities, Social Sciences, and Natural Sciences

(32-34 Semester Hours Required)

In the Liberal Studies area, no more than one sequence may be taken from a single department. In the Humanities and Social Sciences areas, at least two sequences with a global view (a total of at least 12 semester hours) must be taken. Course sequences taught from a global view are identified by the suffix "G" on their course numbers.

Humanities – Two Sequences

...12 Semester Hours Required. Select no more than one sequence from each department's choices:

Department of English: ENGL 201-202; ENGL 205, 206; or ENGL 207G, 208G.

Department of Arts and Communication: FNAR 201G-202G; MUSC 201-202; MUSC 207G-208G; MUSC 241-242; or THEA 210G-211G.

Department of Modern and Classical Languages and Literatures: MLAN 205G, 206G; or CLST 201-202.

Department of Philosophy and Religious Studies: PHIL 201G-202G; or RSTD 211G, 212G.

Social Sciences – Two Sequences.

...12 Semester Hours Required. Select no more than one sequence from each department's choices:

Department of Economics and Finance: ECON 201-202.

Department of History: HIST 101, 102; HIST 111G, 112G; or HIST 201, 202.

GENERAL REQUIREMENTS FOR GRADUATION

Department of Government and Public Affairs: GOVT 103G, 104G; or GOVT 201, 202.

Department of Psychology: PSYC 201-202; or PSYC 210-211.

Department of Sociology, Social Work, and Anthropology: ANTH 203G-204G; or SOCL 201G-202G.

Natural Sciences – One Sequence (with laboratories). 8-10 Semester Hours Required.

Select one sequence:

Department of Biology, Chemistry, and Environmental Science: BIOL 107/107L-108/108L; BIOL 107/107L-208/208L; CHEM 103/103L-104/104L; or CHEM 121/121L-122/122L.

Department of Physics and Computer Science: PHYS 103, 104; or PHYS 201-202.

AREA III: PHYSICAL EDUCATION AND HEALTH

(2 Semester Hours Required)

Successful completion of either one 100-level physical education (LSPE) activities course or of HLTH 200 is required. ROTC students may satisfy this requirement by successful completion of MLSC 301L and MLSC 302L.

AREA IV: DEGREE STUDIES

One Option

(6-10 Semester Hours Required)

(1) Letters Degrees

(9 Semester Hours Required)

For the degree Bachelor of Arts, except as provided for in (3) below, the following two requirements must be satisfied:

Language Use and Critical Thinking

(3 Semester Hours Required)

Successful completion of either SPCH 201 or PHIL 101 is required.

Foreign Language

(6 Semester Hours Required)

Proficiency in a foreign language at the 202-

level must be demonstrated, either by a passing grade in the 202 course in that language at CNU or by one of the alternate methods provided for in meeting the foreign language requirement of Area I (above).

(2) Science Degrees

(8-10 Semester Hours Required)

For the degree Bachelor of Science, a two-course sequence, with laboratories, in a science different from that taken in AREA II must be successfully completed:

BIOL BIOL 107/107L-108/108L; BIOL 107/107L-208/208L, or, for LSPE majors only, BIOL 314-315;

CHEM 103/103L-104/104L or

CHEM 121/121L-122/122L;

PHYS 103, 104 or PHYS 201-202.

(3) Professional Degrees

(6 Semester Hours Required)

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

PHIL 304, 374, or 384;

SPCH 201;

CPSC 210 or a higher level Computer Science course;

FREN, GERM, JAPN, LATN, or SPAN 201 or 202.

AREA V: MAJOR AND ELECTIVE STUDIES

(58-66 Semester Hours Required)

Area V must be used to complete all remaining requirements of one of the baccalaureate degree programs offered by Christopher Newport University. In addition to completing these requirements, as specified in the appropriate departmental entry of this catalog, the total number of credits applied toward a degree must be at least 120 semester hours, exclusive of credits applied to meet the requirements of Area III of this curricular structure.

UNDERGRADUATE ACADEMIC TUITION: FULL-TIME RATE (12 to 18 credits)**Virginia Resident: \$3,196 per year (\$1,598 per term)****Out-of-State Student: \$7,860 per year (\$3,930 per term)****Military Spouse and Dependent, under 23-7.4 E (iii), Code of Virginia*:
\$6,694 per year (\$3,347 per term)**

If you register for 12 to 18 credit hours you will be classed as a full-time student 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 listed above. You are eligible for the full-time rate if you are taking 12 to 18 credit hours, even though you may be an unclassified student who has not declared a major or may not even be seeking a degree.

If you register for more than 18 credit hours you will be charged the full-time rate plus the appropriate per-credit-hour rate for each additional hour above 18 credit hours.

The full-time tuition rate does not apply to registration for Summer Term courses even though you may be registered for more than 12 credit hours during Summer Terms.

UNDERGRADUATE ACADEMIC TUITION: PART-TIME RATE

If you register for less than 12 credit hours or for any Summer Term, your tuition will be calculated as follows:

Credits	In-State	Out-of-State	Mil. Spouse/Dep.*
1	\$133	\$327	\$279
2	\$266	\$654	\$558
3	\$399	\$981	\$837
4	\$532	\$1,308	\$1,116
5	\$665	\$1,635	\$1,395
6	\$798	\$1,962	\$1,674
7	\$931	\$2,289	\$1,953
8	\$1,064	\$2,616	\$2,232
9	\$1,197	\$2,943	\$2,511
10	\$1,330	\$3,270	\$2,790
11	\$1,463	\$3,597	\$3,069

*Under Section 23-7.4 of the Code of Virginia, spouses and dependents of military servicemembers, stationed in Virginia may have entitlement for reduced tuition. For details, contact the Office of Admissions at (804) 594-7015.

Office of Student Accounts
Administration, Room 210
(804) 594-7195
Comptroller: Maribeth Trun

**Student Accounts and
 Cashier's Office Hours:**
 Monday: 8:30 a.m.-3:30 p.m.
 Tuesday: 8:30 a.m.-3:30 p.m.
 Wednesday: 8:30 a.m.-3:30 p.m.
 Thursday: 10:30 a.m.-5:00 p.m.
 Friday: 8:30 a.m.-3:30 p.m.

UNDERGRADUATE GENERAL FEES*

Application Fee*	\$10.00
Classified Status Fee	\$10.00
Registration Fee	\$20.00
Late Registration Fee	(additional) \$25.00
Laboratory Fee	\$20.00
Challenge Examination Fee (per examination)	\$20.00
Academic Transcripts	No Charge
Returned Check Fee (per return)	\$20.00
Late Penalty and Administrative Fee (per payment)	\$50.00
Graduation Fee**	\$25.00
Reinstatement Fee (9/06 to 9/10)	\$100.00
Reinstatement fee (9/13 to 9/17)	\$200.00
APP MUSIC Fee (1 credit hr course)	\$105.00
APP MUSIC Fee (2 or 3 credit hr course)	\$210.00

***The fees listed above are not refundable. Effective with the Spring, 1994 term,
 Application Fee (Unclassified): \$15; Application Fee (classified): \$25.**

****This fee is exclusive of regalia which must be purchased at the University Bookstore.**

Your registration is not complete until you have either made your payment or arranged to make payment with the Business Office.

The University reserves for itself the right to withdraw or change the fees announced in this catalog. Interpretation of matters concerning fees in this catalog is the responsibility of the Vice President for Administration and Finance. The President of Christopher Newport University has final authority in the interpretation.

Tuition

If you are a undergraduate student and register for 12 to 18 credit hours, you will be classified as a full-time student 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. You are eligible for the full-time rate if you are taking 12 to 18 credit hours, even though you may be an unclassified student who has not declared a major or may not even be seeking a degree. The full-time rate does not apply to registraion for Summer Term courses even though you may be registered for more than 12 credit hours during the Summer Terms.

If you register for more than 18 credit hours, you will be charged the full-time rate plus the appropriate per credit-hour rate for each additional hour above 18 credit hours.

If you register for less than 12 credit hours, your tuition payment will depend upon the number of courses you take and is 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 rate will be charged the in-state rate and out-of-state students will be charged the out-of-state rate.

The tuition and fee rates are established each year by the Rector and Visitors of Christopher Newport University. The rates listed in this catalog are applicable only for the academic year 1993-1994, which begins with Summer Term 3, May 27, 1993, and ends with Summer Term 2, May 1994.

General Fees

Each student must pay a one-time application fee of \$10 for your initial admission to the University. (This fee is not required if you are only taking a Continuing Education course, auditing courses, registering for a Summer Term or are a Senior Citizen. (See "Senior Citizen" in index.) The application fee is not refundable, may not be applied to other fees and will not have to be paid more than once, as long as you register for one or more credit-instruction courses during each

academic year beginning in the academic year following your payment of the fee. The fee must be paid to the Office of Admissions by check or money order if you apply through the mail. The fee must accompany your application for admission.

If you wish to be admitted to classified (degree-seeking) candidacy, you must also pay a **classified status fee of \$10**. This fee is not refundable, may not be applied to other fees, and will not have to be paid more than once. If you pay this fee with your initial application for admission but do not enroll in the term for which you originally applied, it may be carried forward only to the next term. You do not have to pay this fee unless you wish to be admitted to classified (degree-seeking) candidacy, and the fee does not apply to continuing education courses.

Note: Effective with the Spring, 1994 Term, Application Fee (Unclassified) \$15; Application Fee (Classified): \$25.

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 in not refundable.

If you register during late registration you will be required to pay a late registraion fee in addition to the normal registration fee. You must pay this fee if you do not complete your registraion during the announced pre-registration periods.

If you register for a course which is listed in the Registration News or this catalog which requires the payment of a **laboratory fee** you will be required to pay a **\$20 lab fee**, per course. Laboratory fees are not refundable after the last business day before the beginning of each term.

If you register for a course in Applied Music (denoted by the abbreviation "APP MUSC" in the Registration News or this catalog), you are required to pay an applied music fee in addition to your tuition and fees for that course. The applied music fee applies even though you are paying the full-time rate. The Applied Music fee for a one-credit hour course is \$105 and the fee is \$210 for a

2 or 3 credit hour course. Applied music fees are not refundable after the first day of scheduled lessons with your instructor.

Schedule Changes (Adds and Drops)

If you are a full time student (taking at least 12 credit hours) and you increase your academic workload, to less than 18 credit hours, the amount of your tuition and fees will not increase. However, depending on the course added you may owe a lab fee or an applied music fee. If you are a full-time student (taking at least 12 credit hours) and you decrease your academic workload to less than 12 credit hours, your eligibility for the full-time tuition rate is voided, and your tuition and fees will be adjusted to the per credit hour rates. If you are a full-time student (taking at least 12 credit hours) and you increase your academic workload to exceed 18 credit hours you will be charged the full-time rate plus the per credit hour rate for each credit hour rate for each credit hour over 18 credit hours.

If you are a part-time student and you increase your academic workload to 12 to 18 credit hours, you will be eligible for the full-time rate and your 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.

If you are using the As annual payment plan and drop a course or course, you may reduce your payment schedule through AMS. You should contact AMS directly to take this action.

You may not increase your AMS payment plan 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.

If you plan to or are receiving financial aid, course-load reductions and additions can affect the amount of financial aid awarded to you. This is particularly true if you are a full-time student and a course reduction results in your becoming a part-time student. You 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 you, if the rules of the grantor so require. If you have received a financial aid award and must decrease your academic workload to less than 12 credit hours, you should contact the Office of Financial Aid, Room 203, Administration Building, telephone (804) 594-7170.

Paying Your Bills At The University ***We Honor MasterCard® and VISA®***

Billing

If you register during early registration, your tuition bill will be mailed to you prior to payment due date. Bills are mailed to the address you have provided to the Office of the Registrar. If you do not receive a bill by the date published each term, it is the students 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.

If you register after early registration but prior to payment due date, your bill will be given to you by the Office of Student Accounts at the time of registration and is due by the payment due date established for each term.

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). 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 NOT OF THE FOLLOWING

1. If you owe the University any charges accrued from previous semesters (i.e. tuition, parking fines, library fines, bookstore charges, etc.) you are **REQUIRED** to pay these charges, before you will be permitted to register.
2. If you are receiving any form of tuition assistance you 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. If you are receiving any form of financial aid, your name **MUST** be 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 your award and you 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 or PLUS loans.) If you do not pay the difference by the payment due date a late payment fee will be assessed. **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 students 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.

New Payment Policy

Tuition and fees are considered fully earned and are due at the time you register 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**. Post mark date does not apply. **AT 4:00 p.m. ON PAYMENT DUE DATE, THE UNIVERSITY WILL CANCEL THE REGISTRATION FOR ALL STUDENTS WHO HAVE NOT MADE FINANCIAL ARRANGEMENTS. THESE STUDENTS MAY REGISTER AGAIN DURING LATE REGISTRATION.**

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

Reinstatement

Students who register during late registration, must pay on the day they register. On the last day of late registration at 4:00 p.m. the University will cancel the registration for all students who have registered during the week of late registration and have not made financial arrangements. Beginning on the Monday following the week of late registration student's 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 STUDENTS REGISTRATION WILL AUTOMATICALLY BE CANCELLED AND NO FURTHER OPPORTUNITIES FOR REINSTATEMENT WILL BE PERMITTED. During the reinstatement period the student 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 you to pay your ANNUAL tuition and fees in 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, lab fees and applied music fees. You may use this plan if you are a full-time or part time student. YOU MAY NOT USE THIS PLAN FOR ONLY ONE TERM. Your Fall term tuition and fees must be paid in full by the 5th payment, which you will make on October 1, 1993. If this payment does not pay your Fall term charges, your transcript will be held and you will not be permitted to register for the Spring term.

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 to you separately. If you wish, you may call Academic Management Services directly, toll-free at (800) 635-0120 for information.

You are encouraged to apply for the AMS Plan as soon as possible, since later application for the plan requires a larger down payment. You may participate in the monthly tuition payment plan offered by the University through Academic Management Services even though you apply for and receive financial aid. You 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 you have registered you are entitled to a full refund for that cancelled course.

Please note that you will not receive a refund for any fee which is listed in the University catalog or the Registration News as a non-refundable fee unless the course is cancelled by the University.

Tuition and comprehensive fees will be refunded for the fall and spring terms in accordance with the following policy:

100% for any course dropped on or before the last business day before the beginning of the academic term or for any course which is cancelled by the University;

75% for any course dropped on the first day of the academic term through the end of the first week;

50% for any course dropped during the second, third, and fourth week of the academic term, after which time there shall be no refund.

For refund policies concerning Terms 2, 3, 4, 5 and 6, please refer to the *Summer Registration News*.

All refund checks are processed through the State treasurer and are mailed directly from Richmond to the student. Students should receive refunds within 90 days from the end of the refund period.

Applied music fees are not refundable after the first day of scheduled lessons with your instructor.

The University does not normally refund fees for non-credit courses.

You 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.

If you are participating in the AMS annual tuition payment budgeting plan and your payments received by the University exceed the amount you owe in accordance with the policy listed above, the University will refund to you directly. Please do not attempt to obtain a refund from AMS directly. All refunds will be processed in accordance with the above policy. If you have extenuating circumstances (i.e. medical or work-related circumstances beyond your control), you should contact the Office of Student Accounts, Room 210, Administration Building, telephone (804) 594-7195 or 7060, to obtain a tuition refund appeal form. You will be notified of the final decision 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 whatever penalties may incur.

All appeals must be filed by the end of the academic term to be considered. Any appeal filed after the term will be denied regardless of the circumstances.

Returned Checks

A RETURNED CHECK FEE OF \$20.00 will be assessed for all checks returned from the bank to the University for any reason. An individual has seven (7) calendar days to repay the amount of the check and the returned check fee.

If a check for tuition and fees is returned to the University from the bank for any reason there will be a \$20.00 returned check fee. If the student does not repay the check and the fee before the payment due date a \$50.00 late payment fee will be assessed in addition to the returned check fee. If the student does not repay the total amount due within seven (7) calendar days their 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, their registration WILL BE CANCELLED IMMEDIATELY. UNDER NO CIRCUMSTANCES WILL THEY BE PERMITTED TO RETURN DURING THAT TERM.

If the University receives TWO non-sufficient fund checks from a student, the University will no longer accept checks from the student.

Cashing of Student Checks

The University does not have facilities for handling deposits for students' expenses, but the Business Office is prepared to cash checks up to \$25.00. Checks should be made payable to Cash. Two-party checks will be cashed **only** when payable to the student by his/her parent. Under regulations governing state-supported agencies, the University is not permitted to cash checks made payable to Christopher Newport University.

A **\$20 returned check fee** is charged for each check returned for insufficient funds. If an individual bounces a check a second

time, the University will revoke all check-cashing privileges. The University will not cash a check for an individual who owes a debt to the University.

Delinquent Financial Obligations

If you have any outstanding financial obligation to the University to include tuition and fees, bookstore charges, parking fees and fines, library fees and fines, checks returned for non-sufficient funds, etc. the University will refuse all services to you until these financial obligations have been paid in full. You 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 if you retain property that belongs to the University.

If your financial accounts becomes delinquent, the University charges a \$50 late payment penalty and administrative fee. The University may turn your account over to a third-party collection agency/credit bureau, the Department of Taxation and the Attorney Generals Office.

The University is permitted under Virginia Law to attach your Virginia State income tax refund or lottery winnings in repayment of any debt which you may owe to the University.

In the event your 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

If you are a veteran, servicemember, or

dependent using Veterans Administration education benefits, you must make financial arrangements at the time of registration. If you are using Veterans Administration education benefits for the first time, you should anticipate a delay of approximately eight weeks before the first education allowance check is mailed to you. You should contact the University's Office of Veterans' Affairs, located in Room 116 of the Administration Building, if you plan to use V.A. benefits. Telephone: (804) 594-7175.

Senior Citizens

The 1989 session of the Virginia General Assembly amended and reenacted the Senior Citizen's Higher Education Act of 1974. If you are a senior citizen you are permitted to register and enroll in courses as a full-time or part-time student for academic credit, without charge, if your taxable income for federal income tax purposes did not exceed \$10,000 for the year preceding the year in which you wish to enroll. You may also without charge enroll in academic credit courses for audit purposes and you may enroll in non-credit courses offered by the University without regard to your income. You will, however, be required to pay for laboratory fees for any course for which such a fee is applicable. You must meet the applicable University admissions requirements to participate in this waiver program, and the determination of the University's ability to offer a course which you seek to take 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. If you are an eligible senior citizen who has 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.

You are a senior citizen under this program

if your sixtieth birthday falls before the term for which you are registering and you 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 semester. The law places no restriction on the number of courses that may be taken for credit in any term or on the number of semesters in which an eligible senior citizen may take courses for credit. The continuing education program welcomes the participation of senior citizens with the understanding that their registration is contingent on a minimum number of paying students to allow the course's formation.

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

Classification as an In-State Student

Students and applicants for admission who claim entitlement to in-state educational privileges, including in-state tuition rates, must demonstrate their eligibility in accordance with the provisions of Section 23-7.4 of the Code of Virginia set forth below. Applicants for admission who believe they qualify for in-state educational privileges should complete the 'Application for In-State Tuition Rates' and return it with their applications for admission.

Students who are already enrolled at the University must apply for a change of status through the Office of Admissions. Such requests must be made on the Application for Virginia In-State Tuition Rates form.

Inquiries should be addressed to the Office of Admissions, CNU, 50 Shoe Lane, Newport News, Virginia 23606-2998.

23-7.4.

Eligibility for in-state tuition charges.

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

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

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

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

Domiciliary intent means present intent to remain indefinitely.

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

Full-time employment means employment resulting in, at least, an annual earned income reported for tax purposes equivalent to fifty work weeks of forty hours at minimum wage (\$8,800 per calendar year).

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

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

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

Unemancipated minor means a student

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

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

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

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

year period prior to the date of the alleged entitlement.

C. The domicile of a married person shall be determined in the same manner as the domicile of an unmarried person.

The domicile of an emancipated minor shall be established in the same manner as any other independent student.

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

The domicile of a dependent student shall be rebuttably presumed to be the domicile of the parent or legal guardian claiming him/her as an exemption on federal or state income tax returns currently and for the tax year prior to the date of the alleged entitlement or providing him/her substantial financial support.

A matriculating student who has entered an institution classified as out-of-state shall be required to rebut by clear and convincing evidence the presumption that he/she is in the Commonwealth for the purpose of attending school and not as a bona fide domicile.

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

conferring a Virginia domicile on the unemancipated minor.

D. It is incumbent on the student to apply for change in domiciliary status to become eligible for such change. Changes in domiciliary status shall only be granted prospectively from the date such application is received.

A student who knowingly provides erroneous information in an attempt to evade payment of out-of-state fees shall be charged out-of-state tuition fees for each term, semester or quarter attended and may be subject to dismissal from the institution. All disputes related to the veracity of information provided to establish Virginia domicile shall be appealable through the due process procedure required by paragraph H below.

E. A non-military student whose parent or spouse is a member of the armed forces may establish domicile in the same manner as any other student. However, a non-military student, not otherwise eligible for in-state tuition, whose parent or spouse is a member of the military stationed or residing in the Commonwealth pursuant to military orders and claiming a state other than Virginia on their State of Legal Residence Certificate, shall be entitled to in-state tuition charges when the following conditions are met: (i) if the student is a child of a member of the armed forces, then the non-military parent shall have, for at least one year immediately prior to the date of alleged entitlement for in-state tuition charges, resided in Virginia, been employed full-time and paid individual income taxes to Virginia. Such student shall be eligible for in-state tuition charges only if the non-military parent claims him/her as a dependent for Virginia and federal income tax purposes; or (ii) if the student is the spouse of a member of the armed forces, then such student shall have, for at least one year immediately prior to the date of alleged entitlement for in-state tuition, resided in Virginia, been employed full-time and paid individual income taxes to Virginia. Any student whose spouse or parent is a member of the armed forces shall be eligible for in-state tuition charges for so long

as these conditions continue to be met.

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

G. Public institutions of higher education may enter into special arrangement contracts with Virginia employers or authorities controlling federal installations or agencies located in Virginia. The special arrangement contracts shall be for the purpose of providing reduced-rate tuition charges for the employees of the Virginia employers or federal personnel when the employers or federal authorities are assuming the liability for paying, to the extent permitted by federal law, the tuition for the employees or personnel in question and the employees or personnel are classified by the requirements of this section as out-of-state.

Special arrangement contracts with Virginia employers or federal installations or agencies may be for group instruction in facilities provided by the employer or in the

institution's facilities or on a student-by-student basis for specific employment-related programs. Special arrangement contracts shall be valid for a period not to exceed two years and shall be reviewed for legal sufficiency by the office of the Attorney General prior to signing. All rates agreed to by the public institutions shall be at least equal to in-state tuition and shall only be granted by the institution with which the employer or the federal authorities have a valid contract for students for whom the employer or federal authorities are paying the tuition.

All such contracts shall be registered with the State Council of Higher Education to assure accurate tabulation of the domiciles of the students.

All special arrangement contracts with authorities controlling federal installations or agencies shall include a specific number of students to be served at reduced rates. In any fiscal year, the total number of such students at all state-supported institutions of higher education shall not exceed one-half of one percent of the projected annual full-time equivalent student enrollment in the state-supported institutions of higher education.

Nothing in this subsection shall change the domiciliary status of any student for the purposes of enrollment reporting or calculating the proportions of general funds and tuition and fees contributed to the cost of education.

H. Each public institution of higher education shall establish an appeals process for those students who are aggrieved by decisions on eligibility for in-state tuition charges. The Administrative Process Act (SS9-6.14:1 et seq.) shall not apply to these administrative reviews.

An initial determination shall be made. Each appeals process shall include an intermediate review of the initial determination and a final administrative review. The final administrative decision shall be in writing. A copy of this decision shall be sent to the student. Either the intermediate review or the final administrative review shall be conducted by an appeals committee consisting of an

odd number of members. No person who serves at one level of this appeals process shall be eligible to serve at any other level of this review. All such due process procedures shall be in writing and shall include time limitations in order to provide for orderly and timely resolutions of all disputes.

Any party aggrieved by a final administrative decision shall have the right to review in the circuit court for the jurisdiction in which the relevant institution is located. A petition for review of the final administrative decision shall be filed with in thirty days of receiving the written decision. In any such action, the institution shall forward the record to the court, whose function shall be only to determine whether the decision reached by the institution could reasonably be said, on the basis of the record, to be supported by substantial evidence and not to be arbitrary, capricious or otherwise contrary to law.

I. In order to ensure the application of uniform criteria in administering this section and determining eligibility for in-state tuition charges, the State Council of Higher Education shall issue and from time to time revise guidelines, including domiciliary status questions to be incorporated by all state institutions of higher education in their admissions applications. These guidelines shall not be subject to the Administrative Process Act (SS9-6.14:1 et seq.) of this Code.

An advisory committee, composed of ten representatives of the public institutions, shall be appointed by the Council each year to cooperate with the Council in developing the guidelines for determining eligibility or revisions thereof. The Council shall consult with the Office of the Attorney General and provide opportunity for public comment prior to issuing any such guidelines.

Procedure

Upon receipt in the Office of Admissions, your "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 your own determination for in-state privileges, you will

be contacted immediately and given an explanation of the determination.

Reduced Tuition for Spouses and Dependents of Active Duty Military Personnel

If you are the child or spouse of a person who is on continuous active duty in the military services of the United States and on PCS orders to a command in Virginia, you may be eligible for a reduced tuition rate even though your domicile otherwise is in another state and you would be required to pay the out-of-state rate. For details, contact the Office of Admissions at (804) 594-7015.

Appeals

If you disagree with the original residency decision, you 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 your appeal. You are welcome to forward any supporting documentation (e.g., income tax returns). The panel will respond to your appeal within five working days.

If you still disagree, you may request a final appeal. This appeal must be made in writing, addressed to the Dean of Enrollment Services within five working days of the first appeal decision. Another panel of University officials will then convene to consider your appeal. A written determination will be sent to you by U.S. Registered Mail within five days of the hearing. Should you disagree with the final determination, you then have 30 days to take this matter to the appropriate Circuit Court.

Office of Financial Aid
Administration, Room 203
(804) 594-7170
Director: Sidney P. Dugas
Hours: 9:30 a.m.-4:00 p.m.

Christopher Newport University offers financial assistance to qualified students who wish to defray part of their total college expenses. The University participates in a variety of aid programs, most of which are administered through the Office of Financial Aid.

Types of aid include: scholarships; grants; loans; and student employment. Although most forms of financial aid are based on financial need, some use criteria other than financial need for eligibility. Applications and additional information are available in this office.

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

To be eligible for most financial aid programs, a student must: 1) be enrolled as a classified student; 2) be enrolled on at least a half-time basis; 3) be in good academic standing; 4) be making satisfactory academic progress; and 5) be a U.S. citizen or permanent resident. Some programs, however, require full-time enrollment.

Financial aid is awarded for one academic year only but, upon re-application and continued eligibility, may be renewed for succeeding years. The deadline for applying for financial aid administered by Christopher Newport University is April 1, for consider-

ation in the following academic year. Later deadlines are established on an annual basis for the Pell Grant and Student Loan programs.

Entering students must be admitted to the University before receiving a decision letter regarding financial aid. Announcements of financial aid decisions for on-time applicants are normally made by June 1. Applicants for financial aid will be notified in writing by the Office of Financial Aid.

Application Requirements

To be considered for financial aid, applicants must:

1. Be enrolled or accepted for enrollment at the University in classified status;
2. File an application for financial aid with the Christopher Newport University Office of Financial Aid, by April 1. This application must be completed annually.
3. File a free application for Federal Student Aid with the College Scholarship Service, the results of which must be received by the University's Office of Financial Aid by April 1 (allow four to six weeks for processing). The FAFSA must be filed each year students apply for financial aid.

Financial Aid Available at Christopher Newport University

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

Federal Programs

Federal Pell Grants
 Federal Supplemental Education
 Opportunity Grants
 Federal PLUS Loan Program
 Federal Work-Study (employment)
 Federal Perkins Loans
 Federal Stafford Student Loan Program
 ROTC Scholarships

State Programs

State Law Enforcement Officers' Education
 Program

College Scholarship Assistance Program
Edvantage Loan Program
Virginia State Student Scholarships
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 the 1992-1993 academic year, scholarships included:

Margaret Ann Webb Abbit Memorial Scholarship
Alumni Society of Christopher Newport University Scholarship
Arts and Music Scholarships
Franklin O. Blechman Scholarship
Gloria Bridges Memorial Endowment Scholarship
Marion Joanna Burgoyne Memorial Scholarship
Christopher Newport Single-Parent Scholarship
Christopher Newport University General Scholarship
Daughters of Penelope Scholarship
FDR Scholarship
Hampton Roads Classification and Compensation Scholarship
Dr. Vinod P. Maniyar Memorial Scholarship
Tom Fiscella Memorial Scholarship
The Rotary Club of Oyster Point Music Scholarship
June Friedman Scholarship
Daisy Garland and Sidney Harmon Scholarship
Peninsula Council of Garden Clubs Scholarship
Wallace P. Greene Memorial Scholarship
Earl R. and Leon Q. Hatten Scholarship
Martha Woodroof Hiden Scholarship
Leon Hodge Memorial Scholarship
Hampton Roads Horticultural Society Scholarship
Honda Excellence Scholarship

Honors Scholarships:

Greene Scholarships
Beamer Scholarships
Lewis A. McMurran, Jr. Honors Scholars Endowment Fund
Dr. William T. Patrick, Jr., Scholars-in-Science
Styron Scholarships
Teresa VanDover Award
Thomas J. Hundley Memorial Scholarship (Hampton-Newport News Association of Realtors)
G. Keith McMurran Memorial Endowment Scholarship
Lion Douglas C. Petty Memorial Scholarship
Minorities Scholarship
Peninsula Mortgage Bankers' Association Scholarship
Louis Morewitz Scholarship
Regimental Chapter National Defense Transportation Association Scholarship
Peninsula Rotary Club Scholarship
William Wayt Royall Jr. Scholarship from Rotary Club of Newport News Endowment Fund
Sociology and Social Work Scholarship
Helen Mugler White Scholarship (Hilton Village Junior Woman's Club)
William D. Wolf Memorial Endowment Scholarship
Madeline W. Zodda Memorial Endowment Scholarship
For specific information concerning application procedures and eligibility procedures for federal, state, and private programs, please consult the CNU Financial Aid Guide, available in the Office of Financial Aid.

Student Loans

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

Federal Stafford Student Loans

Federal Stafford Student Loans may be need-based, subsidized loans or non-need-based, unsubsidized loans. Subsidized loans are interest-free to the borrower while enrolled on at least a half-time basis. For

unsubsidized loans, the borrower is responsible for the interest during the period of enrollment. Eligible students may borrow up to \$2,625 during their first year, \$3,500 during the second year and \$5,500 during the remaining years of undergraduate study. Before a loan can be processed, applicants must have a needs analysis accomplished by completing a Free Application for Federal Financial Aid and providing the results to the Financial Aid Office.

Federal Supplemental Student Loan

Federal Supplemental Student Loans (FSLs) are non-need-based loans made by commercial lenders to eligible independent students. Although this is not a need-based loan, students must have a needs analysis done by completing the Free Application for Federal Financial Aid. Eligible students may borrow up to \$4,000 each year for the first two years and \$5,000 each additional year of undergraduate enrollment. Repayment begins within 60 days. While enrolled, students may elect to pay interest only or have the interest added to the principal.

Federal PLUS Loan Program

Federal PLUS loans are basically the same as the FSLs (previously described) but the borrowers are the parents of dependent students. The completion of the Free Application for Federal Financial Aid form is not required. Parents, with the absence of an adverse credit rating, may borrow up to the cost of education less any financial aid received by the student.

Short-term Emergency Loans

The John Stephen Rasmussen Memorial Fund

This fund was established by the community in 1972, in memory of John Stephen Rasmussen, a 21-year-old student who lost his life in a fire while in the act of saving others. He was posthumously awarded a Carnegie Medal. Students may borrow, inter-

est 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 Funds

An emergency loan fund was established in 1967 by the sophomore class, in honor of former Christopher Newport University President James C. Windsor. Students may borrow, interest free, sums (funds permitting) for a period not to exceed 30 days. Applicants should present a valid Christopher Newport University student ID when they apply to the Office of Student Accounts. Emergency loans are limited to \$25 per student.

Satisfactory Academic Progress

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

Estimated Costs

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

Additional Information

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

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

Student Records

A. Policy Intent

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

2. The University 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. The regulations and procedure 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.

4. Only the following offices are authorized to release nondirectory information: Registrar, Career and Counseling Services, Financial Aid, Provost, Vice President for Student Services, and President.

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

B. Access to Student Records by the Student

1. Students have the right to inspect their records (as defined in A-3 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 and administrative staff 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 Vice President for Student Services.

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

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

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

Courses of instruction follow the individual departmental descriptions which appear in alphabetical order in this catalog (e.g. Accounting, Arts and Communication, etc.), and they appear in each departmental section as the "Curriculum in..." Within each such section, course descriptions 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 chairman.

If a course is made up of two closely related semesters, but the second semester may be taken first, the course numbers are separated by a comma (e.g. ENGL 205, 206).

Courses that may be used to satisfy the "global" requirement of Area II of the distribution requirements are identified by the suffix "G" following their course numbers (e.g. SOCL 201G).

The triple of numbers enclosed in parentheses following the title of the course have the following meanings: The first number refers to the number of credit hours awarded for successful completion of the course; the second number refers to the number of weekly lecture hours in the course; the third number refers to the number of weekly laboratory, practicum, or studio hours in the course. A course designated as (4-3-2), for example, refers to a four-credit course, which has three lecture hours and two laboratory/practicum/studio hours each week.

Following the credit hour designation is an indication as to when that course is normally offered (e.g. Fall, Spring, etc.). Where such designations do not appear, please consult with the appropriate department chairman.

NOTICE

While the information provided in the following departmental entries regarding courses that are offered, prerequisites for courses, semesters in which courses are offered, majors and concentrations that are offered by the several departments, and requirements for these majors and concentrations are materially complete and correct at the time this Catalog goes to press, it is nonetheless the case that, pursuant to the reservation stated under "Catalog Information" on the inside front cover of this document, the University may effect changes in these offerings, timetables, and/or requirements during the period of applicability of this Catalog. Accordingly, students are advised to consult with the appropriate department chairman or program director or coordinator concerning the official approval of any such changes and their effective dates of implementation.

ACCOUNTING
(College of Business and Economics)
Administration, Room 340
(804) 594-7068

Faculty

Wayne M. Schell, Ph.D. (C.P.A.)

Chairman, Associate Professor of Accounting

Ronnie Cohen, J.D., LL.M.

Associate Professor of Accounting

John W. Dawson, M.B.A. (C.P.A.)

Assistant Professor of Accounting

Robert E. Fellowes, M.S. (C.P.A.)

Assistant Professor of Accounting

David J. Gosselin, Ph.D.

Visiting Assistant Professor of Accounting

Donald W. Hicks, Ph.D. (C.P.A.)

Associate Professor of Accounting

Melvyn D. Hutt, M.S.

Instructor in Accounting

Michael L. Jones, M.B.A. (C.P.A.)

Instructor in Accounting

Marc I. Lebow, Ph.D. (C.P.A.)

Assistant Professor of Accounting

Michael A. Smith, Ph.D. (C.P.A.)

Assistant Professor of Accounting

Emeritus Faculty

Donald B Riley, M.B.A. (C.P.A)

Associate Professor Emeritus of Accounting

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.

The BSA degree is substantially the same as the BSBA degree with a concentration in accounting, with the exception that two additional accounting elective courses, chosen in consultation with an advisor, are required for the BSA degree.

No more than 60 percent of the 122 credit hours required toward either degree may come from courses in business and economics.

The Bachelor of Science in Accounting degree

The BSA is highly recommended for students who plan to take the Virginia CPA Examination and pursue a full-time career in professional accounting (in particular, public accounting). The extra accounting courses associated with this degree provide students with stronger backgrounds for their chosen profession.

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the BSA degree requires successful completion of the following courses in Area V:

- (1) MATH 125* and either MATH 105* or a higher-level MATH course*; MATH 135 is strongly recommended;
- (2) CPSC 215*;
- (3) ECON 201-202*;
- (4) BUSN 324, 331, 408; MKTG 311
- (5) FINC 323;
- (6) ACCT 201-202, 301-302, 303, 341-342, 401, 405, 411-412;
- (7) Nine additional credit hours chosen from: ACCT 304, 351, 402, 403, 415, 485, and 498.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I, II, and/or IV of the curricular structure (see index).

The Bachelor of Science in Business Administration degree with a Concentration in Accounting

The BSBA degree with a concentration in accounting meets the educational requirements to take various professional examinations, such as the CPA, CMA, and CIA exams, and gives students a more general business background than the BSA degree.

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the BSBA degree with a concentration in accounting requires successful completion of the following courses in Area V:

- (1) MATH 125* and either MATH 105* or a higher-level MATH course*; MATH 135 is strongly recommended;
- (2) CPSC 215*;

- (3) ECON 201-202*;
- (4) BUSN 324, 331, 408, 418; MKTG 311
- (5) One of the following: ECON 301, 304, 420, 490;
- (6) FINC 323;
- (7) ACCT 201-202, 301-302, 303, 341-342, 401, 405, 411-412;
- (8) One of the following: ACCT 304, 351, 402, 403, 415, 485, and 498.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I, II, and/or IV of the curricular structure (see index).

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

The Minor in Accounting

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

The Minor in Business Administration

This interdisciplinary program in business administration is designed for students majoring in other academic disciplines who desire to acquire skills in the basic concepts and practices inherent in and allied to the field of business administration. The minor program in business administration requires successful completion of: ACCT 201-202; BUSN 324; and *331; CPSC 210; ECON 201, 202; FINC 323; MKTG 311.

Note: Students who have not completed a statistical methods course in their major academic discipline will be required to successfully complete one of the following: MATH 125, SOSW 391-392, or PSYC 300.

The Curriculum in Accounting**ACCT 195. Accounting Topics (Credits vary)**

Prerequisite: None. Offered as required.

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

Prerequisite: MATH 105 or 110; corequisite: CPSC 210 or 215. Fall and spring.

A study of the elementary principles and procedures of individual proprietorship, partnership, and corporation accounting; introduction to managerial accounting.

ACCT 295. Accounting Topics (Credits vary)

Prerequisite: None. Offered as required.

ACCT 301-302. Intermediate Accounting (3-3-0 each)

Prerequisites: CPSC 215; ACCT 201-202; and a grade of at least B in both ACCT 201 and ACCT 202 or consent of chairman. Fall and spring.

The study and application of generally accepted accounting principles for accumulating and reporting financial information about businesses. Proper treatment of leases, bonds, plant and equipment, cash and receivables, liabilities, merchandise inventory, and revenue recognition are emphasized.

ACCT 303. Cost Accounting (3-3-0)

Prerequisites: ACCT 201-202 and CPSC 215. Fall and spring.

The fundamentals of job order, process, and standard cost accounting systems.

ACCT 304; Advanced Cost Accounting (3-3-0)

Prerequisites: ACCT 303 and CPSC 215. Spring.

Managerial issues in cost accounting. Budgeting, cost, and profit analysis for decision making and long-range planning.

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

Prerequisite: None. 341 fall; 342 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 Institutional Accounting (3-3-0)

Prerequisites: ACCT 201-202 and CPSC 215. Spring.

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

ACCT 385. Survey of Taxation (3-3-0)

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

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

ACCT 395. Accounting Topics (Credits vary)

Prerequisite: None. Offered as required.

ACCT 401. Taxation (3-3-0)

Prerequisites: ACCT 201-202. Fall and spring.

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

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

Prerequisite: ACCT 401. Spring and fall.

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

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

Prerequisites: ACCT 301-302, ACCT 411, and CPSC 215. Spring.

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

ACCT 405. Auditing (3-3-0)

Prerequisites: ACCT 301-302, CPSC 215, and MATH 125. Fall and spring.

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

ACCT 410. Managerial Accounting (3-3-0)

Prerequisites: ACCT 201-202 and CPSC 210. For non-accounting majors only.

Fall and spring.

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

ACCT 411-412. Advanced Accounting (3-3-0 each)

Prerequisites: ACCT 301-302 and CPSC 215. Fall and spring.

The study and application of generally accepted accounting principles for accumulating and reporting financial information about businesses. Proper treatment of investments, accounting changes, changing prices, partnerships, liquidations and reorganizations, business combinations, consolidations, foreign currency transactions, segmental reporting, interim reporting, earnings per share, and pensions are emphasized.

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

Prerequisites: ACCT 201-202 and CPSC 215. Fall and Spring.

The theoretical and practical approach to the analysis, design, and implementation of computerized accounting systems. Additional emphasis is placed on developing an understanding of how personnel, computer hardware and computer software interweave to provide internal and external users with timely, accurate, and relevant financial information.

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

Prerequisites: ACCT 405, BUSN 331, and CPSC 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)

Prerequisites: 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)

Prerequisites: ACCT 301-302, ACCT 411, and consent of chairman.

Offered as required. Topical seminars in accounting.

ACCT 498. Small Business Institute (SBI) (3-3-0)

Prerequisites: Senior status and consent of instructor.

Designed to provide practical counseling experience which will provide a valuable "hands-on" dimension to students' conceptual education relative to small business management. Major areas of study include accounting, economics, finance, management and marketing.

ACCT 499. Independent Study (Credits vary)

Prerequisites: ACCT 301-302 and consent of chairman.

Student must have junior or senior status.

ARTS AND COMMUNICATION
(College of Arts and Humanities)
McMurran, Room 105
(804) 594-7073

Faculty

Rita C. Hubbard, Ph.D.

Chairman, Professor of Speech Communication

David F. Alexick, Ph.D.

Associate Professor of Art

Betty L. Anglin, B.A.

Instructor in Art

David S. Balthrop, M.F.A.

Assistant Professor of Theatre

Clyde W. Brockett, Ph.D.

Associate Professor of Music, Falk Professor

Gregory A. Henry, M.F.A.

Assistant Professor of Art

George J. Hillow, M.F.A.

Instructor in Theatre

James R. Hines, Ph.D.

Professor of Music

Bruno A. Koch, Ph.D.

Professor of Theatre and Speech Communication

Craig A. Newburger, Ph.D.

Associate Professor of Speech Communication

Belle L. Pendleton, Ph.D.

Assistant Professor of Art

Terri L. Phillips, Ph.D.

Assistant Professor of Speech Communication

Mark U. Reimer, D.Mus.

Assistant Professor of Music

Janine R. Rumberger, M.A.

Instructor in Art

Ruth E. Winters, M.M.

Instructor in Music

The Department of Arts and Communication houses the disciplines of art, music, theatre, speech communication, and dance. It views the arts critically and historically as they provide a living record of human experiences and perceptions. The arts today represent a continuation of the past, and students working toward their chosen goals of artistic creation acquire both technical expertise and historical understanding.

The department offers a Bachelor of Arts degree in fine and performing arts with concentrations in either art, communication arts, music, theatre, or music-theatre, and the Bachelor of Music degree. The department also offers minor programs of study in art, music, speech communication, and theatre.

The Professional Communication Certificate Program, consisting of selected courses in English and speech communication, is 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 distribution requirements and successfully complete a minimum of 30 credits in their concentration of art, communication arts, music, or theatre, plus 12 credits from the other two or three academic disciplines. The music-theatre concentration requires 22 credits in music and 20 credits in theatre. Specifics for all programs follow. In planning their programs of study, students should select an advisor from the Department of Arts and Communication during their freshman year. A minimum grade of C is required on all courses from the Department of Arts and Communication counted toward the completion of Area V of the curricular structure for this degree.

The Bachelor of Music degree

The Bachelor of Music degree is performance-oriented and geared towards musically talented students. Students are accepted into the Bachelor of Music degree program based on their ability and level of performance at the end of their sophomore year.

The Bachelor of Arts degree in Fine and Performing Arts (communication arts)

The Communication Arts degree program 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 primarily on building communication competencies in speaking, listening, interpersonal and intercultural communication, group dynamics and team building, persuasion and principled reasoning. Upper level courses deal also in depth with communication theories and research methods.

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Arts degree in fine and performing arts (communications arts concentration) requires the following courses in Area V:

- (1) Speech 201, 211, 450, 452
- (2) Eighteen additional credit hours in speech courses
- (3) Twelve additional credit hours chosen from courses in at least two of the following disciplines: FNAR*, MUSC*, THEA*.

In addition to this coursework, students are encouraged to take a body of courses in a secondary area of interest related to professional or vocational goals. Recommended areas are English, psychology, management and marketing, government and public affairs.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas II and/or IV of the curricular structure (see index).

The State-Approved Teacher Education Program in Speech Communication (9-12)

Students interested in receiving an add-on teaching endorsement in speech communication (9-12) are to refer to the "Teacher Education Programs" section of the catalog (see index), for details on admission criteria and procedures. To achieve such an endorsement, students are required to complete a primary teaching endorsement in an appropriate field and

complete the following speech minor: SPCH 201*, 211, and nine additional credits in speech courses from: SPCH 301, 316, 325, and 340. Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Area IV of the curricular structure (see index).

The Minor in Speech Communication

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

Professional Communication Certificate Program

The CNU Professional Communication Certificate Program is designed for those who want to sharpen their communication skills and seek career advancement in our information society. It is suitable for both full-time and part-time students.

Those who enroll in the program are required to take:

SPCH 201. Public Speaking

ENGL 353. Writing for Business and the Professions and at least two electives from the following:

SPCH 211. Interpersonal Communication

SPCH 301. Nonverbal Communication

SPCH 316. Principles of Interviewing

SPCH 340. Intercultural Communication

ENGL 395. Special Topics (business Writing)

ENGL 491. Internship in Public Writing

A minimum grade of "C" is required in all courses.

The Curriculum in Speech Communication

SPCH 201. Public Speaking (3-3-0)

Fall, spring, and summer

Effective speech preparation and delivery with emphasis on the extemporaneous mode of natural and direct communication.

SPCH 211. Interpersonal Communication (3-3-0)

Fall, and spring

A theoretical and practical study of face-to-face, two-way communication. Stresses methods of creating effective and efficient communication in family systems, friendships, love, and work relationships.

SPCH 214. Fundamentals of Voice and Diction (3-3-0) [same as THEA 214]

Fall, alternate years

Study of basic principles underlying the effective use of the voice and exploration of practical methods leading to acceptable standards of diction.

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

Prerequisite: SPCH 201 or 211 or consent of instructor

Study of body language, facial expressions, space, vocalization, time, objects, dress, and touch as forms of nonverbal communications which in conjunction with language convey ideas, intentions, emotional states, and attitudes. Related to current perspectives in American society.

SPCH 316. Principles of Interviewing (3-3-0) [same as PSYC 316]

Prerequisite: PSYC 201-202 or PSYC 210-211

Provides the student with the theory and skills necessary to observe, record, summarize and communicate information obtained in the interview process. This process will be studied as it relates to employment, survey, organizational, and counseling situations. Students will be required to conduct interviews both in role-play and actual interview situations.

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

Prerequisite: SPCH 201 and 211 or consent of instructor

Study of the characteristics of mass media and their social significance. Special attention is given to persuasive strategies used to shape the way we think and the decisions we make.

SPCH 325. Persuasion (3-3-0)

Prerequisite: SPCH 201 and 211 or consent of instructor

Course focuses on persuasion theory, research, and ethics. Attention is given to language use and symbols, nonverbal communication, and cultural and psychological approaches to persuasion. Tools and strategies are explored so that students can become responsible persuaders and effective evaluators of persuasion messages.

SPCH 330. Male/Female Communication (3-3-0)

Prerequisite: SPCH 201 and 211 or consent of instructor

This course includes both theory and practice. Subjects include images and self-perceptions of men and women, self-disclosure, language uses of the sexes, interpersonal attraction, nonverbal codes, intimate, and public contexts.

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

Prerequisite: SPCH 211 or consent of instructor.

This course is an exploration into human communication in cross-cultural settings. Students examine the basic human communication process and determine how it is shaped by cultural values. Additionally, they learn how to confront and manage culture shock effectively in cross-cultural encounters.

SPCH 395. Special Topics (3-3-0)

Prerequisite: SPCH 201 or 211 or consent of instructor.

Fall or spring

Topics vary, determined by the special interests and needs of students and the expertise of faculty. Samples: Group processes, Organizational Communication, and Family Communication.

SPCH 450. Communication Theory (3-3-0)

Prerequisites: SPCH 201 and SPCH 211 or consent of instructor

Survey of theories related to the study of human communication including processes of inquiry, development of theories, and evaluation.

SPCH 452. Communication Research Methods (3-3-0)

Prerequisites: SPCH 201 and SPCH 211 or consent of instructor.

This course provides a survey of various research methodologies available to the aspiring communication scholar. It includes a look at both quantitative and qualitative research options.

SPCH 491. Practicum in Communication Arts (1-3 credits)

Prerequisites: senior standing and consent of advisor

Part-time internship in association with local offices and firms. Periodic conferences, written evaluations.

SPCH 495. Special Topics (3-3-0)

Prerequisite: SPCH 201 or SPCH 211 or consent of instructor.

Topics vary, determined by the special interests and needs of students and the expertise of faculty.

The Bachelor of Arts degree in Fine and Performing Arts (fine arts concentration)

The art program is essentially pre-professional, providing the student with a thorough liberal arts background while offering the fundamentals required in drawing, painting, design, ceramics, and sculpture. Each of these academic disciplines allows advanced work so that the student will be prepared to pursue a career in a chosen art specialty at the graduate level.

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Arts degree in fine and performing arts (fine arts concentration) requires the following courses in Area V:

- (1) FNAR 218, 219, 321 or 322;
- (2) Six credit hours in art history at the 300-400 level;
- (3) Fifteen additional credit hours in FNAR courses (excluding FNAR 201G-202G)
- (4) Twelve additional credit hours chosen from courses in at least two of the following disciplines: MUSC*, SPCH*, THEA*. Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas II and/or IV of the curricular structure (see index).

The Minor Program in Art

The minor program in art requires successful completion of FNAR 218, 219, 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 are required to complete the Bachelor of Arts degree in Fine and Performing Arts (fine arts concentration) as presented above, but including 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.

The Curriculum in Art**FNAR 201G-202G. Introduction to the Arts (3-3-0 each)**

The development of world art and architecture from prehistoric times to the present. The first semester includes the prehistoric, ancient, and medieval arts of Europe, Asia, Africa, Pre-Columbian Americas, and Oceania. The second semester begins with the rise of modern cultures at the close of the Middle Ages and continues through the present period.

FNAR 338. Apprenticeship in Teaching Art (3-1-4)

Prerequisites: 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)

Prerequisites: Junior standing and six hours of education or psychology course 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.

Studio Art

Note: In all studio courses, the student is responsible for the purchase of all personal and expendable art material.

FNAR 218, 219. Basic Drawing and Design (3-0-6 each)

Fall and spring.

FNAR 218 is an introductory course in the applied study of design and the development of basic drawing skills. FNAR 219 continues the applied study of design and basic drawing skills and techniques including an added emphasis on three-dimensional design.

FNAR 231. Fundamentals of Painting (3-0-6)

Fall and spring.

A course in the concepts and techniques related to the art of painting in oils and acrylics. Varied approaches in the use of painting media, the selection of content and subject matter.

FNAR 241. Ceramics (3-0-6)

Fall and spring.

An introductory course in ceramics with an emphasis on hand building and wheel throwing techniques as well as on an understanding of clay and glaze materials and their proper use.

FNAR 251. Sculpture (3-0-6)

A basic course that introduces a variety of methods, materials, and processes used in the making of sculpture. An exploration of basic sculpture concepts.

FNAR 321. Drawing (3-0-6)

Prerequisite: FNAR 218, 219 or consent of instructor. Fall.

A course exploring the creative and technical aspects of drawing as an independent expressive medium.

FNAR 322. Theory and Practice of Drawing (3-0-6)

Prerequisite: FNAR 218, 219 or consent of instructor. Spring.

A course of study in the development of a variety of approaches to drawing and their applications.

FNAR 323. Painting II (3-0-6)

Prerequisite: FNAR 231. Fall and spring.

A course in the further development of painting skills and elements of style with a focus on the application of concepts. The development of critical facilities with regard to the creative process of painting.

FNAR 325. Painting III (3-0-6)

Prerequisite: FNAR 323. Fall and spring.

A course in the development of the techniques and concepts of painting as a means of self-expression as well as the exploration of issues and ideas in practical application.

FNAR 341. Advanced Ceramics (3-0-6)

Prerequisite: FNAR 241 or consent of instructor. Fall and spring.

Continuing development of skills in hand building, wheel throwing, and techniques in glazing and decorating.

FNAR 351. Advanced Sculpture (3-0-6)

Prerequisite: FNAR 251 or consent of instructor.

Experience with a variety of sculpture materials with a focus on individual projects and further development of sculptural concepts.

FNAR 360. Watercolor (3-0-6)

Prerequisite: FNAR 218 or consent of instructor. Spring.

Course introduces students to watercolor techniques through teacher demonstrations, studio setups and outdoor field sketching trips. It includes a survey of materials as well as the use of watercolor in conjunction with other media. Design and composition in picture making is stressed.

FNAR 389. Crafts (3-0-6)

Prerequisite: FNAR 218, 219 or junior standing.

A course that explores the fundamentals of several basic craft processes and materials. This is a course suitable for teachers or others interested in learning about basic craft techniques. Possible projects include weaving, copper enameling, woodcarving, and simple jewelry making.

FNAR 395. Special Topics. (Credits vary)

Prerequisite: Consent of instructor. Fall and spring.

Studio work in such areas as advanced watercolor, print-making, wheel throwing, computer art, and other topics in accordance with special student needs and interest as well as departmental resources.

FNAR 401. Individual Problems in Studio (3-0-6)

Prerequisites: Basic studio courses and consent of instructor. Fall and spring.

Special individualized problems in studio areas.

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 mid-nineteenth century to 1945. The course traces the progression of successive movements in art as they relate to the unfolding concept of Modernism in painting, sculpture, and art theory.

FNAR 372. Arts in the United States (3-3-0)

Prerequisite: FNAR 201G, 202G or consent of instructor. Spring, alternate years.

A study of the arts in America from the colonial times to 1960 as they reflect upon the varieties of the American experience.

FNAR 373. Arts of Humanism (3-3-0)

Prerequisite: FNAR 201G, 202G or consent of instructor. Fall, alternate years.

A study in the development of art from the early Renaissance through the 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. Arts of the Non-Western World, I: Asian Art. (3-3-0)

Prerequisites: FNAR 201G-202G or consent of instructor. Fall, every third year.

A study of the historical development of art in India, China, and Japan. The course emphasizes the social and philosophical relationships of art to the cultures of these areas and how those relationships contrast with the role of art in Western cultures.

FNAR 375. Art of the Non-Western World, II: Pre-Columbian America, Africa, and Oceania. (3-3-0)

Prerequisites: FNAR 201G-202G or consent of instructor. Spring, every third year.

A study of the arts of the complex of cultures indigenous to the Native Americans, Central Africa, and the South Pacific islands. The course emphasizes the historical development of the arts of these areas and the role of art in this wide variety of social contexts.

FNAR 377. Contemporary Art. (3-3-0)

Prerequisites: FNAR 201G-202G or consent of instructor. Spring, alternate years.

A study of the major movements in world art from 1945 to the present. The course explores the plurality of styles and concepts current in contemporary painting, sculpture, and art theory.

FNAR 395. Special Topics in Art History (3-3-0)

Prerequisite: FNAR 201G, 202G or consent of instructor.

A topic in art history may cover an area such as Baroque and Rococo, Classical and Ancient, and Contemporary, as determined by the special interests and needs of students and the expertise of the faculty.

Music Program

The Music Program at Christopher Newport University offers classes in music education, performance, history, theory, and composition. Private instruction is available on all woodwind, brass, percussion, and string instruments as well as on piano, harpsichord, organ, and in voice and composition. Music majors graduating with either the Bachelor of Music or Bachelor of Arts with a concentration in music degree are encouraged to pursue graduate study, although some students prefer to enter their profession immediately after graduation.

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. All students enrolled in APP MUSC 131 or higher and/or who have declared music as their major are required to attend or participate in at least twelve musical events per semester. These may include student and faculty recitals, university concerts, and other such musical events of quality held both on and off the CNU campus. Students are expected to support all concerts and music 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 are required to successfully complete at least 6 credits of APP MUSC 130 Piano before taking this examination.

Non-majors and music students minoring in another instrument or voice usually enroll in APP MUSC 130, a one-credit course consisting of a thirty-minute private lesson taught once a week throughout the semester. Only eight credits of APP MUSC 130 can be counted toward graduation. All music majors enroll in one-hour lessons, APP MUSC 131 or higher, and are required to perform on at least one student recital per semester. Registration for all levels of instruction requires a signed registration card obtained from the Director of Music and payment of the applied music fee.

Junior and senior recitals are required of all performance majors. Music majors concentrating in music education are required to perform a senior recital, although a junior recital is highly recommended. A recital hearing determines whether or not a recital can be presented. Music history and theory majors are required to complete a thesis in their senior year; composition majors present a full senior recital of their original works.

The Bachelor of Arts degree in Fine and Performing Arts (music concentration)

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Arts degree in fine and performing arts (music concentration) requires successful completion of the following courses in Area V:

- (1) MUSC 211-212, 241-242*, 311-312, 403, 414;
- (2) APP MUSC 131-132, 231-232, 331-332, 431-432;
- (3) Ensemble (four credit hours);
- (4) Twelve additional credit hours chosen from courses in at least two of the following disciplines: FNAR*, SPCH*, THEA*.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Area II and/or IV of the curricular structure (see index).

Recommended electives for the Bachelor of Arts degree in fine and performing arts (music concentration) are: FNAR 201G-202G; FNAR 218; SPCH 201; THEA 210G, 211G, and 213.

The Bachelor of Music degree

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Music degree requires successful completion of one of the following blocks of courses in Area V:

Block A: Performance Track

- (1) MUSC 211-212, 241-242*, 311-312, 403, 414;
- (2) Twelve credit hours in non-music courses at the 300-400 level* and/or modern or classical languages at the 100-200 level*;
- (3) APP MUSC 131-132, 231-232, 333-334, 433-434;
- (4) Fifteen additional credit hours in MUSC at the 300-400 level;
- (5) Ensemble (six credit hours).

Block B: History/Literature Track

- (1) MUSC 211-212, 241-242*, 311-312, 403, 414;
- (2) Completion of a foreign language equivalent to the 202 level*;
- (3) Nine credit hours in literature, philosophy*, or history at the 300-400 level or applied music through the 232 level;
- (4) MUSC 499 Thesis (six credits);
- (5) SSPS 490 (Falk Seminar);
- (6) Eighteen additional credit hours in upper-level music electives other than applied music (a minimum of six credits must be in theory courses);
- (7) Ensemble (six credit hours).

Block C: Theory/Composition Track

- (1) MUSC 207G-208G*, 211-212, 241-242*, 311-312, 313, 314, 403, 414, 415, 417;
- (2) Twelve credit hours in non-music courses at the 300-400 level and/or modern or classical languages at the 100-200 level*;
- (3) APP MUSC (composition) 333-334;
- (4) APP MUSC (composition) 433-434 or MUSC 499 (thesis) 3 or 6 credits;
- (5) APP MUSC (piano 130) two semesters of score reading and bass realization;
- (6) PHIL 306;
- (7) Six additional credit hours in MUSC at the 300-400 level;
- (8) Ensemble (six credit hours).

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas II and or IV of the curricular structure (see index).

The State-Approved Teacher Education Program in Music (NK-12)

Students can receive endorsement in vocal/choral or instrumental music. To receive such endorsement, students are required to complete either the Bachelor of Music degree or the Bachelor of Arts degree in the Fine and Performing Arts (music concentration) in a performance track. For vocal/choral certification, applied music must be in voice or a keyboard instrument. Keyboard majors must include six credits in voice. For instrumental certification, applied music must be in a band, orchestra or keyboard instrument. The degree and professional requirements are given below.

For the Bachelor of Arts degree:

- (1) MUSC 211-212, 241-242*, 311-312, 403, 414;
- (2) APP MUSC 131-132, 231-232, 331-332, 431-432;
- (3) Four credit hours in ensemble;
- (4) CPSC 210*;
- (5) Twelve additional credit hours chosen from courses in at least two of the following disciplines: FNAR*, SPCH*, THEA*;
- (6) EDUC 301, 301L, 305S, 305L, 306, 422, 435;
- (7) PSYC 210*, 211*;
- (8) EDUC 443, 444, 450L;
- (9) MATH 125*;
- (10) HLTH 200*;
- (11) Satisfactory performance on the piano proficiency test;
- (12) MUSC 338.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas II and/or IV of the curricular structure (see index).

For the Bachelor of Music degree:

- (1) MUSC 211-212, 241-242*, 311-312, 403, 414;
- (2) Twelve credit hours in non-music courses at the 300-400 level* and/or modern or classical languages at the 100-200 level*;
- (3) APP MUSC 131-132, 231-232, 333-334, 433-434;
- (4) Fifteen additional credit hours in MUSC at the 300-400 level (a minimum of six credits must be in theory courses, and a minimum of six credits must be in history/literature courses);
- (5) Ensemble (six credit hours);
- (6) EDUC 301, 301L, 305S, 305L, 306, 422, 435;
- (7) PSYC 210*, 211*;
- (8) EDUC 443, 444, 450L;
- (9) MATH 125*;
- (10) CPSC 210*;
- (11) HLTH 200*;
- (12) Satisfactory performance on the piano proficiency test;
- (13) MUSC 338.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas II and/or IV of the curricular structure (see index).

The Minor in Music

The minor program in music requires successful completion of a minimum of 18 credits in music above the 100-level. The minor program in music requires: MUSC 241-242, MUSC 211-212, and APP MUSC 231-232. Also, students must present a one-half hour recital at the completion of APP MUSC 232 or at the highest level of applied music course work they successfully complete. Approval of the recital program must be attained in the semester immediately preceding the semester in which the recital is given.

The Curriculum in Music**MUSC 100. University Chorale (1-0-4)**

Fall and Spring.

An aduditioned choral ensemble which performs both on and off campus throughout the academic year. The repertoire includes a variety of musical styles, with emphasis on the masterpieces of the choral repertoire. Studentn can register each semester, but no more than eight credits can be counted toward graduation.

MUSC 201-202. Introduction to Music (3-3-0 each)

Fall, 201; spring, 202.

A course that traces the stylistic development of music chronologically through historical periods from the Middle Ages to the present day. Students become familiar with major works of the most important composers from each period. The first semester includes periods before 1800, and the second semester continues to the present day. This course fulfills one sequence of the humanities distribution requirement and is recommended for all non-music majors.

MUSC 207G-208G. The World's Music (3-3-0 each)

Fall, 207G; spring, 208G.

A course that traces the development of music as a universal language through the recognition of various traditions of music worldwide. Students become familiar with major music literature and interacting folk and popular elements. Societal issues, such as worship, dance, and fads, and ethnic distinctions, are introduced. This course fulfills one sequence of the humanities distribution requirement and is recommended for all non-music majors.

MUSC 211-212. Elementary Theory of Music (5-3-2 each)

Fall, spring sequence.

A beginning course in the study of tonal harmony and ear training. Triads, seventh chords, non-harmonic tones, and simple modulation are studied through part-writing and analysis. Ear training is pursued through music reading and melodic, rhythmic, and harmonic dictation.

MUSC 241-242. History of Western Music (3-3-0 each)

MUSC 207G. Fall, 241; spring, 242, alternate years.

A course that surveys musical philosophy, style, and literature from the ancient world through the nineteenth century. Although no written papers are required, the course requires a significant amount of outside reading and library work. The course is required of all music majors and is recommended for all students interested in music and/or history.

MUSC 295. Special Topics in Music

Prerequisite: Consent of instructor.

A variety of music related topics not included in the regular curriculum will be offered and can include classical guitar, ensembles, special instrument techniques, and band and choir techniques.

MUSC 308. Romantic Music (3-3-0)

This course surveys musical culture of the 19th century. It views the lives, times, and music of composers who are today considered the world's greatest, like Schubert, Chopin, Brahms, Wagner, Verdi, and Tchaikowsky. The approach taken is both sociological and esthetic. The course is designed for both music majors and non-majors. No previous music course-work is needed; however, library work and reading appropriate to the junior level are required.

MUSC 311-312. Advanced Theory of Music (4-3-2 each)

Prerequisite: MUSC 212. Fall, spring sequence.

This course is a continuation of MUSC 211-212. Students deal with advanced harmonic techniques, including altered chords, chromatic harmony, and modulation. Formal and harmonic analysis is emphasized in the second semester. Ear training includes more difficult music reading and melodic, rhythmic, and harmonic dictation. This course is required of all music majors.

MUSC 313. Modal Counterpoint (3-3-0)

Prerequisite: MUSC 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.

MUSC 314. Tonal Counterpoint (3-3-0)

Prerequisite: MUSC 312. Fall, rotational.

A study through analysis and compositional assignments of eighteenth-century counterpoint, primarily in the style of J. S. Bach. After completing exercises in the techniques of species counterpoint, students will study the larger forms of inventions, canons, fugues, and chorale-based compositions.

MUSC 338. Apprenticeship in Teaching Music (3-2-2)

Prerequisites: Junior standing, 15 credits in major, EDUC 301/301L, and EDUC 305. Fall, alternate years.

Prospective teachers are introduced to techniques, methods, materials, and evaluative procedures for music in grades NK through 12. Through observation and critical evaluation, students learn the unique aspects and problems of teaching music in the classroom setting and a philosophy for doing so.

MUSC 395. Special Topics in Music (3-3-0)

Prerequisite: As announced. Fall and spring.

Courses in music history and literature chosen to fulfill the needs of students pursuing the Bachelor of Music degree. Among the composer and genre studies to be offered are: Haydn; Beethoven; Schumann; Piano Literature, Song Literature, and Opera Literature; choral Literature and Conducting; and Wind Literature and Conducting.

MUSC 403. Twentieth-Century Music (3-3-0)

Prerequisites: MUSC 242 and 312. Spring, alternate years.

A course that traces the major developments of the twentieth century in musical composition and style. An analytical approach is utilized in the study of harmonic, melodic, and rhythmic usage in contemporary composition generally, as well as the newly developed techniques of serial and electronic composition. A historical approach is utilized in the examination of representative literature.

MUSC 407. Music in America (3-3-0)

Fall, rotational.

A course in which music is studied as a part of America's cultural history. Beginning with music transported to the New World by the Pilgrims and the 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 414. Principles of Conducting (3-1-2)

Prerequisite: MUSC 312. Spring, alternate years.

Focuses on baton technique, beat patterns and gestures, cuing, transpositions, terminology, score study and preparation, rehearsal techniques, programming, seating arrangements, performer/conductor rapport, and more.

MUSC 415. Orchestration (3-3-0)

Prerequisite: MUSC 312. Spring, rotational.

A course in which the basic concepts of arranging music for various groups of orchestra instruments is 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 orchestra scores.

MUSC 417. Form and Analysis (3-3-0)

Prerequisite: MUSC 312. Spring, rotational.

A study of the formal structure of music utilized in various genres of the Baroque, Classic, and Romantic periods. Through analysis of many compositions students gain insight into the similarities and differences of musical composition, performance, and interpretation from period to period and composer to composer.

MUSC 490. Seminar in American Musical Culture (3-3-0)

Prerequisite: Major department recommendation and senior standing.

This is an Interdisciplinary session for student scholars seeking both to learn and inquire. The fundamental proposition is that American music has had much in common with such fields as languages, history, the arts, sociology, and education in America as with music per se and that all such disciplines are co-contributors to the knowledge of American culture. The seminar topic, thus, will reflect both the student researchers' interests in music and in their major disciplines.

MUSC 495. Special Topics in Music (3-3-0)

Prerequisite: As announced. Fall and spring.

Courses in music history and literature chosen to fulfill the needs of students pursuing the Bachelor of Music degree. Among the genre and era courses to be offered are: Oratorio, Baroque, and Classic.

MUSC 499. Independent Study or Thesis (Credits vary)

Prerequisite: Junior or senior standing. Fall and spring.

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 talk to the Director of Music and then submit a project proposal. Subject to the acceptability of the project, a faculty member will be assigned to work with the student.

Applied Music

APP MUSC 130. Applied Music:

piano, organ, harpsichord, strings, woodwinds, brass, percussion, and voice

Fall, spring, and summer.

Students receive one 30-minute lesson per week and one credit per semester. Lessons can be taken by beginners or students at any level of advancement. Compositions studied are determined by the instructor according to the level and ability of the student. Students are allowed to repeat 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, 431, 432. Applied Music:

piano, organ, harpsichord, strings, woodwinds, brass, percussion, voice, and composition

Fall, spring, and summer.

Students receive a one-hour lesson per week and two credits per semester. Auditions are required for new students. Compositions studied are determined by the instructor according to the level and ability of the student. A half-hour recital may be required of students at the completion of APP MUSC 232. A senior recital is required of all students at the completion of APP MUSC 432. An applied music fee is charged each semester (see fees and financial information).

APP MUSC 333, 334, 433, 434. Applied Music:

piano, organ, harpsichord, strings, woodwinds, brass, percussion, voice, and composition

Fall, spring, and summer.

Students receive a one-hour lesson per week and three credits per semester. Completion of APP MUSC 232 and acceptance in the Bachelor of Music degree program as a performance or composition major are required. Compositions studied are determined by the instructor according to the level and ability of the student. A one-hour recital is required of all students at the completion of APP MUSC 434. None of the applied music numbers here can be repeated for credit counting towards graduation. An applied music fee is charged each semester (see fees and financial information).

The Falk Seminar in American Music and Culture

Each spring a special research seminar Music 490 is offered for students of music and other related disciplines. The seminar, directed by the Falk Professor of Music, provides students an opportunity to work with a scholar in original research.

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 musical theatre.

The Bachelor of Arts degree in Fine and Performing Arts (music-theatre concentration)

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Arts degree in fine and performing arts (music-theatre concentration) requires successful completion of the following courses in Area V:

Music 100 (repeated four times), 211, 212

Applied Music/Voice 231, 232, 331, 332

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 4 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 Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Arts degree in fine and performing arts (theatre arts concentration) requires successful completion of the following courses in Area V:

- (1) THEA 212, 213, 318, 323, 450;
- (2) Fifteen additional credit hours in THEA courses;
- (3) Twelve additional credit hours chosen from courses in at least two of the following disciplines: FNAR*, MUSC*, SPCH*.

In addition to this coursework, a student must successfully complete 150 hours of technical production work prior to graduation.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas II and/or IV of the curricular structure (see index).

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 a primary teaching endorsement in an appropriate field and complete the following theatre minor: THEA 210G*-211G*, 212, 313, 318 or 319, and 323.

*May be used simultaneously to satisfy, in part, Area IV of the curricular structure (see index).

The Minor in Theatre Arts

The minor program in theatre arts requires: THEA 210G, 211G, 212, 213, and 323; plus six additional credits in theatre arts courses.

The Curriculum in Theatre Arts

THEA 210G-211G. Introduction to the Theatre (3-3-0 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 psycho-physical 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 SPCH 214]

Fall, alternate years.

Study of basic principles underlying the effective use of the voice. Practical exercises leading to acceptable standards in diction.

THEA 270. Introduction to Dance (2-0-4) [Same as DANC 270]

Prerequisite: None. *Fall.*

This course introduces students to the practice of specific and traditional exercises at the barre, center floor, and on the floor to further the students' range, efficiency, and knowledge of movement. Through this course, students will discover their own innate ability to communicate ideas, thoughts, and feelings through the medium of classical ballet and modern dance.

THEA 313. Intermediate Acting (3-3-0)

Prerequisite: THEA 213 or consent of instructor. *Spring.*

Scene studies from realistic plays. Systematic application of techniques developed in THEA 213. For majors and non-majors. For the latter, emphasis is on applying the study of character, situation, and interrelationships as inherent in script analysis to the social sphere.

THEA 318, 319. Scenography (3-2-4 each)

Prerequisite: THEA 212 or consent of instructor. *Spring, alternate years.*

A theoretical and practical study of unified production concepts. THEA 318 emphasizes scenic drawing, drafting, rendering, and model-making techniques. THEA 319 emphasizes stage lighting equipment, special effects, and lighting design. Participation in some aspect of departmental productions required from both courses.

THEA 320. Costume Design for the Theatre (3-3-0)

Prerequisite: THEA 212 or consent of instructor. *Spring, alternate years.*

An approach to costume design through the development of concepts and imagery based upon script analysis. Artistic and technical methods of communicating designs, including drawing, rendering, and presentation, will be developed.

THEA 321. Makeup for the Theatre (3-1-3)

Prerequisite: THEA 212 or consent of instructor. *Fall, alternate years.*

An artistic survey of the art and craft of makeup for the theatre. The student will travel through the practices of producing effects for the stage from a makeup related experience. The emphasis is on understanding the processes involved in the makeup application as well as on designing and applying makeup for the actor's interpretation on stage.

THEA 322. Music Theatre (5-2-3)

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 American Musical from its early European (1800's) 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 270 or consent of instructor. Spring

In this course students will discover the theatricality of physical movement in classical ballet and modern dance. They will also explore the potential to convey ideas, thoughts, and feelings through movements in a dance performance.

THEA 395. Special Topics (Credits vary)

Prerequisite: Consent of instructor. Fall or spring.

Studies determined by instructor according to special needs and interests of students and expertise of faculty.

THEA 412. Theatre and Stage Management (3-3-0)

Prerequisite: Junior standing or consent of instructor. Fall, alternate years.

A theoretical and practical study of concepts and principles of management in the theatre. Emphasis will be placed on communications, grant writing, box office skills, organizational skills, the history of management in the theatre, and the specific responsibilities of the manager. Participation in the management aspects of the departmental productions is required.

THEA 413. Advanced Acting (3-3-0)

Prerequisites: THEA 213 and THEA 313, or consent of instructor. Spring.

Scene studies, including non-realistic plays. This involves the study of various styles. Style, in this context, is evolved as an organic extension of the principles of realistic acting.

THEA 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]

Prerequisites: DANC 270 and 370 or consent of instructor. Fall, alternate years.

Students will explore the potential to convey ideas, thoughts, and feelings through movement to the musical phrase. Course includes advanced ballet training plus the introduction of jazz and character dance.

THEA 491. Practicum in Theatre (Credits vary)

Prerequisites: 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 are offered as well as special topics.

DANC 270. Introduction to Dance (2-0-4) [Same as THEA 270]

Prerequisite: None. Fall.

This course introduces students to the practice of specific and traditional exercises at the barre, center floor, and on the floor to further the students' range, efficiency and knowledge of movement. Through this course, students will discover their own innate ability to communicate ideas, thoughts and feelings through the medium of classical ballet and modern dance.

DANC 370. Dance as a Performing Art (2-0-4) [Same as THEA 370]

Prerequisite: DANC 270 or consent of instructor. Spring

In this course students will discover the theatricality of physical movement in classical ballet and modern dance. They will also explore the potential to convey ideas, thoughts, and feelings through movements in a dance performance.

DANC 470. Choreography (2-0-4) [Same as THEA 470]

Prerequisites: DANC 270 and 370 or consent of instructor. 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.

BIOLOGY, CHEMISTRY, AND ENVIRONMENTAL SCIENCE
(College of Science and Technology)
New Science, Room 218
(804) 594-7126

Faculty

Harold N. Cones, Ph.D.

Chairman, Professor of Biology

Forooz Francis Badavi, M.S.

Instructor in Chemistry

David A. Banks, Ph.D.

Professor of Biology

C. Ken Chang, Ph.D.

Professor of Chemistry

Richard W. Cheney, Jr., Ph.D.

Associate Professor of Biology

Mark S. Gray, Ph.D.

Associate Professor of Biology

Gary G. Hammer, Ph.D.

Professor of Chemistry

Sherman C. Jones III, M.S.

Instructor in Biology

Ronald S. Mollick, Ph.D.

Professor of Biology

Lee C. Olson, Ph.D.

Professor of Biology

Charlotte L. Otts, Ph.D.

Assistant Professor of Biology and Geology

Barbara A. Savitzky, Ph.D.

Assistant Professor of Biology

T. Edward Weiss, Jr., Ph.D.

Associate Professor of Biology

Emeritus Faculty

Robert J. Edwards, Ph.D.

Professor Emeritus of Biology

Aletha S. Markusen, Ph.D.

Professor Emerita of Biology

Jean E. Pugh, Ph.D.

Professor Emerita of Biology

Lawrence J. Sacks, Ph.D.

Professor Emeritus of Chemistry

Ruth O. Simmons, M.Ed.

Assistant Professor Emerita of Biology

E. Spencer Wise, Ph.D.

Professor Emeritus of Biology

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.

Biology

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 chairman.

Chemistry

The study of chemistry provides a wide range of opportunities in the physical and biological sciences as well as related areas. Chemistry is often called the central science because an understanding of matter and the changes it undergoes underlies the other science areas. At CNU, students have the advantages of instruction in small classes, well-equipped and faculty-directed laboratories, and considerable individual attention. In addition to providing skills which prepare students for a wide range of job opportunities, directly or after graduate school, the curriculum and faculty seek to help students gain a better understanding of the world through an increased knowledge and appreciation of the chemical processes that affect our everyday lives.

Cooperative Programs

Christopher Newport University has a cooperative program with the Duke University School of The Environment, leading to the BS from Christopher Newport University and the Master of Forestry or Master of Environmental Management degree from Duke. Students in this program attend Christopher Newport University for the first three years of the open program, then transfer to Duke for the final two years. During the three years at Christopher Newport University, the student must complete at least 94 semester credits, including the distribution courses required by CNU, plus courses required by Duke as prerequisites for their program. Upon completion of 30 semester credits in the two-year program at Duke, CNU will award the student the BS degree. Upon the completion of 30-or-more additional semester credits and all appropriate requirements for the degree, Duke University will award the appropriate master's degree. Students interested in entering this cooperative program should contact Dr. Weiss, advisor for the program.

The Bachelor of Science Degree in Biology

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Science degree in biology requires a minimum of 41 credits in biology. Students pursuing this degree are expected to take the laboratory course that corresponds to each biology lecture course. Biology courses are to be selected with the aid of the student's departmental advisor. In addition, students pursuing this degree must successfully complete a minimum of six and a maximum of 10 credits in non-natural science electives. If the usual supporting courses required for this degree are inappropriate for the student's goals, the student and his/her advisor may prepare an alternate program of study for departmental approval at the beginning of the junior year or earlier. An alternate program of study is usually necessary for students pursuing the Bachelor of Science degree in biology with a concentration in ornamental horticulture. Students interested in this program should contact Dr. Banks.

Students pursuing the Bachelor of Science degree in biology may elect not to include BIOL 107-208 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 Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Science degree in biology requires successful completion of the following courses in Area V:

- (1) Either BIOL 307 or BIOL 414/414L;
- (2) BIOL 313;
- (3) BIOL 490-491;
- (4) One of the following: BIOL 300, 305, 308/308L, or 310;
- (5) CHEM 121/121L-122/122L*, 321/321L and 322/322L;
- (6) One of the following: MATH 125*, MATH 140*, PSYC 300, or CPSC 210;
- (7) Either PHYS 103-104* or PHYS 201-202*;
- (8) Eighteen additional semester hours of BIOL electives, with 16 of those credit hours at the 300-400 level.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I, II, and/or IV of the curricular structure (see index).

The Bachelor of Arts degree in Biology

The Bachelor of Arts degree in biology requires a minimum of 41 credits in biology, including BIOL 107/107L and 208/208L. The Bachelor of Arts degree in biology requires successful completion of Areas I, II, III, and IV of the curricular structure (see index). All biology majors are expected to take the laboratory course that corresponds to each biology lecture course.

Area V for the Bachelor of Arts degree in biology requires:

- (1) BIOL 107/107L - 208/208L*;
- (2) Either BIOL 307 or BIOL 414-414L;
- (3) BIOL 313;
- (4) BIOL 490-491;
- (5) One of the following: BIOL 300, 305, 308/308L, or 310;
- (6) One of the following: BIOL 309/309L, 312, 403/403L, 409, or 418/418L;
- (7) CHEM 103/103L-104/104L*;
- (8) Three courses in mathematics, to be selected in consultation with one's advisor*;
- (9) Fourteen additional semester hours of biology electives with 12 of these at the 300-400 level;
- (10) 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 (above) may be used simultaneously to satisfy, in part, Areas I, II, and/or IV of the curricular structure (see index).

The Concentration in Ornamental Horticulture

The courses required for the concentration in ornamental horticulture are the same as for the usual BS degree in biology except that CHEM 103/103L-104-104L may be substituted for CHEM 121/121L, 321/321L and 322/322L; BIOL 200 and GOVT 335 are required; and at least five of the required biology courses must be selected from: BIOL 303, 304, 311, 317, 415, or 416.

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 Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Arts or the Bachelor of Science degree in Biology as presented above, to include one of the following BIOL 300, 305, 308 or 310; 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 201-202*, plus the teacher education program courses in professional studies, field experience and internship, and the required support courses listed in the "Teacher Education Programs" section of the catalog.

The Minor in Biology

A minor in biology requires 25 hours of departmental coursework above the 100-level, including BIOL 208/208L.

The State-Approved Teacher Education Program in Chemistry (9-12)

Students interested in receiving an add-on endorsement in chemistry (9-12) are to refer to "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 I (3-3-0)

Corequisite: BIOL 107L. Fall, spring, and summer.

First semester of introductory biology sequence for majors and nonmajors; major topics covered are ecology, genetics, evolution, and diversity.

BIOL 107L. General Biology I Laboratory (1-0-3)

Prerequisite or corequisite: BIOL 107. Fall, spring, and summer. (Laborator Fee Required)
Laboratory exercises to accompany BIOL 107.

BIOL 108. General Biology II for Nonmajors (3-3-0)

Prerequisite: BIOL 107. Fall, spring, and summer.

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

BIOL 108L. General Biology II Laboratory for Nonmajors (1-0-3)

Prerequisite: BIOL 107/107L. *Corequisite:* BIOL 108. Fall, spring, and summer. (Laboratory Fee Required)

Laboratory exercises to accompany BIOL 108.

BIOL 113. Essentials of Anatomy and Physiology (5-4-4)

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 200. Basic Horticulture (3-3-0)

Summer.

A survey of horticultural practices. Topics covered include foliage plant culture, lawn establishment and maintenance, flower garden care, vegetable gardens, woody plants for the home landscape, and principles of good landscape design.

BIOL 207. Pioneer Biology - Living Off the Land (3-3-0)

Summer.

A study of the interdependence of man and his environment through investigating and experiencing pioneer living practices-Edible wild foods, weaving, folk and natural medicine, and modern aspects of homesteading are discussed. (This course cannot count as credit toward the major.)

BIOL 208. General Biology II for majors (3-3-0)

Prerequisite: BIOL 107/107L. Spring.

Second semester of introductory biology sequence for majors. Major topics covered are cell chemistry and structure, cellular metabolism, molecular genetics, and plant and animal physiology.

BIOL 208L. General Biology II Laboratory for majors (2-0-4)

Prerequisite: BIOL 107/107L. Corequisite BIOL 208. Spring.

(Laboratory exercises to accompany BIOL 208.)

BIOL 212. Microbiology and Man (4-3-1)

Prerequisites: CHEM 103/103L and 104/104L or CHEM 121/121L and CHEM 122/122L.

Summer. (Laboratory Fee Required)

Principles of microbiology. Emphasis on bacteria and the bacterial viruses both as entities in themselves and in their role in contemporary biology, especially the biology of disease.

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

Spring.

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

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

Prerequisites: BIOL 107 and 108 or 208 or BIOL 314 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.

BIOL 300. Plant Taxonomy (4-3-4)

Prerequisites: BIOL 107-208 (Laboratory Fee Required)

Principles of identifying, naming, and classifying vascular plants. A plant collection is required.

BIOL 301. Microbiology (4-3-4)

Prerequisites: BIOL 107-208 and either CHEM 103/103L and 104/104L, or CHEM 121/121L, and 122/122L. (Laboratory Fee Required)

Introduction to the morphology, physiology, and genetics of bacteria, fungi and viruses.

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

Prerequisites: Two semesters of college chemistry desirable or consent of instructor and BIOL 107-208. Spring, 1995.

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)

Prerequisite or corequisite: BIOL 302. Spring, 1995. (Laboratory Fee Required)

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

Prerequisites: BIOL 317 and GOVT 335 or consent of instructor. Spring, 1994.

(Laboratory Fee Required)

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

BIOL 304. Soils (4-3-4)

Prerequisites: BIOL 107-208 and either CHEM 103/103L and 104/104L, or CHEM 121/121L, and 122/122L. Spring, 1994. (Laboratory Fee Required)

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

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

Prerequisites: BIOL 107-208. Fall, 1994. (Laboratory Fee Required)

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

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

Prerequisite: Completion of science distribution requirement or consent of instructor. Fall. Study of soil, forest, land, water, air, wildlife, and recreational resources; their interrelationships and modifications by man; steps necessary to use them wisely for present and future generations.

BIOL 306L. Environmental Conservation Laboratory (1-0-4)

Prerequisite or corequisite: BIOL 306. (Laboratory Fee Required)

On-site visitations to resource utilization areas.

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

Prerequisites: BIOL 107-208 and CHEM 104/104L or CHEM 321/321L. Fall.

(Laboratory Fee Required)

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

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

Prerequisites: BIOL 107-208 and one year of college chemistry. Spring, 1995.

A survey of the processes involved in plant growth, mineral nutrition, water relations, translocation, metabolism, and photosynthesis. Control of plant growth and development by hormones, growth regulators, light, and temperature.

BIOL 308L. Plant Physiology Laboratory (1-0-4)

Prerequisite or corequisite: BIOL 308. Spring, 1995. (Laboratory Fee Required)

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

Prerequisites: BIOL 101-102. Fall, 1994.

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)

Prerequisite or corequisite: BIOL 309. Fall, 1994. (Laboratory Fee Required)

A laboratory study of the embryology of vertebrates.

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

Prerequisites: BIOL 107-208. Spring, 1994. (Laboratory Fee Required)

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

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

Prerequisites: BIOL 107-208 and BIOL 317, or consent of instructor: Spring, 1995.

(Laboratory Fee Required)

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

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

Prerequisites: BIOL 107-208. Spring. (Laboratory Fee Required)

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

BIOL 313. Genetics (4-3-4)

Prerequisites: BIOL 107-208 , and either CHEM 103/103L and 104/104L, or CHEM 121/121L, and 122/122L and two semesters of college mathematics. Fall and spring.

(Laboratory Fee Required)

Mechanisms of inheritance, mutation, recombination, genetic expression, and regulation at all levels of biological organization.

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

Prerequisite BIOL 107-208 or *corequisite:* CHEM 103 or equivalent. Fall and spring.

(Laboratory Fee Required)

Emphasis on basic concepts such as membrane transport systems, membrane potential, fluid and electrolyte balance. Topics include cell biology, musculo-skeletal, cardiovascular, and renal systems. All other systems are covered in BIOL 315.

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

Prerequisite or corequisite: CHEM 104 and BIOL 314 or consent of instructor. Spring and fall. **(Laboratory Fee Required)**

Normal structure and function of human nervous, respiratory, digestive, endocrine, and reproductive systems.

BIOL 316. Pathophysiology (4-4-0)

Prerequisite: BIOL 315 or consent of instructor. Spring.

Systemic survey of physiological abnormalities. Emphasis is placed on the more frequently encountered conditions.

BIOL 317. Plant Materials for Landscape Use (4-3-4)

Fall, 1995. **(Laboratory Fee Required)**

Identification and design characteristics of ornamental plants.

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

Prerequisite or corequisite: Two semesters of college chemistry. Spring.

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 had their training several years ago.

BIOL 318L. Advanced Human Physiology Laboratory (1-0-4)

Prerequisite or corequisite: BIOL 318. Spring. **(Laboratory Fee Required)**

BIOL 319. Nutrition (3-3-0)

Prerequisite: One year of college science. Fall.

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 338. Apprenticeship in Teaching Biology/Chemistry (3-1-4)

Prerequisites: Junior standing, 15 credits in major, EDUC 301/301L, and EDUC 305.

A course in which prospective teachers are introduced to methods and materials of teaching biology. Emphasis will be on laboratory exercises and demonstrations. The use of audio-visual materials will also be covered. Apprentice teachers will be expected to

design and participate in the set-up of several appropriate laboratory exercises and prepare an oral introduction to a laboratory exercise. Apprentice teachers will have the opportunity to observe and participate in the teaching of introductory biology laboratories.

BIOL 395. Intermediate Topics in Biology (Credits vary)

Prerequisite: Consent of instructor. 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)

Prerequisite: BIOL 302 and 312, or consent of instructor. Spring, 1994.

Taxonomic and ecological investigations of the major marine groups; pollution ecology; applied marine science.

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

Prerequisite or corequisite: BIOL 403. Spring, 1994. (Laboratory Fee Required)

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

Prerequisites: BIOL 107-208 and junior standing, or consent of instructor. Spring, 1995.

(Laboratory Fee Required)

Properties and processes of ecosystems, communities, and populations, with consideration given to man's influence on each level.

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

Prerequisite: BIOL 107-208 (BIOL 309 recommended). Spring. (Laboratory Fee Required)

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 414. Introductory Biochemistry (3-3-0)

Prerequisites: BIOL 107-208 and CHEM 321/321L, and 322/322L. Spring, 1994.

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

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

Prerequisite or corequisite: BIOL 414. Spring, 1994. (Laboratory Fee Required)

BIOL 415. Pathology of Ornamental Plants (4-3-4)

Prerequisite: BIOL 317 or consent of instructor. Fall, 1994. (Laboratory Fee Required)

A course stressing the principles of plant pathology with regard to prevention, diagnosis, and control of diseases of ornamental plants. Some emphasis will be given both to beneficial insects and to insect pests of ornamentals, as well as to control techniques.

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

Prerequisite: None. Fall, 1994. (Laboratory Fee Required)

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

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

Prerequisites: BIOL 107-208 and junior standing, or consent of instructor. Fall, 1994.

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)

Prerequisite or corequisite: BIOL 418. Fall, 1994. (Laboratory Fee Required)

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

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

Prerequisites: One botany and one zoology course and consent of instructor.

Ten-day extended field trip to one of three areas. Each trip preceded by classroom instruction. (No more than two trips can count toward major.) **a)** Northern Coastal Plain (Acadia National Park, Maine) - mini session. **b)** Southern Coastal Plain (Everglades National Park, Florida) - January. **c)** Southern Mountains (Smoky Mountain National Park, Tennessee) - mini session.

BIOL 490-491. Biology Seminar (1-1-0 each)

Prerequisite: Biology majors with junior or senior standing. Fall and spring.

Instruction in conventional oral and written scientific discourse. Attendance is required at all scheduled meetings. A scientific written paper is required for BIOL 490. An oral presentation of the same scientific paper is required for BIOL 491. A grade of C or higher in the seminar courses is required for graduation.

BIOL 495. Advanced Topics in Biology (Credits vary)

Prerequisite: Junior standing or 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 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)

Prerequisite: Junior standing. Fall and spring.

An opportunity for independent research or literature review with guidance of a faculty advisor. No more than three credits may be submitted for the degree.

The Curriculum in Chemistry

Note: The following course listing includes alternate year offerings of junior- and senior-level courses. Also, the symbol (N) designates an evening course offering.

CHEM 103-104. Introductory Chemistry (3-3-0 each)

Prerequisite: 1 year of high school algebra; *corequisite:* CHEM 103L-104L or consent of department. CHEM 103 fall, spring (N), and summer; CHEM 104 fall (N), spring and summer.

First semester: A survey of the fundamentals of general and inorganic chemistry.

Second semester: A survey 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. **(Laboratory Fee Required)**

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 all branches 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. **(Laboratory Fee Required)**

Application of experimental methods to the solution of chemical problems.

CHEM 321-322. Organic Chemistry (3-3-0 each)

Prerequisites: 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)

Prerequisites: CHEM 122/122L; *corequisite:* CHEM 321. Fall. **(Laboratory Fee Required)**

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. **(Laboratory Fee Required)**

Introduction to common techniques in synthesis and qualitative organic analysis.

CHEM 341-342. Physical Chemistry (3-3-0 each)

Prerequisites: 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)

Prerequisites: CHEM 322/322L, 341; *corequisite:* CHEM 342. Spring, odd numbered years. **(Laboratory Fee Required)**

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.

(Laboratory Fee Required)

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

CHEM 395. Special Topics in Chemistry (Credits vary)

Selected topics. Offered as interest demands.

CHEM 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 spectrophotometry, infrared spectrophotometry, mass spectrometry, and ultravioletvisible spectrophotometry applied to the problem of structure determination.

CHEM 445. Instrumental Methods in Chemistry (3-1-5)

Prerequisite: CHEM 322/322L. Fall, odd numbered years.

(Laboratory Fee Required)

Theory and practice of instrumental methods in the solution of analytical problems.

CHEM 490. Seminar (1-1-0)

Prerequisite: Consent of department. Spring and fall.

Review of current periodicals. Reports of student or faculty research. Required for senior students, who must present at least one seminar.

CHEM 495. Advanced Topics in Chemistry (Credits vary)

Prerequisite: Consent of instructor.

Topics from all phases of chemistry will be presented. Credit, lecture, and laboratory to be arranged.

CHEM 499. Independent Study and Research (credits vary)

Prerequisite: Consent of chairman. Fall and spring. (See section on Independent Study Procedures).

The Curriculum in Geology

In addition to its biology and chemistry course listings, the Department of Biology, Chemistry, and Environmental Science offers the following courses in geology:

GEOL 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)

Prerequisite or corequisite: GEOL 201. (Laboratory Fee Required)

Practical and experimental techniques of basic structural geology and identification of rocks and minerals.

GEOL 204. Geology of Ocean Basins Laboratory (1-0-3)

Prerequisite or corequisite: GEOL 202. (Laboratory Fee Required)

Practical and experimental techniques of geological oceanography.

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

Prerequisites: GEOL 201 and 202.

A marine science course taught from the vantage point of coastal location. Continental borderlands, ice regions, ocean basins, and coastal processes are studied, with consideration of the effects of the sea upon climate, land, and man.

GEOL 395. Topics in Earth Sciences (3-3-0)

Selected topics in earth sciences subjects.

ECONOMICS AND FINANCE
(College of Business and Economics)
Administration, Room 309
(804) 594-7176

Faculty

Robert C. Winder, Ph.D.

Chairman, Associate Professor of Economics and Finance

H. Marshall Booker, Ph.D.

Professor of Economics

Carl M. Colonna, M.A.

Associate Professor (Brauer Professor, 93-94) of Economics

Steven A. Meyer, Ph.D.

Assistant Professor of Economics

Shigeto Naka, Ph.D.

Assistant Professor of Economics

Sang O. Park, Ph.D.

Professor of Economics

Niazur Rahim, M.B.A.

Assistant Professor of Economics and Finance

Dexter R. Rowell, Ph.D.

Associate Professor of Finance

The Department of Economics and Finance offers the Bachelor of Arts degree in economics, the Bachelor of Science in Business Administration degree with concentrations in both economics and finance, and minor programs in both economics and finance. The BA degree in economics and the BSBA degree with concentrations in economics and finance offer an introduction to the fundamentals of business and economics, with a concentration in the third and fourth years on methods of economic and financial analysis. The curriculum prepares students for positions in business, government, and for graduate study.

The Bachelor of Arts degree in Economics

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Arts degree in economics requires successful completion of the following courses in Area V:

- (1) ECON 201-202*;
- (2) ECON 301, 303-304;
- (3) eighteen additional credit hours of economics courses at the 300-400 level.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Area II of the curricular structure (see index). In addition to these requirements, the Department of Economics and Finance recommends the following elective courses from other academic disciplines be included in Area V for this degree program: ACCT 201-202, MKTG 311, FINC 323, 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 (see index).

To achieve the endorsement in social science, students are required to complete the Bachelor of Arts degree in economics as presented above; HIST 101-102* or 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 plus the teacher education program courses in professional studies; field experience and internship; and the required support courses listed in the "Teacher Education" section of the catalog (see index).

The Bachelor of Science in Business Administration Degree with a Concentration in Economics

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the BSBA degree with a concentration in economics requires successful completion of the following courses in Area V:

- (1) MATH 125* and either MATH 105* or a higher-level MATH course*;
- (2) CPSC 210*;
- (3) BUSN 324, 331, 361, 408, 418 and MKTG 311;
- (4) ACCT 201-202;
- (5) FINC 323;
- (6) ECON 201-202*, 301, 303-304;
- (7) One of the following: ECON 420, 490;
- (8) Nine additional credit hours of economics courses at the 300-400 level.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I, II and/or IV of the curricular structure (see index). In addition to these requirements, the Department of Economics and Finance recommends that the following elective courses from other academic disciplines be included in Area V for this degree program: BUSN 441 and SOCL 332. No more than 60 percent of the 122 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 201, 202, 301 and 303, 304 plus six additional credits in upper-level (300-400-level) economics courses.

The Bachelor of Science in Business Administration degree with a Concentration in Finance

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the BSBA degree with a concentration in finance requires successful completion of the following courses in Area V:

- (1) MATH 125* and either MATH 105* or a higher-level MATH course*;
- (2) CPSC 210*;
- (3) ECON 201-202*;
- (4) BUSN 324, 331, 361, 408, 418 and MKTG 311;
- (5) ACCT 201-202;
- (6) One of the following: ECON 301, 304, 420, 490;
- (7) FINC 323, 421, 422, 423, 424;
- (8) Six additional credit hours chosen from: ACCT 410, 415; BUSN 473, 474; ECON 304, 420, 470, 490; FINC 412, 413.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I, II and/or IV of the curricular structure (see index).

The Minor in Finance

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

The Minor in Business Administration

This interdisciplinary program in business administration is designed for students majoring in other academic disciplines who desire to acquire skills in the basic concepts and practices inherent in and allied to the field of business administration. The minor program in business administration requires successful completion of: ACCT 201-202; BUSN 311, 324, and *331; CPSC 210; ECON 201, 202; and FINC 323.

*Students who have not completed a statistical methods course in their major academic discipline will be required to successfully complete one of the following: MATH 125, SOSW 391-392, or PSYC 300.

The Curriculum in Economics

ECON 201, 202. 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 201. 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) Same as GOVT 302

Prerequisites: ECON 201 and 202. Spring, 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.

ECON 303. Intermediate Micro-Economic Analysis (3-3-0)

Prerequisites: ECON 201 and 202. Fall.

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

ECON 304. Intermediate Macro-Economic Analysis (3-3-0)

Prerequisites: ECON 201 and 202. Fall and spring.

A study of classical, neo-classical, and Keynesian Macro-economics. 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 340. Economic History of the United States (3-3-0) [Same as HIST 340]

Prerequisites: ECON 201 and 202. Fall.

The study of America's economic growth and development from colonial times to the present. Includes the development of agriculture, manufacturing, trade and commerce, improved methods of transportation and communication, employer and employee organizations, governmental impact on the economy, and economic interdependence.

ECON 351. Urban Development Economics (3-3-0)

Prerequisites: ECON 201 and 202. Spring.

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)

Prerequisites: ECON 201 and 202. Spring, 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)

Prerequisites: ECON 201 and 202. Fall, 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 385. Comparative Economic Systems (3-3-0)

Prerequisites: ECON 201 and 202. Spring.

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

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

Prerequisites: ECON 201 and 202. Fall, 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. Economic Topics (3-3-0)

Prerequisites: ECON 201 and 202.

Topical seminars in economics to cover a variety of areas.

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

Prerequisites: ECON 201 and 202. 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)

Prerequisites: ECON 201 and 202. Spring, 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)

Prerequisites: ECON 201 and 202. Spring.

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)

Prerequisites: ECON 201 and 202. Spring, alternate years.

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

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

Prerequisites: ECON 201 and 202. 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)

Prerequisites: ECON 201 and 202. 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)

Prerequisites: ECON 201 and 202, 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. Economic Topics (3-3-0)

Prerequisites: ECON 201 and 202. Fall and spring.

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

ECON 498. Small Business Institute (SBI) (3-3-0)

Prerequisites: Senior standing and consent of instructor.

Designed to provide practical counseling experience which will provide a valuable "hands on" dimension to their conceptual education relative to small business management. Major areas of study include accounting, economics, finance, management, and marketing.

ECON 499. Independent Study (Credits vary)

Prerequisites: ECON 201 and 202. 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.

The Curriculum in Finance

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

Fall and spring.

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

FINC 323. Financial Management (3-3-0)

Prerequisites: ACCT 201-202. Fall and spring.

Topics include the environment of managerial finance, financial analysis, planning and

control; working capital management; investment decisions; valuation and cost of capital; and long-term financing.

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

Prerequisite: FINC 323. Spring.

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

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

Prerequisite: FINC 323 or consent of instructor. Spring.

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

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

Prerequisite: FINC 323 or consent of instructor.

(ECON 301 strongly recommended) Fall.

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

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

Prerequisite: FINC 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. Problems of Financial Management (3-3-0)

Prerequisite: FINC 323. Fall.

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

FINC 423. Management of Financial Institutions (3-3-0)

Prerequisite: FINC 323. Spring.

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: FINC 323. Spring.

Special emphasis will be placed on the major aspects of financial management decision

making by application of financial theory and techniques to the analysis and solution of actual financial problems. Financial forecasting, application of ratio and fund flow analysis capital, budgeting, capital structure, and the cost of capital will be stressed.

FINC 495. Finance Topics (Credits vary)

Prerequisite: Consent of chairman.

Offered as required. Topical seminars in finance.

FINC 498. Small Business Institute (SBI) (3-3-0)

Prerequisites: Senior standing and consent of instructor.

Designed to provide practical counseling experience which will provide a valuable "hands on" dimension to students' conceptual education relative to small business management. Major areas of study include accounting, economics, finance, management, and marketing.

FINC 499. Independent Study (Credits vary)

Prerequisites: FINC 323 and consent of department chairman.

Student must have junior or senior status. Not to be used in lieu of core or concentration requirements.

EDUCATION AND LEISURE STUDIES
(College of Social Science and Professional Studies)
Smith Hall, Room 156
(804) 594-7388

Faculty

Linda T. Morgan, Ed.D.

Chairman, Associate Professor of Education

Jane M. Bailey, Ed.D.

Assistant Professor of Education

Debra A. Ballinger, Ph.D.

Assistant Professor of Physical Education

Sandra L. Bryan, Ed.D.

Associate Professor of Education

Stuart P. Cottrell, Ph.D.

Assistant Professor of Leisure Studies

Robert H. Cummings, Ph.D.

Professor of Physical Education

Lora R. Friedman, Ed.D.

Professor of Education

Christina C. Ramirez-Smith, Ed.D.

Assistant Professor of Education

Mary Lu Royall, Ed.D.

Associate Professor of Physical Education

Linda R. Sanders, Ph.D.

Assistant Professor of Education

Marsha M. Sprague, Ed.D.

Assistant Professor of Education

Aline M. Stomfay-Stitz, Ed.D.

Associate Professor of Education

Peter J. Verhoven, Re.D.

Associate Professor of Leisure Studies

Emeritus Faculty

James N. Hubbard III, M.Ed.

Associate Professor Emeritus of Physical Education

John E. Jenkins, M.Ed.

Associate Professor Emeritus of Education

The **Department of Education and Leisure Studies (EDLS)** provides professional courses leading to **licensure** and **endorsement** for teachers in the state of Virginia, as well as professional courses in Leisure Studies.

STUDENTS SEEKING TEACHER LICENSURE MUST SELECT AN ARTS AND SCIENCES MAJOR, SEEK AN ADVISOR IN THAT MAJOR, AND AN ADVISOR IN EDUCATION.

The **Leisure Studies major** may select a program of study leading to the Bachelor of Arts and the Bachelor of Science degrees in Leisure Studies, with concentrations in **Physical Education Teacher Education (NK-12 licensure)**, **Fitness Management, Recreation/Leisure Services**, and a **teaching licensure endorsement in Health Education**.

The department also provides courses to meet the University **Area III distribution requirement** in Health and Physical Education. **LSPE: Activities Program** course listings follow Recreation and Tourism Curricular listings.

The Bachelor of Arts and Science Degrees in Leisure Studies

The EDLS department offers interdisciplinary programs of study leading to the Bachelor of Arts or Bachelor of Science degrees in the field of Leisure Studies. The Leisure Studies major will select a program in: a) Physical Education teacher licensure (with optional add-on Health Education Endorsement); b) Fitness Management; or c) Recreation/Leisure Services.

All Leisure Studies majors are strongly advised to seek an appointment with the appropriate major advisor in the freshman year to plan the program of studies.

Degree Requirements:

All students are required to meet University Distribution Requirements (as appropriate). Area V course requirements for each program of study (major concentration) are listed below.

A. Physical Education Teacher Licensure

The physical education teacher licensure program prepares students for teaching (grades NK-12). The add-on endorsement in Health Education is strongly recommended as a minor.

Physical Education Teacher Major Requirements (Area V):

Students seeking licensure as a professional physical educator (grades NK-12) must successfully (cumulative grade point average of 2.5 or higher) complete Areas I, II, III, IV, and V of the curricular structure for a bachelor's degree in arts or sciences, plus Professional studies in Education and Physical Education.

Criteria for admission to Physical Education Teacher Education includes:

- 1) Declaration of Leisure Studies Major
- 2) Grade point average of 2.5 in major (Area V) courses
- 3) Must attain a 2.5 grade point average overall
- 4) Completed application to the Teacher Education Program
(See Teacher Education Program requirements: EDLS)

Area V (major) courses and educational professional studies:

- (1) HLTH 200*; LSPE 171*, 181*, 302, 303, 309, 312, 409, 415, 417, 420, 430
- (2) Professional studies in Physical Education:
PHED 318, 338, 403, 444, 444L

- (3) Professional Studies in Education:
EDUC 301; 305S; 306; 422; 443
- (4) Field Experience and Internship:
EDUC 301L; 305L; 450L & PHED 338L
- (5) Required Support Courses:
CPSC 210*; HLTH 200*; MATH 125; PSYCH 210*-211.

Courses above bearing an asterisk (*) may be used simultaneously to satisfy, in part, Areas I, II, III, & IV of the University distribution requirements.

****State Approved Add-On Health Education Endorsement Requirements:**

Students must complete a primary teaching licensure program in Physical Education (NK-12) or Biology (NK-12), and the following 27 hours: HLTH 325, 330, 336, 338, 338L, 400; BIOL 234, 319; PSYC 315 and SOCL 315.

B. Fitness Management Major Requirements (Area V):

The fitness management major 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.

Criteria for admission to the Fitness Management Program:

- 1) Declaration of Leisure Studies Major
- 2) Grade point average of 2.4 or better overall
- 3) Must attain a grade of "C" or better in all Area IV, Degree

Studies, and Area V, Major Course Requirements, Major Support Areas and General Supportive Areas.

Area V: Fitness Management (major) program of study:

- (1) LSPE 107*, 181*, 302, 303, 309, 312, 409, 415, 417, 420, 430, 444, 444L, 491 & 492.
- (2) HLTH 200*, 325
- (3) RECR 431
- (4) CPSC 210
- (5) Four courses from: BIOL 234, 319; BUSN 311, 412; FINC 323; HLTH 330; RECR 430; PSYC 313.
- (6) Seven semester hours of general electives.

****Note: The curriculum in Fitness Management is currently being revised to meet the certification requirements suggested by the National Association of Sport & Physical Education (NASPE); students should seek departmental advice prior to registration.**

C. Recreation/Leisure Services

The recreation/leisure services option prepares students for a variety of professional careers in leisure settings such as municipal parks and recreation departments, campus recreation programs, travel and tourism agencies, community centers, youth agencies, racquet clubs, fitness centers, theme parks, golf clubs, resorts, military compounds, industrial complexes, nursing homes, retirement centers, hotels, marinas, camps, and museums.

The Curriculum in Leisure Studies:

Fitness Management, Health, Physical Education & Recreation

Physical Education Professional Studies for Teacher Licensure:

(See also: HLTH, LSPE & EDUC course listings below.)

PHED 318. Physical Education in the Elementary School (3-3-0)

Prerequisites: 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)

Prerequisites: 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)

Prerequisites: PHED 338, EDUC 301/301L; *corequisite:* LSPE 420.

Emphasizes the systems approach to curriculum design and instructional development in physical education, including the process of curriculum construction, current trends, planning for instruction, using direct and indirect teaching styles, and program evaluation.

PHED 444/LSPE 444. Measurement and Evaluation in Physical Education (2-2-0)

Prerequisites: MATH 125, CPSC 210, LSPE 430; *corequisite:* PHED 444L.

Emphasizes application of measurement theory to evaluation in physical education, including construction, selection, and administration of appropriate cognitive and psycho-motor tests; analysis and interpretation of measurement data using fundamental statistical procedures; and the development of appropriate grading systems.

PHED 444L. Laboratory: Measurement and Evaluation in P.E. (1-1-1)

Corequisite: PHED 444L. *Laboratory to accompany PHED 444.*

Physical education teacher licensure students only.

Physical Education and Fitness Management Curriculum:

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. Driver Education - Instructional Principles (3-3-0)

This course is designed to develop a knowledge of and attitudes concerning the safety aspects of all areas of activity in the home, school, and community. The course should be taken along with LSPE 317 for driver training certification in the State of Virginia.

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 317. Adaptive Physical Education (3-3-0)

Prerequisites: Senior Standing. LSPE 420 & 430.

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. (Formerly LSPE 312.)

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. Introduction to Driver Education - Driver Task Analysis (3-2-2)

Prerequisite: LSPE 308.

Classroom instruction combined with road training, observation of traffic safety, and the teaching of driving to beginners on a multiple car range. Knowledge and experience in the use of a simulator and other audio-visual aids will be required.

LSPE 409. Biomechanics (3-3-0)

Prerequisites: 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)

Prerequisites: Junior standing. BIOL 314-315.

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 417. 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 420. Motor Development and Learning (3-3-0)

Prerequisites: PSYC 210 & 211.

The study of progressive changes in motor performance and selected theory and principles underlying the learning and performance of physical skill. Emphasis will focus on developmental motor stages, memory processes in early acquisition of motor skills, developmental task analysis, and theories related to psycho-motor development.

LSPE 430. Exercise, Testing, and Prescription (3-3-0)

Prerequisites: BIOL 314, BIOL 315, LSPE 409, LSPE 415, or consent of instructor.

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 444/PHED 444. Measurement and Evaluation in Physical Education (2-2-0)

Prerequisite: MATH 125, CPSC 210; pre or corequisite: LSPE 430; Corequisite: LSPE 444L or PHED 444L.

Emphasizes application of measurement theory to evaluation in physical education, including construction, selection, and administration of appropriate cognitive and psycho-motor tests; analysis and interpretation of measurement data using fundamental statistical procedures; and the development of appropriate grading systems.

LSPE 490. Seminar in Physical Education (3-3-0)

Prerequisite: LSPE major with senior standing.

Discussion by faculty and students of current problems in physical education. A student is expected to demonstrate research skills and present a formal paper or project.

LSPE 491-492. Practicum in Fitness Management (6-0-15 each)

Prerequisites: 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.

The Curriculum in Health Education:

HLTH 200. Personal Health (2-2-0)

Note: Fulfills University Distribution Requirement.

Study of health needs and current health problems for the individual and society. Designed to foster understanding of attitudes and skills needed to make choices/decisions leading to increased quality of life: includes concepts of physical fitness, stress management, consumer health awareness, and total wellness.

(No physical activity required.)

HLTH 325. First Aid and CPR (3-3-0)

Knowledge and skills for the citizen responder to provide emergency care as the first link in the Emergency Medical Services system. Includes current techniques recommended for the care for wounds, cardio-respiratory emergencies, exposure to heat and cold, sudden illness, and bone and joint injuries. Regular attendance and 80% completion of all knowledge and skill requirements needed for American Red Cross certification in CPR and First Aid.

HLTH 330. Substance Abuse (3-3-0)

Prerequisites: HLTH 200 or consent of instructor.

A course designed to develop an empathetic and clinical understanding of chemical dependency and methods by which alcoholism and other addictions can be arrested by a multi-disciplinary approach. Theories on etiology of drug use treatment approaches and prevention will be discussed. Highlights identification signs, symptoms, effects of drugs and alcohol on the family, dealing with denial, the recovery process, and the appropriate intervention and services for the individual and the family.

HLTH 336. Family Life (3-3-0)

Prerequisites: HLTH 200 or consent of instructor.

A course designed to develop an understanding of family living. Emphasis will be on the development of positive self-concept, interpersonal relationship, life-long goal setting, and decision-making. Content focus will include human sexuality, the process of human reproduction, etiology, and prevention of sexually-transmitted diseases, and parenting.

HLTH 338. Apprenticeship in Teaching Health Education (3-1-2)

Prerequisites: Junior standing, 15 credits in major, EDUC 301/301L, and EDUC 305/305L.

An introduction to teaching health education in middle and secondary schools. The experience will include specific techniques, methods, problems, and evaluation procedures related to planning and organizing for observing and teaching in middle and secondary school health. Special emphasis will be given to analysis of the teaching process and selection of appropriate health content through peer teaching and field experiences in the public schools.

HLTH 400. Contemporary Health Issues (3-3-0)

Prerequisites: 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.

The Curriculum in Recreation/Leisure Studies

RECR 300. Recreation Leadership (3-3-0)

Prerequisite: 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.

RECR 301. Introduction to Leisure Services and Alternative Careers (3-3-0)

Prerequisite: Junior standing or consent of instructor.

An overview of leisure services including the significance of recreation, psycho-social factors affecting recreation behaviors and participation patterns, and leisure services resources, including career options in the public, private, and commercial, industrial, and cultural setting.

RECR 305. Outdoor Adventure and Camping in Recreation and Education (3-3-0)

Prerequisite: Junior standing or consent of instructor.

A study of concepts, skills, and wilderness ethics employed in conducting interdisciplinary outdoor education and camping activities for individual, school, and leisure agency programs. Participation in various field trips will be required.

RECR 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.

RECR 430. Program Planning in Leisure Services (3-3-0)

Prerequisite: RECR 300, 301, consent of instructor or equivalent experience.

A study of the process of program development within the scope of recreation and leisure services. Emphasis will be placed on the principles incorporated within the systematic approach to program design, including program philosophy, needs analysis, goals and objectives, selection and implementation of program content, and program evaluation.

RECR 431. Facilities for Physical Education, Recreation, and Athletic Programs (3-3-0)

Prerequisite: Consent of instructor.

A survey of basic information related to the planning, design, construction, evaluation, and maintenance of indoor and outdoor educational, athletic, and recreational and park areas and facilities, including futuristic trends in facility design.

RECR 435. Leisure Services Management (3-3-0)

Prerequisites: RECR 301, RECR 430, and at least two other recreation classes, or consent of instructor.

An introduction to the fundamental concepts, theories, principles, and practices in the administration and supervision of leisure services, including organizational management administrative roles and responsibilities, legal foundations, personnel practices, training and development, labor relations, personnel evaluation, and financial and business procedures.

RECR 490. Seminar in Leisure Studies (3-3-0)

Prerequisite: RECR major with senior standing and RECR 435.

Discussion by faculty and students of current problems in Leisure Studies and Physical Education. A student is expected to demonstrate research skills and present a formal paper or project.

RECR 491-492. Practicum in Leisure Studies (6-0-15) (6-0-15)

Prerequisites:* 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 policy for additional standards and prerequisites.

RECR 495. Advanced Topics (Credits vary)

Prerequisites: Upper-level standing and consent of instructor.

A variety of advanced topical courses in Leisure Studies will be offered to satisfy changing needs and special interests of students.

RECR 499. Independent Study (Credits vary)

Prerequisites: Approval of advisor and instructor.

Independent study on an approved topic under the direction of a faculty member.

The Activities Courses in Leisure Studies and Physical Education

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 University Distribution Requirement in Physical Education. **Prior to participation in LSPE Activities classes, students must, for their own safety, provide results of a current medical examination** to the Department of Education & Leisure Studies. Forms are available from the Registrar or the EDLS office. (Medical exams are invalid after two years.)

LSPE 102: Soccer	LSPE 181: Physical Conditioning
LSPE 106: Badminton	LSPE 182: Beginning Volleyball
LSPE 107: Weight Training	LSPE 184: Beginning Gymnastics
LSPE 120: Fitness Walking	LSPE 185: Intermediate Volleyball
LSPE 122: Beginning Jogging	LSPE 186: Beginning Golf
LSPE 130: Backpacking	LSPE 188: Intermediate Golf
LSPE 140: Beginning Skiing	LSPE 191: Archery
LSPE 142: Beginning Aerobics	LSPE 193: Intermediate Tennis
LSPE 171: Educational Rhythmics & Dance	LSPE 195: Beginning Bowling
LSPE 172: Beginning Tennis	LSPE 197: Beginning Karate
LSPE 179: Beginning Swimming	LSPE 199: Topics

Teacher Education Programs
(College of Social Science and Professional Studies)
Smith Hall, Room 154
(804) 594-7388
CENTER FOR EFFECTIVE TEACHING

Faculty

Linda T. Morgan, Ed.D.

Associate Professor of Education; Director, Center for Effective Teaching

Jane M. Bailey, Ed.D.

Assistant Professor of Education

Debra Ballinger, Ph.D.

Assistant Professor of Physical Education

Sandra L. Bryan, Ed.D.

Associate Professor of Education

Richard W. Cheney, Ph.D.

Associate Professor of Biology

Robert D. Doane, Ph.D.

Professor of Government and Public Affairs

Lora R. Friedman, Ed.D.

Professor of Education

Stavroula Kostaki-Gailey, Ed.D.

Professor of Mathematics

Douglas K. Gordon, Ph.D.

Professor of English

Steven A. Meyer, Ph.D.

Assistant Professor of Economics

James W. Ness, Ph.D.

Assistant Professor of Psychology

Christina C. Ramirez-Smith, Ed.D.

Assistant Professor of Education

Mark U. Reimer, D. Mus.

Assistant Professor of Music

Linda R. Sanders, Ph.D.

Assistant Professor of Education

Marsha M. Sprague, Ed.D.

Assistant Professor of Education

Susan S. St. Onge, Ph.D.

Professor of French

Aline M. Stomfay-Stitz, Ed.D.

Associate Professor of Education

Clinical Faculty

Bonna Baffer, Charlene Bazemore, Julia Best, Alice Bowles, Susan Butler, Pamela Byrd, Walter Clemons, Jeannette Cartwright, Betsy Clary, Janice Conkling, Vivian Daughtry, Bruce Davidson, Susan Eley, Pamela Encraper, Jeanne Fehr, Carolyn Friedhaber, Diane Haynie, Debra Highsmith, Lorraine Hinds, Sharon Humphreys, Teresa Kelly, Patricia Kerns, Linda Kirk, Janice Kistler, Margaret Longwood, Susan Lundy, Sandra Marshall, Irene McCaffrey, Susan Moore, Ricki Noble, Bernadette Puckett, Charlene Rowland, Carolyn Sanders, Gloria Schwarting, Jeannette Sharp, Lydia Shipman, Margaret Sparzani, Alicia Spencer, Marvin Sylvest, Frances Tobler, Mary Topping, Jan Van Schoick, Helen Vann, Voula Vretakis, Vivian Walker, Abralene White, Marsha White, Carol Wiatt, Vicki Willoughby, Lois Winter, Kathy Wiseman, and Kathleen Young.

Through the Center for Effective Teaching and the Department of Education and Leisure Studies, the University offers state-approved teacher education programs designed for the preparation of early childhood/elementary (NK-5), middle (5-8), and secondary (9-12) teachers. The University has state-approved programs in the following fields:

Art (NK-12)	Social Studies (9-12)
Biology (9-12)	Mathematics (9-12)
Chemistry (9-12, Add-on)	Middle Education (5-8)
Computer Science (9-12, Add-on)	Physical Education (NK-12)
Economics (9-12)	Physics (9-12, Add-on)
Elementary Education (NK-5)	Political Science (Government) (9-12)
English (9-12)	Spanish (NK-12)
French (NK-12)	Speech (9-12, Add-on)
German (NK-12)	Theatre (9-12, Add-on)
Health Education (NK-12, Add-on)	Vocal/Choral Music and Instrumental
History (9-12)	Music (NK-12)

These state-approved programs require prospective teachers: (1) to meet the University's requirements for degrees in the arts or sciences or disciplines appropriate to the endorsements being sought; and (2) to provide up to 18 semester hours of professional studies courses (EDUC/PHED/Apprenticeship), such that they meet the requirements for their teaching endorsement.

Criteria for Admission to Teacher Education Programs

Students seeking a teaching endorsement through Christopher Newport University must be admitted to the Teacher Education Program. To be admitted, students must meet the following criteria:

- (1) a declared major in an arts or science discipline (students need to have an advisor in their major field and an advisor in the Teacher Education Program);
- (2) a minimum of 45 semester hours of credit;
- (3) an overall grade-point-average of 2.50 (on a 4.00 scale);
- (4) personal and social fitness and demonstrated potential leadership, evidenced by current references from three people who have known the applicant in varying situations;
- (5) physical and mental health sufficient for the tasks to be performed, evidenced by a report of a physical examination, such examination to have taken place within one year prior to the date of application for admission to the Teacher Education Program;

- (6) competency in voice, speech, and oral communication, evidenced by a grade of at least C in a speech course or satisfactory evaluation by the Center for Effective Teaching;
- (7) passing scores for Communications Skills and General Knowledge tests of the National Teacher Examination (NTE);
- (8) related experiences, evidenced by data supplied by the student applicant on the application for admission to the Teacher Education Program.

If the student fails to meet any of the criteria for admission to the Teacher Education Program, (s)he should seek advice and counsel concerning remediation from the Admissions and Retention Committee of the Center for Effective Teaching.

Procedures for Application

The student must file an "Application for Admission to the Teacher Education Program" with the Admission and Retention Committee of the Center for Effective Teaching. This form may be obtained from the Department of Education and Leisure Studies, Room 154, Smith Hall.

The application for admission must be filed after the successful completion of at least 30 semester hours of coursework, but prior to the completion of the last 30 semester hours. A student possessing a bachelor's or graduate degree may seek admission to the Teacher Education Program upon admission to the University as an unclassified student.

Conditional admission to the Teacher Education Program is possible until the teaching internship semester, at which time the student must possess unconditional admission into the Program. This provides the student with an opportunity to meet Teacher Education Program admission criteria while concurrently pursuing a course of study in this Program.

Retention in the Teacher Education Program

The performance of the student will be monitored throughout the Teacher Education Program by the faculty of the Center for Effective Teaching. 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 by the Center for Effective Teaching, upon the recommendation of its Admission and Retention Committee.

Students with Degrees Seeking Licensure

Students with baccalaureate or master's degrees will be required to meet the requirements of the Teacher Education Program. They must have a liberal arts degree, or equivalency of a liberal arts degree. Further, they must have credit for the following areas:

English (freshman)	6
Mathematics	6
Humanities	12
Social Science	12
Natural Science	8
Physical Education or Health	2

Admission to the Teacher Internship Semester

Students seeking to be admitted to the teaching internship semester must meet the

following criteria:

- (1) admission into the Teacher Education Program;
- (2) senior standing, with a minimum of 27 semester hours in the major;
- (3) an overall grade-point-average of 2.50 (on a 4.00 scale);
- (4) a C average or better in the student's major;
- (5) an earned grade of "C" or above in all professional studies prior to the internship semester;
- (6) recommendation from the student's major department. The application for the teaching internship must be filed with the Director of Field Placements by February 15 for the fall semester, or by September 15 for the spring semester.
- (7) passing scores on the communications skills and general knowledge tests of the National Teachers Examination (NTE).

Certification and Placement

Graduates of the Teacher Education Program may apply for a Virginia Teaching License by filing Form DOA034 with the Director of the Center for Effective 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 all parts of the National Teachers Examination (NTE).

During the teaching internship semester, the Director of the Center for Effective Teaching assists students in Teacher Education Programs in compiling a placement file.

Teaching Endorsement Requirements

Elementary Education (NK-5)

Students seeking a teaching endorsement in elementary education (NK-5) must successfully complete Areas I, II, III, IV and V of the curricular structure (see index) for a bachelor's degree in an arts or sciences area, plus:

- (A) **Professional studies (17 semester hours required)**
EDUC 301; 305E; 306; 421; 435; 443; 444.
- (B) **Field Experience and Internship (13 semester hours required)**
EDUC 301L; 305L; 421L; 450L.
- (C) **Required Support Courses (65-67 semester hours required)**
 - Language/Communication Arts (21 semester hours required)
ENGL 101-102* or ENGL 103-104*;
ENGL 314 and ENGL 430;
nine additional hours in literature*, writing, speech*, critical thinking*, or foreign language*.
 - Mathematics (12 semester hours required)
MATH 109*, 125*, and 308;
three additional hours in mathematics.
 - Natural Science* (12-14 semester hours required)
Eight to ten hours in a science sequence;
four additional hours in a second laboratory science.
 - Social Science (15 semester hours required)
Three hours in history*;

three hours in geography;

PSYC 210*;

six additional hours in social science.

CPSC 210, HLTH 200*, and one LSPE activity course*

*Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I, II, III, IV, and/or V of the curricular structure (see index).

(D) National Teachers Examination (passing scores on Communications Skills, General Knowledge, Professional Knowledge and Early Childhood Education Specialty Test).

Middle Education (5-8)

Students seeking a teaching endorsement in middle education (5-8) must successfully complete Areas I, II, III, IV and V of the curricular structure (see index) for a bachelor's degree in an arts or sciences area, plus:

(A) Professional Studies (16 semester hours required)

EDUC 301; 305M; 306; 421; 435; 443; 444.

(B) Field Experience and Internship (13 semester hours required)

EDUC 301L; 305L; 421L; 450L.

(C) Required Support Courses (39-41 semester hours required)

CPSC 210, ENGL 315, HLTH 200, MATH 125 and 309, PSYC 211 or 309, and one LSPE Activity course*, plus, satisfy two areas from a, b, c and d (following):

- a) Language/Communication Arts (18 semester hours required) ENGL 315 and ENGL 430; 12 additional hours in literature*, writing, speech*, critical thinking*, or foreign language*.
- b) Mathematics/Computer Science (18 semester hours required) MATH 125, 205, 309 and a computer science course; six additional hours in mathematics*/computer science.
- c) Natural Science* (16-18 semester hours required) Coursework must include laboratory courses in at least two sciences.
- d) Social Science (18 semester hours required) Three hours in history*, three hours in government and public affairs; three hours in geography or economics*; PSYC 211 or 309; six additional hours in social science*.

*Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I, II, III, IV, and/or V of the curricular structure (see index).

(D) National Teachers Examination (passing scores on Communications Skills, General Knowledge, Professional Knowledge and Education in the Elementary School Specialty Test.)

Secondary Education (9-12) and (NK-12)

Students seeking a teaching endorsement in an approved secondary program (9-12) and (NK-12) must successfully complete Areas I, II, III, IV, and V of the curricular structure (see index) for a bachelor's degree in an arts or sciences area, plus:

(A) Professional Studies (14 semester hours required)

EDUC 301; 305S; 306; 422; 435; 443; 444; and 338

(Apprenticeship in Teaching)

(B) Field Experience and Internship (12 semester hours required)

EDUC 301L; 450L; 305L; and 338

(Apprenticeship in Teaching [Lab])

(C) Required Support Courses (11 semester hours required)

CPSC 210; HLTH 200*; one LSPE activity course*; MATH 125; (9-12 requires PSYC 211; NK-12 requires PSYC 210-211).

(D) National Teachers Examination (passing scores on Communication Skills, General Knowledge, Professional Knowledge and Discipline Specialty Test).

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I, II, III, IV, and/or V of the curricular structure (see index).

Physical Education (NK-12)

Students seeking a teaching endorsement in physical education (NK-12) must successfully complete Areas I, II, III, IV, and V of the curricular structure (see index) for a bachelor's degree in an arts or sciences area, plus:

(A) Professional Studies (17 semester hours required)

EDUC 301; 305S; 306; 422; 443; PHED 318; 338; 403; 444.

(B) Field Experience and Internship (13 semester hours required)

EDUC 301L; 305L; 450L; PHED 338L.

(C) Required Support Courses (11 semester hours required)

CPSC 210; HLTH 200*; MATH 125; PSYC 210*; 211*.

*Courses bearing an asterisk above may be used simultaneously to satisfy, in part, Areas I, II, III, IV, and/or V of the curricular structure (see index).

(D) National Teachers Examination (passing scores on Communications Skills, General Knowledge, Professional Knowledge and Physical Education Specialty Test).**The Curriculum in Professional Studies and Field Experience/Internship**

The curriculum in professional studies includes the following courses, complete descriptions of which may be found under "The Curriculum in Education" in the section of this Catalog devoted to the Department of Education and Leisure Studies.

EDUC 301, 301L, 305E, 305M, 305S, 305LE, 305LM,
305LS, 306, 421, 421L, 422, 435, 443, 450L.

In addition to this coursework in professional studies, the Center for Effective Teaching cooperates with individual academic departments in offering discipline - specific "apprenticeship in teaching" courses. Descriptions of such courses follow:

BIOL 338. Apprenticeship in Teaching Biology/Chemistry (3-1-4)

Prerequisites: Junior standing, 15 credits in major, EDUC 301/301L, and EDUC 305/305L.

A course in which prospective teachers are introduced to methods and materials of teaching biology. Emphasis will be on laboratory exercises and demonstrations. The use of audio-visual materials will also be covered. Apprentice teachers will be expected to design and participate in the set-up of several appropriate laboratory exercises, and prepare an oral introduction to a laboratory exercise. Apprentice teachers will have the opportunity to observe and participate in the teaching of introductory biology laboratories.

ENGL 338. Apprenticeship in Teaching Writing (3-2-2)

Prerequisites: Junior standing, 15 credits in major, EDUC 301/301L, and EDUC 305/305L.

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.

FNAR 338. Apprenticeship in Teaching Art (3-1-4)

Prerequisites: Junior standing, FNAR 218, FNAR 219, EDUC 301/301L, and EDUC 305/305L.

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.

SOSC 338. Apprenticeship in Teaching History and the Social Sciences (3-1-4)

Prerequisites: Junior standing, 12 credits of history, 15 credits in major, EDUC 301/301L, and EDUC 305/305L.

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.

HLTH 338. Apprenticeship in Teaching Health Education (3-2-2)

Prerequisites: Junior standing, 15 credits in major, EDUC 301/301L, and EDUC 305/305L.

An introduction to teaching health education in middle and secondary schools. The experience will include specific techniques, methods, problems, and evaluation procedures related to planning and organizing for observing and teaching in middle and secondary school health. Special emphasis will be given to analysis of the teaching process and selection of appropriate health content through peer teaching and field experiences in the public schools.

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

Prerequisites: Junior standing, 15 credits in major, EDUC 301/301L, and EDUC 305/305L.

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.

MLAN 338. Apprenticeship in Teaching Languages (3-2-2)

Prerequisites: Junior standing, 15 credits in major, EDUC 301/301L, and EDUC 305/305L.

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 two hours to observe in secondary school foreign language departments.

MUSC 338. Apprenticeship in Teaching Music (3-1-4)

Prerequisites: Junior standing, 15 credits in major, EDUC 301/301L, and EDUC 305/305L.

Prospective teachers are introduced to techniques, methods, materials, and evaluative procedures for music in grades NK through 12. Through observation and critical evaluation, students learn the unique aspects and problems of teaching music in the classroom setting and a philosophy for doing so.

PHED 338. Apprenticeship in Teaching Physical Education (3-2-2)

Prerequisites: Junior standing, 15 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.

PHYS 338. Apprenticeship in Teaching Physics (3-1-4)

Prerequisites: Junior standing, 15 credits in major, EDUC 301/301L, and EDUC 305/305L.

The student will work directly with a faculty member from the Department of Physics and Computer Science in designing laboratory experiments and demonstrations, teaching parts of laboratories, and giving demonstrations in classes. Special emphasis will be given to the use of computers, video-tapes, and discs in the classroom.

The Curriculum in Education

Students must have been admitted to the Teacher Education Program or be eligible for admission to enroll in education courses.

EDUC 301. Perspectives in Education (2-2-0)

Corequisite: EDUC 301L.

An introduction to teaching which includes the historical, philosophical, social and cultural foundations of education. Educational milieu, legal aspects, multi-cultural studies, 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 environment in classrooms where they observe and participate. Assignments in this course will be made appropriately in elementary, middle, and secondary schools.

EDUC 305E. Instructional Strategies: Elementary (NK-5) (4-4-0)

Prerequisites: EDUC 301/301L, and PSYC 210; *corequisite:* EDUC 305LE.

Principles of curriculum design for teaching young learners, materials and effective strategies integrated to include music, art, science, social studies, physical education, and health and safety. Placement for observation in public schools will be arranged.

EDUC 305M. Instructional Strategies: Middle School (Grades 5-8) (3-3-0)

Prerequisites: EDUC 301/301L, and PSYC 211; *corequisite:* EDUC 305LM.

Competencies of planning for secondary teaching, primary instructional techniques and methods, teacher decision-making, elements of effective teaching, classroom climate, and teaching strategies to promote student achievement.

EDUC 305S. Instructional Strategies: Secondary (2-2-0)

Prerequisites: EDUC 301/301L, and PSYC 211; *corequisite:* EDUC 305LS.

Competencies of planning for secondary teaching, primary instructional techniques and methods, teacher decision-making, elements of effective teaching, classroom climate, and teaching strategies to promote student achievement.

EDUC 305LE. Micro-Teaching: Early Childhood (NK-5) (1-0-2)**EDUC 305LM. Micro-Teaching: Middle (Grades 5-8) (1-0-2)****EDUC 305LS. Micro-Teaching: Secondary (1-0-2)**

Corequisite: EDUC 305E, 305M, or 305S.

Laboratory in micro-teaching. Demonstration and practice of teaching strategies, including opportunities to evaluate classroom methods.

EDUC 306. Educational Technology (1-1-0)

Prerequisites: CPSC 210 or equivalent, and EDUC 301/301L.

Using computers and media in the instructional day.

EDUC 407. Foundations of American Education (1-1-0)

Study of the American education system and legal aspects of teaching.

The role of teacher will be reviewed in relationship to philosophical viewpoints and school organization. Limited to graduate students and recertifying teachers.

EDUC 421. Teaching Reading and Writing (4-4-0)

Prerequisites: 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, listening and study skills, the writing process, and whole language.

EDUC 421L. Teaching Reading and Writing Laboratory (2-0-4)

Prerequisites: 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. Teaching Reading and Writing in the Content Fields (1-1-0)

Prerequisites: 18 hours in major and EDUC 305S/305L.

Strategies for teaching reading, writing, and study skills at the secondary level in the different content areas.

EDUC 423. Teaching Reading and Writing in the Middle Grades (2-2-0)

Strategies for teaching reading, writing and study skills at the middle school level in different content areas. Limited to graduate students and recertifying teachers.

EDUC 430. Characteristics of the Learning Disabled Student (3-3-0)

Prerequisite: EDUC 435 or consent of instructor.

An overview of the identifying characteristics of the learning disabled. Varied diagnostic procedures utilized to identify the student who has disabilities in perception, motor, language, and cognitive skills, will be explored.

EDUC 435. The Exceptional Learner (2-2-0)

Prerequisites: EDUC 301/301L and PSYC 210 or PSYC 211.

Strategies for teaching all types of exceptionalities: gifted, learning-disabled, visually-impaired, hearing-impaired, physically-handicapped, emotionally-disabled, and mentally-retarded; development, implementation and evaluation of individual education programs.

EDUC 440. Teaching the Learning Disabled Student (3-3-0)

Prerequisite: EDUC 435 or consent of instructor.

Curriculum development, materials, media, and basic methods for teaching the learning disabled student. The organization and planning of instructional activities, materials, and use of resources and supportive services will be emphasized.

EDUC 443. Classroom Management and Discipline (2-2-0)

Prerequisites: EDUC 305/305L, EDUC 421, and PSYC 210 or PSYC 211;

Corequisite: EDUC 450L.

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 305/305L.

Construction and selection of measurement and evaluation instruments, interpretation and use of test results, and communication of data with parents.

EDUC 450L. Internship (9-0-18)

Prerequisites: EDUC 301/301L, 305/305L, 306, 435, and 444; either EDUC 421/421L or EDUC 422 and apprenticeship in appropriate academic discipline; admission to teacher education program; *corequisite:* EDUC 443.

Teaching internship in the public schools. The University also offers interns the opportunity of doing their internship in one of the American overseas schools.

EDUC 495. Advanced Topics (Credits vary)

A variety of advanced topical courses in education will be offered to satisfy changing needs and special interest of students.

EDUC 499. Independent Study (Credits vary)

Prerequisite: Approval of advisor and instructor.

Independent study on an approved topic under the direction of a faculty member.

ENGLISH
(College of Arts and Humanities)
Tidemark Bank, Room 409
(804) 594-7024

Faculty

Jay S. Paul, Ph.D.

Chairman, Professor of English

Nancy R. Barendse, Ph.D.

Assistant Professor of English

James A. Cornette, Jr., M.A.

Instructor in English, Basic Skills Coordinator

Patricia Ferrara, Ph.D.

Assistant Professor of English

Susan S. Geary, M.A.

Instructor in English

Douglas K. Gordon, Ph.D.

Professor of English

Kara K. Keeling, Ph.D.

Assistant Professor of English

A. Burnam MacLeod, Ph.D.

Associate Professor of English

Christine O. McAfee, M.A.

Instructor in English, Director of Freshman Writing

Albert E. Millar, Jr., Ph.D.

Professor of English

Maureen M. Morrissey, Ph.D.

Assistant Professor of English, Writing Center Director

Scott T. Pollard, Ph.D.

Assistant Professor of English

Roberta K. Rosenberg, Ph.D.

Associate Professor of English

Judith P. Spain, M.A.

Instructor in English

L. Barron Wood, Jr., M.A.

Associate Professor of English

Emeritus Faculty

A. Jane Chambers, Ph.D.

Professor Emerita of English

Joyce K. Sancetta, Ph.D.

Professor Emerita of English

W. Stephen Sanderlin, Jr., Ph.D.

Professor Emeritus of English

The study and practice of literature and writing place the student at one of the major intersections of intellectual endeavor. The arts of the word provide unforgettable images of humankind and articulate ideas fundamental to all cultures and many academic disciplines. Study of the writing of others as well as developing one's own powers of expression and analysis contribute to all aspects of maturity - intellectual, imaginative, emotional, moral, and spiritual.

Literary study at Christopher Newport moves the student from the historical sweep of literary movements to intensive study of selected works. It introduces the major periods and works of American, World, and British Literatures. It develops literary vocabulary and research techniques and encourages independent interpretation through the use of well-established critical approaches.

A variety of advanced courses introduces students, majoring in English as well as other fields, to various types of writing - some artistic, others practical. By controlling enrollments, faculty can work closely in class and in conference with each student. Opportunities exist for advanced students to work independently in internships at The Daily Press and in public relations offices at various hospitals, not-for-profit agencies, museums, and government agencies.

Literature, language, and writing courses offer invaluable preparation for any number of professions, including education, law, medicine, and business. Study in the Department of English requires that majors (1) reach mastery of composition and rhetoric necessary to a specialist in the English language, (2) develop the analytical habit of mind characteristic of the liberal arts graduate, (3) master the techniques of research and creative thinking, and (4) read judiciously and discriminately. CNU English majors regularly go on to graduate study; some take writing jobs; others teach in the elementary, middle, and secondary schools. The stimulation and rigor of writing and literary study also prepare one for advanced study in law and medicine, as well as responsible positions in media, business, and management.

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 the Director of Freshman Writing in the Department of English. See the Advanced Placement/Credit by Examination section of this Catalog.

The Freshman Writing Program

The ability to write well is a significant characteristic of the well-educated individual. Refined writing skills also enhance a student's chances of success in college and a professional career. For these reasons, Christopher Newport University requires all students to complete two or three courses in the freshman writing program.

Writing Placement Essay. During orientation or the first week of scheduled classes, students are required to complete the Writing Placement Essay in order to be placed in an appropriate writing course. To receive a final course grade, students must have taken the placement essay and have completed all writing assignments.

Writing Placement Essays are evaluated by members of the English faculty who recommend a specific writing course based on several measures: the placement essay, a reading test, scores on the SAT verbal, high school preparation and GPA and/or college GPA. Students who fail to demonstrate college-level language proficiency will be required to take ENGL 020. ENGL 101-102, ENGL 103H-104H, or, if approved by the department faculty, ENGL 101-104H or ENGL 103H-102 are required of all students.

Policies for Freshman Writing Courses

Grading. Students who take ENGL 020, 101, 102, 103, and 104 must receive a grade of C or better in order to complete the University writing requirement for a degree.

Writing Folder.

At the end of each course, students are required to submit a folder with their graded work to their instructors. Department of English writing folders are available at the University Bookstore. Students may have their folders back one academic year after completing the course. Students who do not turn in a folder will receive a grade of I until the folder requirement is satisfied.

Students with special reading and writing problems should contact the coordinator of basic skills in the Department of English.

The Bachelor of Arts Degree in English, Literature Emphasis

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Arts degree in English requires successful completion of the following courses in Area V and a cumulative writing portfolio.

- (1) ENGL 101-102* (or the equivalent as described in preceding paragraphs) and continued competence thereafter in written and/or oral expression (transfer students and others desiring to pursue this degree who are weak in composition skills will be required to complete ENGL 309 successfully);
- (2) ENGL 201*, 205*-206*, 308 and 490;
- (3) ENGL 325, 326, 327, or 328;
- (4) ENGL 341, 342, 343, 344 (pick two);
- (5) ENGL 370, 371, 372, or 373;
- (6) ENGL 374, 375, 376, or 377;
- (7) ENGL 421 or 422;
- (8) ENGL 410, 412, 413, or 414;
- (9) Cumulative writing portfolio.

Courses on the 200-level introduce important literary periods and major writers, develop literary vocabulary, and encourage critical/analytical abilities by means of short essays and discussion exams. Courses on the 300-level provide more detailed information, extend literary vocabulary and critical/analytical abilities, and introduce critical approaches and research techniques. Courses on the 400-level encourage close analysis through intensive reading and extended research projects.

Courses offered to satisfy Area V must include at least 30 and at most 42 credit hours in English at the 300-400 level and can include no more than nine credit hours at the 200-level. Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I and/ or II of the curricular structure (see index). The designation "MW" indicates that one-third of the course reading involves works by minority and/or women writers.

ENGL 201, 205, 206, 308, 309, 430, and 490 will be offered every semester; most 300- and 400-level literature courses will be offered every year; ENGL 421 or 422 will be offered every semester. Other courses required for the Literature Emphasis will be available regularly - usually every other year; ENGL 430 and some other advanced courses will be offered each summer.

Departmental advisors will be assigned when students declare English as their major. Advisors assist in working out balanced programs that fit students' abilities and career objectives. Supporting courses, including history, fine arts, speech, modern and classical language and literature, and philosophy and religious studies may be recommended. Checklists summarizing curricular requirements are available at the Department Office.

The Bachelor of Arts Degree in English, Writing Emphasis

In addition to requiring successful completion of Area I, II, III, and IV of the curricular structure (see index), the Bachelor of Arts degree in English, Writing Emphasis, requires successful completion of the following courses and other activities in Area V, as well as the presentation of an acceptable cumulative writing portfolio;

- (1) ENGL 101-102* or 103H-104H*;
- (2) ENGL 201-202*;
- (3) ENGL 308, 490, 400-level elective;
- (4) ENGL 341, 342, 343, 344, 410, 412 (pick 2);
- (5) ENGL 421 or 422;
- (6) ENGL 260, 309, 351, 352, 353, 354, 360, 395 (topics in writing only), 450, 491 (pick 5);
- (7) CPSC 210;
- (8) Write one semester for *The Captain's Log* (minimum of 6 articles);
- (9) Cumulative writing portfolio.

The block of courses offered to satisfy Area V must include at least 30 and at most 42 credit hours in English at the 300-400 levels and can include no more than three (3) credit hours at the 200-level in addition to ENGL 201-202.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I and/or II of the curricular structure (see index).

The Bachelor of Arts degree in English, Language Arts Emphasis

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Arts degree in English, Language Arts Emphasis, requires successful completion of the following courses in Area V, as well as the presentation of an acceptable cumulative writing portfolio:

- (1) ENGL 101-102* - 103H-104H*;
- (2) ENGL 205* or 206*;
- (3) ENGL 308, 309, 311, 341 or 342, 343 or 344, 412, 421 or 422, 430, 490;
- (4) Cumulative writing portfolio;
- (5) One of the following options:
 - (a) Secondary: ENGL 201*, 315, and 338; ENGL 374, 375, 376, or 377.
 - (b) Middle School: ENGL 201* or 202*; ENGL 315.
 - (c) NK-5: ENGL 201* or 202*; ENGL 314.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I and/or II of the curricular structure (see index).

The Minor in English

The minor in English requires successful completion of either ENGL 201-202 or 205-206; three credits from ENGL 341, 342, 343, or 344; ENGL 421 or 422; three credits from ENGL 370, 371, 372, or 373; three credits from ENGL 374, 375, 376, or 377; three credits from ENGL 325, 326, 327, or 328; and three credits of English electives above the 200-level.

The Minor in Professional Writing

The minor in professional writing is designed for students in all majors. This course of study will be especially useful for students planning to enter careers in accounting, business, finance, marketing, advertising, real estate, public relations, technical writing and editing, and communications.

The minor in professional writing requires the successful completion of one of the sequences: ENGL 201-202, 205-206, or 207G-208G; ENGL 309; either ENGL 260 or 360; ENGL 353; ENGL 491; and ENGL 351, 352, 354, 430, 450, or 499. If the 499 course is used to meet this last requirement, it may be taken in a discipline other than English, provided its focus is on professional writing. English majors who minor in professional writing may be required to take as many as two additional courses to complete the minor.

Offerings in Library Science

The library science program was created to provide formal courses in effective research skills for students of any major. Many courses offered at the University require that students complete research projects or term papers in partial fulfillment of course requirements. These projects usually require that students must gain mastery of certain skills related to libraries and their resources. Library science courses offer students in-depth information about libraries as resource-, service-, and systems-oriented centers of knowledge. Library science courses help to develop useful research skills transferable to any course of study. All courses offered through this program are elective, and they may be taken by any student beyond the freshman level.

The Curriculum in English

ENGL 020. Strategies for University Reading and Writing (3-3-0)

Credit does not apply toward a degree.

Placement by departmental reading and writing tests. Fall and spring.

Students develop college language strategies through guided practice and instruction in: taking and reviewing lecture notes; reading interpretively and analytically; enriching vocabulary and context awareness; writing coherent, correct paragraphs and essays based on reading assignments and topics of class discussion; and using computer lab and library resources. Pre- and post-tests in reading and writing required.

ENGL 101. Persuasive Writing (3-3-0)

Prerequisite: Appropriate score on the writing placement test or successful completion of ENGL 020. Fall and spring.

Students develop competence in persuasive writing by examining texts and drafting and revising original essays. Beginning college research and library skills are taught through the preparation of a documented paper. Students must earn a C- or higher to satisfy University degree requirements.

ENGL 102. Interpretive Writing (3-3-0)

Prerequisite: A grade of C or higher in ENGL 101 or 103H or the equivalent transfer credit. Fall and spring.

Students strengthen writing skills developed in ENGL 101 through the critical interpretation of literature: fiction, drama, and poetry. Emphasis on the meaning, value, and enjoyment of literature. Students write argumentative and interpretive essays and documented papers which explore an idea, value, or special feature of a text. Students must earn a grade of C- or higher to satisfy University degree requirements.

ENGL 103H. Persuasive Writing - Honors (3-3-0)

Prerequisite: Admission to the Honors Program or consent of chairman.

Students learn to read critically, perform close analyses of texts, assess arguments, and draft, revise, and edit original essays. Individual conferences with instructor are required during the semester. Students must earn a C- or higher to satisfy University degree requirements.

ENGL 104H. Argumentative and Interpretive Writing and Literature (3-3-0)

Prerequisite: A grade of C or higher in ENGL 103H and either admission to the Honors Program or consent of chairman.

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 and Speed Reading (3-3-0)

A course for the proficient reader, emphasizing principles and techniques for improving reading speed and comprehension, and developing inferential and critical interpretation skills. Coursework includes critical analysis of writings that present a range of points of view and rhetorical devices. Individual guided practice in speed, study techniques, visualizing, vocabulary, and other reading skills will be assigned as appropriate for each student.

ENGL 201, 202. English Literature (3-3-0 each)

Prerequisite: Six-hour freshman English sequence. Fall and spring.

A survey of English literature, emphasizing the major writers and dominant literary trends: first semester from Beowulf through Johnson; second semester from Blake to the present.

ENGL 205, 206. Survey of World Literature (3-3-0 each) (ENGL 206, MW)

Prerequisite: Six-hour freshman English sequence. Fall and spring.

A study of literary masterpieces of the Western and Eastern worlds from classical to modern times, with emphasis on literary perspectives: epic, romantic, satiric, tragic, comic, and ironic. All study will be based on English translations.

ENGL 207G, 208G. Literature and Ideas (3-3-0 each)

Prerequisite: Six-hour freshman English sequence. Fall and spring.

A study of literature as it interprets human understanding of himself and society. Selections taken from Asian, African, and South American traditions, as well as Europe and North America. Especially recommended to non-English majors as their humanities distribution requirement.

ENGL 210. Word Power Through Classical Studies (3-3-0) [same as CLST 210]

Spring, alternate years.

A systematic program designed to aid in the comprehension of words encountered in college-level reading. Analysis of Latin and Greek components in English words, derivatives, Latin phrases and abbreviations, and word histories. Useful for the general student and for students in the natural and social sciences, business, humanities, education, and speech communications.

ENGL 260. News Writing and Reporting (3-3-0)

Prerequisites: Six-hour freshman English sequence. Fall.

An introductory journalism course with emphasis on theory and practice of news gathering and writing, especially as they pertain to print media. Assignments stress writing in simple language and in logical sequence.

ENGL 300. The Bible as Literature (3-3-0)

Prerequisite: At least one course in the 201-208 sequence.

A literary study of the Old and New Testaments with emphasis upon artistic and humanistic merits of these collections. Segments of the Apocrypha will be discussed as well.

ENGL 308. Approaches to Literature (3-3-0)

Prerequisites: At least six hours from ENGL 201, 205, and 206. Fall and spring.

A study of research skills and terminology necessary for literary study. A survey of critical approaches for interpreting literature, with emphasis on practical application in discussion and written analysis.

ENGL 309. Prose Writing (3-3-0)

Prerequisite: Six-hour freshman English sequence; ENGL 430 recommended prior to or simultaneous with this course. Fall and Spring.

Practice in writing essays and articles, some autobiographical, some analytical, some persuasive. This course is 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 introduction to major aspects of descriptive linguistics, including phonetics/phonology, morphology, syntax, semantics, and pragmatics. Topics such as language acquisition (psycholinguistics) and dialect development (sociolinguistics) may also be explored.

ENGL 311. History of the English Language (3-3-0)

Prerequisites: Six-hour freshman English sequence, or consent of instructor.

Provides a comprehensive survey of the development of the English language, demonstrating the wide range of influences contributing to its evolution. Emphasizes the organic nature and adaptive capacity of living language, as well as cultural, political, economic, and technological factors which have made English a multi-national, global tongue. Examines prominent contemporary ideas and issues, particularly those affecting American English, such as linguistic imperialism, standard and non-standard dialects, and English in the 21st Century.

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

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

An exploration of a representative sampling of literature written for children, as well as applications for classroom instruction.

ENGL 315. Adolescent Literature (3-3-0) (MW)

Prerequisite: Six-hour freshman English sequence or consent of instructor. *Fall and Spring.*
An exploration of the coming of age theme in adolescent literature as it is expressed in a representative sample of the contemporary fiction written for young adults.

ENGL 320. Selected Studies in Women and Literature (3-3-0) (MW)

Prerequisites: Six-hour freshman English sequence or consent of instructor.

Course analyzes the impact of gender on literature, the portrayal of women and men in literature and the resulting social, political, religious, and philosophical impact. Authors studied vary each semester; primary focus on the analysis of literature as reflection of and influence on culture.

ENGL 325. Contemporary World Fiction (3-3-0) (MW)

Prerequisite: At least six hours from English 201, 205, 206, or consent of instructor.

A survey of post-World War II fiction from continental Europe, Africa, Asia, the Indian subcontinent, the Middle East, and Latin America.

ENGL 326. Modern and Contemporary World Fiction (3-3-0) (MW)

Prerequisite: At least six hours from ENGL 201, 205, and 206, or consent of instructor.

A study of world fiction from the late 19th Century to the present, with special emphasis on Dostoevsky, Joyce, Kafka, Gide, and Faulkner. In addition, the course will examine a key novelist from contemporary Western Europe and, on a rotating basis, one from Eastern Europe, Africa, Asia, or South and Central America.

ENGL 327. Twentieth Century World Drama (3-3-0)

Prerequisite: At least six hours from English 201, 205, 206, or consent of instructor.

Study of the major works of Chekhov, Strindberg, Pirandello, Brecht, Beckett, Bergman, Fellini, and Soyinka.

ENGL 328. Great Books in Dialogue (3-3-0)

Prerequisite: At least six hours from English 201, 205, 206, or consent of instructor.

From *The Ramayana* to *Don Quixote* to *The Brothers Karamazov* to *The Golden Notebook*, authors have created works on scales too large and complex for survey courses. This course will compare three to five of humankind's essential literary works. A specific list of works and/or topics will appear in the Registration News.

ENGL 338. Apprenticeship in Teaching Writing (3-2-2)

Prerequisites: Junior standing, 15 credits in major, EDUC 301/301L, and EDUC 305.

Introduces students to current theories and practices of teaching writing. Topics include language acquisition, rhetoric, linguistics, learning theory, and designing and evaluating writing. Students write one major case study and a bibliographic essay on a particular topic related to writing theory and practice.

ENGL 341. American Literature I (3-3-0) (MW)

Prerequisite: At least six hours from ENGL 201, 205, 206.

A study of major authors from the Colonial and Romantic Periods (through 1850) to include Bradstreet, Franklin, Cooper, Irving, Poe, Emerson, Thoreau, Hawthorne, and Melville, as well as additional selections.

ENGL 342. American Literature II (3-3-0) (MW)

Prerequisite: At least six hours from ENGL 201, 205, and 206.

A study of major authors of American Realism and Naturalism (1850-1900) to include Whitman, Dickinson, Twain, James, Crane, Chopin, and Dubois, as well as selections from the Local Color, Early Feminist, and African-American Movements.

ENGL 343. American Literature III (3-3-0) (MW)

Prerequisite: At least six hours from ENGL 201, 205, and 206.

A study of major authors from the Modern Period (1900-1945) to include Frost, Wharton, Pound, Stein, O'Neill, Hemingway, Dos Passos, Stevens, McCullers, and Faulkner, as well as selections from the Harlem Renaissance.

ENGL 344. American Literature IV (3-3-0) (MW)

Prerequisite: At least six hours from ENGL 201, 205, and 206.

A survey of American writers since World War II, including such poets as Plath, Lowell, Baraka, Rich, Roethke, and Harper; dramatists such as Williams, Miller, Albee, Shepherd, Mamet, and Wilson; and fiction writers such as Mailer, Bellow, Ellison, Barth, Baldwin, Oates, and Barthelme.

ENGL 351. Fiction Writing (3-3-0)

Prerequisite: Six-hour freshman English sequence. At least one sophomore, junior or senior literature course recommended. Fall.

Intensive exercises in the writing of fiction, with emphasis on the short story. Attention to selected examples by contemporary authors. Manuscripts read and discussed in class. Individual conferences.

ENGL 352. Poetry Writing (3-3-0)

Prerequisite: Six-hour freshman English sequence. At least one sophomore, junior or senior literature course recommended.

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: ENGL 260. Spring.

Detailed study of the techniques of securing news as well as the sources of news in the fields of public interest. Development of judgment in the style of news writing with emphasis on clarity and maturity of expression. Work in editorials, columns, reviews, and techniques of criticism. Practical exercises and assignments to cover actual news situations.

ENGL 395. Special Topics in Literature or Writing (3-3-0)

Prerequisite: At least one course in the 201-208 sequence. Fall and spring.

A seminar in major authors, literary concepts, historical periods, or writing fields with subject matter and instructor changing each time the course is offered. The seminar topic will represent both general student interest and the specialty (or research in progress) of an individual member of the department. Subjects will be chosen to appeal to students at large as well as to English majors. English majors may enroll only once for credit.

ENGL 370. Medieval British Literature (3-3-0)

Prerequisite: ENGL 201 and either ENGL 205 or 206.

Study of Beowulf, the Pearl Poet, medieval drama, and other non-Chaucerian works in translation. At least one half of the course will focus on Chaucer's major works.

ENGL 371. British Renaissance Literature (3-3-0)

Prerequisite: ENGL 201 and either ENGL 205 or 206.

Non-dramatic poetry, 1580-1600, with emphasis on Spenser. Non-Shakespearean drama, 1580-1642, emphasizing such writers as Marlowe, Jonson, and Webster.

ENGL 372. British Literature, 1600-1659 (3-3-0)

Prerequisite: ENGL 201 and either ENGL 205 or 206.

Lyrics and religious poems of Donne and his followers; Jonson and the Sons of Ben; controversial and religious prose. At least one half of the course will focus on Milton.

ENGL 373. British Literature, 1660-1798 (3-3-0)

Prerequisite: ENGL 201 and either ENGL 205 or 206.

Restoration and neo-classical eighteenth-century writers, emphasizing Dryden, Swift, Defoe, Pope, Johnson, Boswell, Fielding, Richardson, Burns, and Blake.

ENGL 374. British Romantics (3-3-0)

Prerequisite: ENGL 201 and either ENGL 205 or 206.

Study of major authors of Great Britain from 1798-1830, emphasizing Wordsworth, Coleridge, Byron, Keats, and Shelley. Some attention to novelists - Austen and Scott.

ENGL 375. British Victorians (3-3-0)

Prerequisite: ENGL 201 and either ENGL 205 or 206.

Study of major authors of Great Britain from 1830-1900, including such writers as Carlyle, Bronte, Tennyson, Browning, Arnold, Dickens, Ruskin, Wilde, and Hardy.

ENGL 376. Modern British Literature (3-3-0)

Prerequisite: ENGL 201 and either ENGL 205 or 206.

Study of major authors from the early Twentieth Century, including such writers as Conrad, Shaw, Mansfield, Joyce, Woolf, Lawrence, Eliot, Yeats, Auden, Bowen, and H. Green.

ENGL 377. Contemporary British Literature (3-3-0)

Prerequisite: ENGL 201 and either ENGL 205 or 206.

Study of major authors from World War II, including such poets as Thomas, Larkin, Hughes, Heaney, Hill, and Walcott; dramatists such as Pinter, Stoppard, Shaffer, and Churchill; novelists such as Lessing, Burgess, Naipaul, Trevor, and Winterson.

ENGL 410. Southern American Literature (3-3-0) (MW)

Prerequisite: English 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: English 308.

Study of writers who have added their voices to multicultural American literature. Analysis of the works by writers such as Toni Morrison, Alice Walker, August Wilson, Amy Tan, Louise Erdrich, and others will illuminate the influence of race, class, gender, and ethnicity upon the writer's sense of self, family, and community.

ENGL 413. Literary Genre (3-3-0)

Prerequisite: English 308.

Intensive study of works drawn from world literature and grouped according to form, technique, and organizing vision. Some of the traditional genres are comedy, epic, irony, realism, romance, satire, and tragedy. The course may study on genre or several closely related genres; trace the history of one or more genre(s); examine the modernish tendency to confuse genres; and study select genre critics from Aristotle to Frye. A specific course description will appear in the *Registration News*.

ENGL 414. British and American Novel (3-3-0)

Prerequisite: English 308.

Intensive study of the novel in English letters. The course may investigate the novel in a particular time and within a particular place - e.g., 18th Century Great Britain or Contemporary America; compare British and American novels - e.g. British and American novels, 1850-1900; examine a type of novel - e.g. Gothic, Picaresque, or stream-of-consciousness; or examine a single novelist - e.g., Dickens, Joyce, Faulkner. Some attention will be paid to selected theories of the novel. A specific course description will appear in the *Registration News*.

ENGL 421. Shakespeare I (3-3-0)

Prerequisite: English 308.

A survey of Shakespearean drama with emphasis on the comedies and tragedies. Reading list available from the instructor.

ENGL 422. Shakespeare II (3-3-0)*Prerequisite: English 308.*

An advanced study of Shakespearean drama approached by means of a topic and problem central to the canon.

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 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 490. Senior Seminar (3-3-0)*Prerequisite: Senior standing. (Required of all majors.) Fall and spring.*

Intensive, active study of a single author, a single theme, a single genre, literature of a single region, or related literature of various cultures. Each student will complete a major project related to her or his major track in the department. An oral presentation of the project is required. Seminar topics available from the department chairman.

ENGL 491. Practicum in Public Writing (3-3-0)*Prerequisite: Junior standing at least one advanced writing course, and consent of instructor. Fall and spring.*

Part-time internship requiring the practice of writing in association with local offices and firms. Periodic conferences, written evaluations.

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 the student in obtaining the knowledge and skills necessary to reach his/her educational goals. Topics include: the nature of a liberal arts education, time-planning, test-taking, communication skills, study techniques, memory skills, question-asking skills, library use, and personal issues that face many college students. This course is recommended for freshmen, returning students, and transfer students who have completed less than 30 semester hours of credit. **Students who have completed 60 hours or more may not enroll.**

GERONTOLOGY

Program Director: Cheryl M. Mathews, M.S.W.

Assistant Professor of Social Work

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:

- To provide a body of knowledge about older persons to be 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.
- To offer a certificate program to practitioners in gerontology-related-fields while they work in the community and wish to extend their knowledge base in gerontology (an A.A. degree or equivalent is a suggested prerequisite and any specific course pre requisite must be met or waived by consent of instructor).
- To serve as a minor for the student who has no career goals in the field but has an interest in gerontology. Any of the courses may be taken without commitment to the entire program.

The program in gerontology requires successful completion of 18 credits of course work, 12 credits of which are core requirements. The additional six credits may be chosen according to the student's interests. Core requirements for the program in gerontology are: BIOL 234; PSYC 340; SOCL 305; and SOCL 491. It is anticipated that courses in the core requirements will be offered in alternate years during the evening.

The following courses, whose course descriptions appear in their respective sections of the Catalog, are electives for the program in gerontology: ECON 492; LSPE 311; PHIL 384; PSYC 395D; SOCL 315; SOWK 260; SOWK 368; SOWK 395; and SOWK 492. Students using these elective courses for the program in gerontology will be expected to focus on the elderly. Elective courses are not necessarily offered on a regular basis.

The Core Curriculum in Gerontology

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

Prerequisites: BIOL 107-108 or BIOL 314 or consent of instructor. Fall.

Examination of the aging process and consequent changes in human physiology and body systems. Relationship of physiological changes to health and nutritional problems. Survey of major health problems and interventive possibilities.

PSYC 340. Psychology of Adulthood and Aging (3-3-0)

Prerequisite: PSYC 201 or consent of instructor. Spring.

A study of the psychological processes involved in the middle and later years of human development from young adulthood to the end of the life cycle.

SOCL 305. Sociology of Aging (3-3-0)

Prerequisite: Junior standing. Fall.

Study of process of aging, ageism and its effects. Demographic facts and trends; social aspects of physical and psychological functioning; the social environment of older people, including living environments, finances, family and friends; problems and programs to deal with them.

SOCL 491. Practicum in Gerontology (3 credits)

Prerequisite: Senior standing. Fall and spring.

Part-time internship in appropriate agency/organization. Periodic conferences, written evaluations, and internship project. Students must apply for internship through the Gerontology Program Director at least 30 days prior to the semester. Practicum placement will be coordinated by the Gerontology Program Director with the student's major department. Otherwise, the student will register for the practicum in their major department or under the Gerontology Program (SOCL 491). Students should register for the practicum in the last semester of the program. Specific requirements of the practicum are available from the program director. **Certificate students** working in a geriatric setting may substitute a three-credit course for the Practicum requirement. This course must be chosen in consultation with the Gerontology Program Director. Persons wishing more information about this program should contact the Program Director (594-7111 or 7110).



GOVERNMENT AND PUBLIC AFFAIRS
(College of Social Science and Professional Studies)
Administration, Room 328
(804) 594-7469

Faculty

Paul C. Killam, Ph.D.

Chairman, Professor of Government and Public Affairs

Robert D. Doane, Ph.D.

Professor of Government and Public Affairs

Harry Greenlee, J.D.

Assistant Professor of Government and Public Affairs

Fabrice E. Lehoucq, Ph.D.

Assistant Professor of Government and Public Affairs

Buck G. Miller, Ph.D.

Associate Professor of Government and Public Affairs

Lewis I. Nicholson, M.A.

Assistant Professor of Government and Public Affairs

David L. Wall, Ph.D.

Assistant Professor of Government and Public Affairs

C. Harvey Williams, Jr., M.A., M.Div.

Associate Professor of Government and Public Affairs

William C. Winter, Ph.D.

Professor of Government and Public Affairs, Joseph Professor (1993-1994)

The government and public affairs program includes numerous subject areas including international studies, geography, political theory, urban politics, legal studies, public management, and criminal justice systems. 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, nonprofit 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.

The Joseph Center

The Joseph Center for the Study of Local and Regional Government was established within the Department of Government and Public Affairs in 1989. The Center was established by the University based on a financial gift by Mr. Edwin A. Joseph.

The purposes of the Center include the conducting of research on public affairs in the Hampton Roads area, as well as in the Commonwealth of Virginia, in general. In addition, the Joseph Center conducts public forums, serves as a resource for government agencies, and acts as a reservoir of academic and civic expertise. Each Spring semester, the Center also sponsors the Joseph Seminar (same as GOVT 461) which explores local and regional affairs.

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 successful completion of Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Arts degree in Political Science requires successful completion of the following courses in Area V:

- (1) GOVT 201-202*;
 - (2) GOVT 311, or 321, or 103G*, or 104*;
 - (3) GOVT 352, 353, 358, and 371;
 - (4) GOVT 491 or 492;
 - (5) Twelve additional semester hours in GOVT courses at the 300-400-levels.
- One of the two course sequences (bearing an asterisk above) 201-202, or 103G-104G may be used simultaneously to satisfy, in part, Area II of the curricular structure (see index).

The Bachelor of Arts degree in Political Science with a concentration in International Relations

This degree program is offered by the Department of Government and Public Affairs with cooperation from the Department of History.

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Arts degree in Political Science with a concentration in international relations requires successful completion of the following courses in Area V:

- (1) GOVT 352, GOVT 353, and GOVT 492;
- (2) Twenty-one (21) semester hours selected from the following list:
 - (a) GEOG 352;
 - (b) GOVT 309, 311, 313, 314, 321, 323, 325, 327, 359, 495 (may be taken twice);
 - (c) HIST 411, 436, 461, 462, 463, 495A;
 - (d) SOCL 495C;
 - (e) ECON 470 (ECON 201-202 are prerequisites).

In Area II, students should select two sequences from the following courses: ECON 201-202*; SOCL 201G-202G*, or GOVT 103G-104G*, or HIST 111G-112G*.

Two of the course sequences bearing an asterisk (above) may be used simultaneously to satisfy, in part, Area II of the curricular structure (see index).

The State-Approved Teacher Education Programs in Political Science (9-12) or Social Studies (9-12)

Students interested in receiving a teaching endorsement in political science (9-12) or social studies (9-12) are to refer to the "Teacher Education Programs" section of this catalog, for details on admission criteria and procedures. To achieve the endorsement in political science (9-12), students are required to complete the Bachelor of Arts degree in Political Science as presented above, plus the Teacher Endorsement Requirements (professional studies, field experience and internship, and the required support courses) as listed in the Teacher Education section of this catalog. To achieve the endorsement in social studies (9-12), students are required to complete the Bachelor of Arts degree in Political Science as presented above, HIST 101-102* or HIST 111G-112G*; HIST 201-202; nine additional semester hours in history courses at the upper (300-400) level; ECON 201-202; six semester hours of geography courses; plus Teacher Endorsement Requirements as listed in the "Teacher Education Programs" section of this catalog.

The Economics and one of the History sequences bearing an asterisk (above) may be used simultaneously to satisfy, in part, Area II of the curricular structure (see index).

The Bachelor of Science in Governmental Administration Degree

This degree program provides the student with the analytical, political, and quantitative skills needed for understanding and solving public problems that call for a combination of technical knowledge and political insight. Students learn to identify and promote democratic ethics and legal values within the public policy-making process. Qualified graduates of this program are encouraged to pursue graduate studies in an area of specialization.

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of science in governmental Administration degree requires successful completion of the coursework of one BSGA specialty impartial fulfillment of the requirements of Area V.

BSGA Specialties

Students pursuing the BSGA degree must complete GOVT 201 and 202 (GOVT 103G-104G for students in the International Administration specialty) and the course requirements for one of the four specialties contained within the BSGA program. These specialties are:

Criminal Justice Administration

Public Management

Legal Studies

International Administration

A general description of each of these specialties and the requirements for each follows.

BSGA Specialty in Criminal Justice Administration

This specialty is designed to prepare individuals for supervisory, middle-management, planning, and line positions in the criminal justice system at the federal, state, and local levels. In addition to technical knowledge, students are prepared to deal with the complexity of the administration of justice within a democratic society. Requirements:

- (1) GOVT 201-202*;
- (2) GOVT 331, 343, 345, 352, 355, 358, 363, 365, 371, 383, 451, 468, and either 491 or 492;
- (3) SOCL 321 and 324.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Area II of the curricular structure (see index).

BSGA Specialty in Public Management

This specialty is designed to prepare individuals for management careers in public and nonprofit organizations. It introduces students to domestic and international management, human resources management/personnel administration, budgeting, policy studies, ethics, community planning, political theory, urban politics, and political and organizational leadership. Students master theoretical concepts, acquire research skills, and gain practical experience in public organizations. Requirements:

- (1) GOVT 201-202*;
 - (2) GOVT 331, 352, 355, 358, 361, 371, 381, 383, 391, 401, 451, and either 491 or 492.
- Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Area II of the curricular structure (see index).

BSGA Specialty in Legal Studies

This specialty is designed to provide students with the background needed to become certified legal assistants. In addition, this program provides excellent preparation for law school. Requirements:

- (1) GOVT 200;
- (2) GOVT 201-202*;
- (3) GOVT 315, 352, 355, 358, 365, 366, 367, 371, 373, 493, and 494;
- (4) ACCT 341-342.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Area II of the curricular structure (see index). MATH 125 and CPSC 210 should be selected to satisfy, in part, Areas I and IV of the curricular structure, respectively (see index).

BSGA Specialty in International Administration

Opportunities for careers with multinational corporations, governmental agencies, and nonprofit 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. After completion of a language at the 202-level, students should spend at least one summer of study and work in a foreign nation, immersed in its culture and language.

Requirements:

- (1) GOVT 103G-104G*;
- (2) GOVT 352, 355, 359, 371, 381, 391;
- (3) GOVT 321, 323, 325, 327;
- (4) ECON 470;
- (5) GOVT 491

In addition, students will select three or more courses from GOVT 309, 311, 313, and 314; HIST 411, 461, 462, 463, and 495; and SOCIOLOGY 495C.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Area II of the curricular structure. In addition, MATH 125 and CPSC 210 should be selected to satisfy, in part, Areas I and IV of the curricular structure, respectively (see index).

The Pre-Law Program

The Department of Government and Public Affairs offers numerous courses designed to assist students in preparing for law school. Although law schools do not require any particular undergraduate major as a preparation for law school, courses involving rigorous analytical skills are strongly recommended. Political science majors interested in attending law school should contact the pre-law advisor in this department to plan an appropriate course of study.

The Minor in Government and Public Affairs

The minor in Government and Public Affairs requires 18 credits in Government and Public Affairs, including six credits chosen from GOVT 103G, 104G or 201-202. Students seeking a minor must choose their courses in consultation with an assigned departmental advisor.

The Minor in Geography

Coordinator: Professor David L. Wall

Geography investigates location and spatial distribution. Courses in geography are offered within the Department of Government and Public Affairs. The minor in geography requires 18 credits. Up to six of these credits may be in community planning. Note: GEOG 201, 202, and 311 are recommended for teacher endorsement.

The Curriculum in Government and Public Affairs

GOVT 103G. Modern Political Systems (3-3-0)

This course furnishes an overview of the concepts and issues necessary to understand politics in the world today. It begins by surveying the principal ideologies of political debate and of political 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-Sahara 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 agencies rulings), finding tools (digests of decisions, citators, encyclopedias and computerized search systems) and secondary materials (textbooks, treatises and periodicals).

GOVT 201. American Politics (3-3-0)

An examination of political dynamics within the American system. Consideration is given to American political institutions, such as the President, Congress, judiciary, bureaucracy, elections, political parties, and interest groups.

GOVT 202. State and Local Government (3-3-0)

A survey of the structure, functions, and issues of state and local governments in the U.S. Includes such topics as federalism, the new role of the states, local government structures and elections, reform movements, and problems of modern local governments.

GOVT 302. Public Finance (3-3-0) (Same as ECON 302)

Prerequisites: 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 309. Politics of African Nations (3-3-0)

A survey of nation-states on the African continent and a comparative examination of the political, economic, and social development of selected countries.

GOVT 311. Comparative Politics (3-3-0)

A comparative study of the governmental processes of selected nations in terms of their ideologies, institutions, political organizations, and policies such as social welfare, crime control, urbanization, economic management, and foreign affairs.

GOVT 313. The Politics of Latin American Nations (3-3-0)

This course offers an introduction to the government and politics of select Latin American countries. The topics to be discussed include political institutions, political instability, authoritarianism, democratization, revolution, and U.S. relations with Latin America.

GOVT 314. Central America and the Caribbean (3-3-0)

This course offers an introduction to the social history and politics of select countries of Central America and the Caribbean. The topics to be discussed include political instability, authoritarianism, democratization, revolution, and U.S. relations with countries of this region.

GOVT 315. Management of Legal Institutions (3-3-0)

Use of advanced computerized information-processing and management systems in law firms. Legal research and report writing assignments provide experience in using word processing, spreadsheet, database, and networking applications packages in the modern law office or legal institution.

GOVT 321. International Relations (3-3-0)

Fundamental elements of international politics and an examination of the structure of the international system. Includes the role of states as political actors, their interrelationships with one another, and the major problems of the contemporary period.

GOVT 323. American Foreign Policy (3-3-0)

An examination of the foundations of American foreign policy, military strategy, and economic relations; a survey of institutional processes in the formulation of American foreign policy.

GOVT 325. International Organizations (3-3-0)

An examination of the League of Nations experiment, organizing the United Nations, decision-making processes in international organizations, and technical coordination among international agencies.

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. Theory of Planning (3-3-0)

Prerequisite: GOVT 331 or consent of instructor.

An examination of theories of planning process both technical and political and the policy implications of alternate theories. Substantial use is made of case studies in order to reveal the practical uses of the theories.

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 343. Introduction to Criminal Justice (3-3-0)

A survey of the components of criminal justice systems, theories of criminal behavior, procedures and methods of crime statistics, and a focus on the structure and function of agencies related to the investigation of crime.

GOVT 345. Issues in Criminal Justice (3-3-0)

An examination of the political, ideological, and organizational issues associated with crime control in a free society. Some emphasis is placed on issues of organizational effectiveness, community relations, and crime prevention strategies. Examination of policies designed to promote community support for crime prevention.

GOVT 352. Quantitative Political Analysis (3-3-0) [Same as SOCL and SOWK 392]

Prerequisite: MATH 125 or consent of instructor.

Data analysis techniques, including statistical analysis, measurement, hypothesis testing, multivariate analysis, and measures of association.

GOVT 353. Methods and Tools of Social Science Research (3-3-0) [Same as SOCL 391 and SOWK 371]

Examination of the methodological problems of social research. Selection and definition of problems of investigation, research designs, data gathering techniques, and sampling.

GOVT 355. Ethics in Government and Politics (3-3-0)

An examination of the process of generating criteria derived from democratic theory for making ethical judgments. The application of criteria to political situations as depicted in selected case studies. A review of ethical principles and their application, misleading assumptions, and false distinctions that may obstruct effective ethical decision-making about political actions.

GOVT 357. Theories of Democracy (3-3-0)

Prerequisite: Consent of instructor.

A survey of various contemporary positions concerning the nature of democratic government. Particular emphasis will be placed on revisions of the democratic ideal and challenges to those revisions. Concepts to be considered include elite competition, oligarchy, polyarchal democracy, pluralism, apathy, participation, party systems, political stability, and the effect of technological change on representative institutions.

GOVT 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 capitalism, liberalism, democratic socialism, Marxism, fascism, conservatism, and nationalism in relation to their significance for contemporary political movements and international affairs.

GOVT 361. Public Policy Analysis (3-3-0)

The study of the nature, causes, and effects of governmental decisions for dealing with social problems. An introduction to technical and conceptual skills for analyzing public policy problems, including problem structuring, forecasting, recommendation, monitoring, and evaluation.

GOVT 363. The Judicial Process (3-3-0)

An examination of institutional analysis of the judiciary in the context of socio-political conceptions of adjudication with emphasis on the role of courts in American society.

GOVT 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)

Study of the litigation processes, including discovery, procedural rules, and ethical considerations of legal assistants and lawyers. Emphasis on Virginia Civil Procedures.

GOVT 367. Administrative Law (3-3-0)

An examination of judicial and non-judicial control of the administrative process, procedural due-process and the right to an administrative hearing, rules and rule-making, and procedures for obtaining judicial review.

GOVT 368. Comparative Legal Systems (3-3-0)

Prerequisites: GOVT 201-202 or GOVT 103G-104G or consent of instructor.

A comparative analysis of several legal systems and their political environments. Various forms of "social order" mechanisms with particular emphasis given to the comparison of American jurisprudence will be examined along with the legal systems of England, France, Russia, Japan, the People's Republic of China, and selected African nations.

GOVT 371. Public Administration (3-3-0)

Prerequisites: GOVT 201-202 or GOVT 103G-104G or consent of instructor.

This course serves as an introduction to the field of management in the public, nonprofit and international sectors. It investigates the growth and patterns of modern bureaucracies. The theories and practice of administration are studied along with related topics such as political power, ethics, women in management, cultural norms and stress.

GOVT 373. Social Work and the Law (3-3-0) (Same as SOWK 373)

An examination of the legal basis for public and private intervention programs, including adoption, child custody, marriage, divorce, rights of children and youth, the aged, and the mentally ill.

GOVT 381. Public Personnel Administration (3-3-0)

Prerequisite: GOVT 371 recommended.

An analysis of modern methods and theories in human resources management/personnel administration including hiring, promotion, performance evaluation, dismissal, and training. Critical issues such as merit, affirmative action, reverse discrimination, unionization, and employee strikes are studied to assess their impact upon individuals, selected population groups, and organizations.

GOVT 383. The Politics of Unemployment (3-3-0)

An introduction to the contentious political issues concerning the problems of work, the causes of those problems, their consequences, and the responding directions of proposed public policy. Considers the widely varying explanations of unemployment, subemployment, underemployment and job security, and the varying interpretations of their impacts on the public and on special groups such as the young, the elderly, and minorities. Reviews emerging directions of public policy, and their results, in the U.S. and other countries.

GOVT 391. Public Budgeting (3-3-0)

Prerequisite: GOVT 371 recommended.

A critical study of the theories and practices of budgeting. Particular emphasis will be directed toward the role of politics in the budgetary process, value issues in tax policy, and related contemporary issues.

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. Public Management (3-3-0)

Prerequisite: GOVT 371 recommended.

A study of modern management strategies and their applicability to the public and non-profit sectors. The course covers such topics as planned change, organization development, management by objectives, democratic management, interpersonal interaction, and structural reorganization.

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)

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)

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)

A history of police and criminal justice organizations; an examination of management theories and styles, economies-of-scale of organizational units; recruitment and personnel relationships, budgeting, planning, and research.

GOVT 490. Senior Seminar in Government and Public Affairs (3-3-0)

Prerequisites: 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, private, or nonprofit organization. Periodic conferences, written evaluations, and final paper relating theory and practice. **A maximum of six credits may be counted toward a degree.**

GOVT 492. Research (3-3-0)

Prerequisites: 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 an applied or theoretical research effort. The final paper or product is presented and defended orally to the faculty and majors of the department.

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, 315 and senior standing or consent of instructor.

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)

Prerequisites: 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)

Prerequisites: Junior standing and consent of instructor.

The purpose of this course is to enable a qualified student to enrich his/her program through independent work. The topic and evaluation are agreed upon in writing by the student and faculty member supervising the effort. This should be completed by the end of pre-registration for the session in which the study will take place. **A student should have a minimum overall GPA of 2.5. Copies of the study plan, attached to an independent study authorization form, must be filed with appropriate college offices. A student may take a maximum of three hours of independent study in a semester and a maximum of six hours in his/her total academic program.**

The Curriculum in Geography

GEOG 101. Maps and Charts (3-3-0)

A course on introductory cartography and remote sensing favoring a practical approach. In conjunction with lab section, the student has an opportunity to develop skills not only in map-reading and photo-interpretation but also in designing and executing maps, charts, and visual aids.

GEOG 103. Maps and Charts Laboratory (1-0-3)

Practical and experimental techniques of cartography, hydrography, and remote sensing.

GEOG 201. Introduction to Geography I (3-3-0)

This course begins with a broad overview of certain physical aspects of geography (world landforms, climates, and ecosystems) and of map and globe skills. The course then moves to an examination of the developed regions of the world (Europe, North America, Russia, the newly independent states of the former Soviet Union, and Japan) as well as of Latin America. Attention will be given to customs of the people, urban and rural patterns of settlement, regional economic activities, political units, etc. Throughout the course relationships between people and their environment will be stressed. A variety of visual aids will be used. **Recommended for teacher education students.**

GEOG 202. Introduction to Geography II (3-3-0)

Continuation of Geography 201, with emphasis on certain underdeveloped regions of the world (Africa, the Middle East, and Asia). Special exercises in summarizing and presenting geographic information. **Recommended for teacher education students.**

GEOG 311. Physical Geography (3-3-0)

Prerequisite: GEOG 201 or consent of instructor.

This is a survey course stressing the areal distribution and functional interrelationships of the physical elements over the surface of the earth. The course aims to increase student awareness of similarities and differences in the physical environment from place to place. In order to understand these place to place variations, students study the physical processes involved. Topics to be covered include the study of landforms and the processes that create them (weathering, erosion, deposition, diastrophism and volcanism), aspects of the atmosphere and weather (including global climate change), and the soils and minerals of the world. How human activities are influenced by the environment and how humans alter their environment will be analyzed. The development of map reading and interpretation skills is another important aspect of the course. **Recommended for teacher education students.**

GEOG 351. Geography of Cities (3-3-0)

Prerequisite: GEOG 201 or consent of instructor.

The course examines the process of urbanization throughout the world. One of the principle means for understanding urbanization is an examination of how people in different societies interact with their political, economic, social, and physical environments to create and modify the urban regions they inhabit. The interplay between the built environment of urban regions and contemporary urban problems will also be 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 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.

GEOG 460. 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 increase 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.

The Curriculum in Social Sciences

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)

Prerequisites: 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.

HISTORY
(College of Arts and Humanities)
McMurran, Room 105
(804) 594-7567

Faculty

Timothy E. Morgan, Ph.D.

Chairman, Associate Professor of History

Theodora P. Bostick, Ph.D.

Professor of History

Zheng Gao, Ph.D.

Assistant Professor of History

Mario D. Mazarella, Ph.D.

Professor of History

James M. Morris, Ph.D.

Professor of History

Anthony R. Santoro, Ph.D.

Professor of History

Robert M. Saunders, Ph.D.

Professor of History

Shumet Sishagne, Ph.D.

Assistant Professor of History

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 a student may fulfill half of the Area II (Social Sciences) requirement. In addition to detailed study in the European and American areas, Latin American, Asian, and contemporary history are offered.

The study of history provides an excellent foundation for careers in areas such as teaching, business, law, public administration, journalism, the communications industry, archaeology, museum work, the ministry, the military services, and graduate study. Students are taught valuable skills such as:

- analysis of texts, documents, and artifacts;
- the tools and methods of research;
- collection and organization of information;
- critical evaluation of conflicting interpretations;
- the preparation and presentation of oral and written reports.

Beyond these, the student majoring or minoring in history is able to bring the breadth and depth of the human experience to illuminate and give perspective to his or her workday and personal world. In short, because history brings together all the scattered areas of study, there is not a field that cannot be enriched by studying history. Last, but not least of all, 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 Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Arts degree in history requires successful completion of the following courses in Area V:

- (1) HIST 101-102* or 111G-112G*;
- (2) HIST 201-202*;
- (3) HIST 490;
- (4) Twenty-one additional credit hours in history courses excluding SOSC 338. At least three of these (9 hours) must be taken at the 400 level. A course taken at one level (e.g. 300) may not be repeated at another level. No credit will be awarded for the repetition of a course. Further, a course enrolled in at one level (e.g. 400) may not be changed to another level at any time after the drop-add period.

The difference between 300 level and 400 level courses is as follows: 300 level courses will require 8-12 pages of written work, including one or more of the following types of assignments:

- Primary source analyses of 2-5 pages;
 - Book review of 5-8 pages;
 - Directed research projects of 5-8 pages;
- 400 level courses will 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 (above) may be used simultaneously to satisfy, in part, Area II of the curricular structure (see index).

A maximum of 42 credits in history courses above the 200 level may be offered toward the Bachelor of Arts degree in history. Also, a maximum of nine hours in HIST 395/495 courses, no more than six credits of which may be in courses taught in conjunction with Colonial Williamsburg, may be offered toward the Bachelor of Arts degree in history. Students pursuing the Bachelor of Arts degree in history are encouraged to diversify their programs of study by taking advanced courses in American, European, and non-Western history.

The State-Approved Teacher Education Programs in History (9-12) or Social Studies (9-12)

Students interested in receiving a teaching endorsement in history (9-12) or social studies (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 the endorsement in history, students are required to complete the Bachelor of Arts degree in history 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.

To achieve the endorsement in social studies, students are required to complete Areas I, II, III and IV of the curricular structure (see index), the Bachelor of Arts degree in history as presented above, GOVT 103G-104G, 201-202, 311 or 321, 352, 358; ECON 201-202; six hours in geography courses plus the teacher education program courses in professional studies, field experience and internship, and the required support courses listed in the section "Teacher Education Programs" of the catalog.

The University also offers state-approved teacher education programs for the preparation of early childhood/elementary (NK-5) and middle school (5-8) teachers, which are designed for people who earn degrees in history. For further information and recommended tracks, please contact the Department of History or the Center for Effective Teaching.

The Pre-Law Program

The Bachelor of Arts degree in history, combined with a minor program in government, represents an excellent schedule of rigorous analytical courses recommended for both admission to and success in law school. Specific course requirements and course recommendations for both the history major and the 18-hour government minor are available from the departmental pre-law advisor.

The History-Business Program

The Bachelor of Arts degree in history may be taken with a minor program in business administration to attain a liberal arts education plus preparation for a career in business. The total program of study must satisfy all requirements for the Bachelor of Arts degree in History and the minor program in business administration. The minor program in business administration requires successful completion of: ACCT 201-202; BUSN 311, 324, and 331*; CPSC 210; ECON 201, 202; and FINC 323. *Students who have not completed a statistical methods course in their major academic discipline will be required to successfully complete one of the following: MATH 125, SOSW 391-392, or PSYC 300.

The Minor in History

The minor program in history requires successful completion of the following 21 credits in history courses: HIST 101, 102 or 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.

World History

HIST 111G. History of World Civilizations to 1500 (3-3-0)

Fall and spring.

An historical survey of the rise and development of the following major civilizations: The Near and Middle East, India, the Far East, the West, Africa, and Latin America. The course will end at about 1500.

HIST 112G. World Civilizations Since 1500 (3-3-0)

Fall and spring.

An historical survey of the development and integration of the following major civilizations: The West, the Near and Middle East, India, the Far East, Africa, and Latin America. The course will begin at about 1500 and come to the present.

European History

HIST 101. History of Western Civilization to 1715 (3-3-0)

Fall.

Beginning with the traditions of the ancient world, the course traces the major developments of Western civilization to 1715.

HIST 102. History of Western Civilization 1715 to the Present (3-3-0)

Spring.

A survey of the major political, social, cultural, and intellectual developments of Western civilization from 1715 to the present.

HIST 301/401 Ancient Greece and the Near East. (3-3-0)

Prerequisites: HIST 101 or 111G or junior standing or consent of instructor.

A history of the civilizations of the ancient Near East and of ancient Greece to the death of Alexander the Great.

HIST 302/402 Roman History. (3-3-0)

Prerequisites: HIST 101 or 111G or junior standing or consent of instructor.

A history of Rome from the early history of Italy to the fall of the Roman Empire.

HIST 307/407. Medieval History I (3-3-0)

Prerequisites: HIST 101 or 111G or junior standing or consent of the instructor.

A study of the decline of Rome, the Germanic invasions, Justinian, Islam, Charlemagne, and the emergence of Medieval civilization.

HIST 308/408. Medieval History II (3-3-0)

Prerequisites: HIST 101 or 112G or 307/407 or junior standing or consent of the instructor.

The flowering of Medieval Culture, the feudal kingdoms, the clash of Empire and Papacy, the Hundred Years War, and the waning of the Middle Ages.

HIST 309/409. The Renaissance (3-3-0)

Prerequisites: HIST 101 or 111G, and 112G or junior standing or consent of instructor.

A study of the history and civilization of the Renaissance in Italy and northern Europe. The course will consider the many facets of Renaissance life and activity.

HIST 310/410. The Reformation (3-3-0)

Prerequisites: HIST 101 or 111G and 112G or junior standing or consent of instructor.

A study of the background, history, and ideas of the Protestant Reformation and the Catholic Reformation through the early 17th-century.

HIST 316/416. Early Modern Europe, 1600-1789 (3-3-0)

Prerequisites: HIST 101 and 102 or 111G and 112G or junior standing or consent of instructor.

A study of the development of absolutism and constitutionalism, the scientific revolution and Enlightenment, and the impact of political and scientific developments on social and cultural patterns in 17th- and 18th-century European society to the French Revolution.

HIST 317/417. The Age of Revolution, 1789-1850 (3-3-0)

Prerequisites: HIST 102 or 112G or junior standing or consent of instructor.

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)

Prerequisites: HIST 102 or 112G or junior standing or consent of instructor.

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)

Prerequisites: HIST 102 or 112G or junior standing or consent of instructor.

Europe between the wars, establishment of Communist Russia, the rise of Fascism and Nazism, the collapse of the Versailles Settlement, the Second World War.

HIST 311/411. Modern Russian History (3-3-0)

Prerequisites: HIST 102 or 112G or junior standing or consent of instructor.

A survey of Russian history beginning with the emergence of modern Russia during the reign of Peter the Great and continuing to the present. Emphasis is placed on the rise of 19th-century radicalism, the Revolutions of 1905 and 1917, the nature of Russian Marxism, and Russia under the Soviet System.

HIST 333/433. Tudor England. (3-3-0)

Prerequisites: HIST 101 or 112G or junior standing or consent of instructor.

A history of England from the beginning of the modern English state under the Yorkists and early Tudors through the Elizabethan age.

HIST 334/434. Stuart England. (3-3-0)

Prerequisites: HIST 101 or 112G or junior standing or consent of instructor.

A history of England in the 17th century from the advent of the Stuarts through the Glorious Revolution.

HIST 335/435. History of Modern Britain since the 18th Century (3-3-0)

Prerequisites: HIST 102 or 112G or junior standing or consent of instructor.

After a brief consideration of the 18th century background, the course focuses on British history and civilization during the 19th and 20th centuries.

HIST 337/437. Modern Germany 1784 to 1919 (3-3-0)

Prerequisites: HIST 102 or 112G or junior standing or consent of instructor.

The course briefly examines the ancient, medieval and early modern background before concentrating on the period of the French Revolution, Bismarck's unification, and the first World War.

HIST 338/438. Modern Germany since 1919 (3-3-0)

Prerequisites: HIST 102 or 112G or 337 or 437 or junior standing or consent of the instructor.

A study of the Weimar Republic, the Nazi period, World War II, the two post-war states and the reunification of Germany.

American History

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.

HIST 320/420. Colonial North America (3-3-0)

Prerequisite: HIST 101 or 112G or 201 or junior standing or consent of instructor.

An examination and analysis of the English, French, Spanish, and Dutch colonial experiences in the 16th, 17th and 18th centuries to 1760.

HIST 328/428. The Founding of the United States, 1760-1840 (3-3-0)

Prerequisite: HIST 201 or junior standing or consent of instructor.

An examination of the birth and early growth of the American Republic, concluding with the advent of democracy in the Age of Jackson.

HIST 323/423. Civil War and Reconstruction (3-3-0)

Prerequisite: HIST 201 or 202 or junior standing or consent of instructor.

An intensive study of slavery and expansion, social and intellectual developments of the era, the Civil War and Reconstruction.

HIST 324/424. 20th-Century America through World War II (3-3-0)

Prerequisite: HIST 202 or junior standing or consent of instructor.

A study of the major political, social, intellectual, economic, and foreign policy developments from the 1890s until the end of World War II.

HIST 325/425. America Since World War II (3-3-0)

Prerequisite: HIST 202 or junior standing or consent of instructor.

A study of the major political, social, intellectual, economic, and foreign policy developments of the United States since World War II.

HIST 330/430. The American Presidency (3-3-0)

Prerequisite: HIST 201 and 202 or junior standing or consent of instructor.

An historical overview of the role of the American presidency through an analysis of selected major Presidents such as George Washington, Abraham Lincoln, Woodrow Wilson, and Franklin Delano Roosevelt.

HIST 336/436. Modern American Diplomatic History (3-3-0)

Prerequisite: HIST 201 and 202 or junior standing or consent of instructor.

An examination of American diplomatic relations with the rest of the world.

HIST 340/440. American Economic Institutions (3-3-0) [Same as ECON 340]

Prerequisite: HIST 201 or 202 or junior standing or consent of instructor.

The study of America's economic growth and development from colonial times to the present. Includes the development of agriculture, manufacturing, trade and commerce, improved methods of transportation and communication, employer and employee organizations, governmental impact on the economy, and economic interdependence.

HIST 348/448. Introduction to Historical Archaeology (3-2-1)

An introduction to the principles and practices of historical archaeology, using sites dating from 17th- and 18th-century Virginia. A combination of history and archaeology.

HIST 350/450. A History of Native-Americans (3-3-0)

Prerequisite: HIST 201 or 202 or junior standing or consent of instructor.

An examination of Native-Americans and their contacts with colonial European and post-revolutionary U.S. governments from the 16th century to the present. Included will be accounts of the origins and cultural developments of Native-Americans.

HIST 351/451. American Military History (3-3-0)

Prerequisite: HIST 201 or 202 or junior standing or consent of instructor.

A survey of American military history from the colonial era to the present. Major military developments, institutional changes, and modes of warfare will be studied, including strategy, tactics, weaponry, conscription and volunteerism, command decision-making, and the interrelationships between the military and civilian spheres of American life.

Asian History

HIST 360/460. History of Classical Asian Civilizations (3-3-0)

Prerequisites: HIST 101 or 111G and 112G or junior standing or consent of instructor.

Narrative and 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)

Prerequisites: HIST 101 and 102 or 111G and 112G or junior standing or consent of instructor.

A history of Asia in the modern world, beginning with the opening of Asia to Western influences in the 19th century and concluding with the modernization of Asia and the development of Asian Communism.

Latin American History

HIST 362/462. History of Modern Latin America (3-3-0)

Prerequisites: HIST 102 or 112G or 201 or 202 or junior standing or consent of instructor.
After a brief consideration of the early development of Latin America, the course examines the independence movements and republican institutions to the present.

Contemporary History

HIST 363/463. The Contemporary World (3-3-0)

Prerequisite: HIST 102 or 112G or junior standing or consent of instructor.

An historical analysis of world developments since World War II, with particular emphasis on the development of ideological and regional tensions. The goal of the course is to place the major concerns of the present in their proper historical perspective.

Topics Courses

HIST 295. Topics (3-3-0)

This course will offer topics at the introductory level of special interest in various areas and periods of history.

HIST 395/495. Topics (3-3-0)

Prerequisites: HIST 101 and 102 or 111G and 1112G or 201 and 202 or junior standing or consent of instructor.

A thorough analysis of a particular phase, movement, or subject area of history with emphasis on its impact upon the larger historical scene. Topics and instructors vary each semester according to departmental assignment. A maximum of nine hours in HIST 395/495 may be offered toward completion of major requirements.

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. Required of all history majors. Fall.

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.

HIST 499. Independent Study (credits vary)

Prerequisites: HIST 101 and 102 or 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 Department of History.

The Curriculum in Social Sciences

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)

Prerequisites: 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. 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
Tidemark Bank, Room 409
(804) 594-7072

Faculty of the Honors Council

Jay S. Paul, Ph.D.

Chairman, Director of the Honors Program
Professor of English

Karen H. Barnett, Ed.D.

Assistant Professor of Psychology

Danielle L. Cahill, Ph.D.

Assistant Professor of Spanish

James A. Forte, Ph.D.

Assistant Professor of Social Work

Keith F. McLoughland, M.A.

Associate Professor
(Dean of Admissions)

Michael A. Smith, Ph.D.

Assistant Professor of Accounting

Richard M. Summerville, Ph.D.

Professor of Mathematics
(Provost)

Jane C. Webb, Ph.D.

Associate Professor of Physics

T. Edward Weiss, Ph.D.

Associate Professor of Biology

Student Members of the Honors Council

Donald Joyner

Jennifer Micket

Elisa Perry

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 Dean of Admissions, the Vice President for Academic Affairs, and four students. The program recognizes two categories of honors students: (1) Honors Scholars, who are full-time students drawn from the freshman, sophomore, junior and senior classes, and (2) Christopher Newport University Scholars, who are mature full- or part-time students entering their last three semesters. The Honors Council, acting as an academic department, administers the Honors Program and those courses which are a part of the honors curriculum. Honors courses are open by permission of the instructor to other members of the student body who are not in the honors curriculum.

Honors Scholars

All first-time, classified, full-time freshman applicants who rank in the top 20 per cent of their high school class, have a high school grade-point-average of at least 3.00 (on a 4.00 scale), and score at least 500 on each of the Verbal and Math portions of the SAT will be designated Honors Scholars.

Freshmen may apply for admission to the Honors Program during the Fall Semester (deadline: December 1) by submitting a completed application form to the Director of the Honors Program. Applications are welcome from other students as well. (One-page Application Forms are available in Tidemark Bank Room 409.) A university grade-point-average of 3.00 (on a 4.00 scale) will be required for acceptance; admission will be made as space permits. All Honors Scholars receive special advising and registration privileges, and may participate in the curricular offerings and social activities of the Honors Program.

Styron Scholars

Ten or more of the highest ranking Honors Scholars are designated Styron Scholars (named for William Styron, the Pulitzer Prize-winning novelist born in Newport News) of the Freshman Class. Each Styron Scholar receives an award of at least \$600 per year (the exact amount to be determined annually by the Honors Council). Scholarships renew automatically if a student maintains a grade point average of at least 3.30 while carrying 12 or more credit hours per semester and participating in the Honors Curriculum. At the discretion of the Honors Council, the 3.30 minimum may be waived.

McMurran Scholars

Honors students with outstanding grade point averages will receive McMurran Scholarships, the amount of which will significantly exceed that of the Styron Scholarships. These awards, in varying amounts, will be made annually by the Honors Council.

Karl E. and Elizabeth H. Beamer Scholars

Each year, as many as four 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.

Teresa VanDover Award

This scholarship is available to a Christopher Newport Scholar who exemplifies the academic and personal qualities of the late Teresa VanDover, one of the inaugural class of Styron Scholars.

Academic Standards

1. After the Fall Semester, the Honors Council will fill openings for scholarships in the following order: first, from incumbent Honors Scholars who do not have scholarships, beginning with the highest grade-point-averages and proceeding in descending order through all Honors Scholars with grade-point averages of 3.00 or higher; second, from applicants, beginning with the highest grade-point-averages and proceeding in descending order through grade-point-averages of 3.50 or higher.

2. To remain in the Honors Program, a student must maintain a grade-point-average that exceeds the University standard for good standing by a full letter grade. That is,

2.50 GPA for 12-29 credits attempted	2.90 GPA for 60-74 credits attempted
2.70 GPA for 30-44 credits attempted	2.98 GPA for 75-89 credits attempted
2.80 GPA for 45-59 credits attempted	3.00 GPA for 90 or more credits attempted

3. A student disqualified from the Honors Program because of grades may apply for reinstatement when his/her grade-point-average reaches 3.00.

4. If an Honors Scholar has lost his/her scholarship but remained in the Honors Program, the scholarship will resume when the student's grade-point-average reaches 3.00, as space permits.

Christopher Newport Scholars

Christopher Newport Scholars are mature full- or part-time students of exceptional ability who are engaged in an interdisciplinary study beyond the scope of existing degree programs. Students who hold a 3.5 grade point average and who are either midway through the junior year or have completed 75 hours may apply to the Honors Council for admission to the program. Applications must consist of the following: (1) a letter detailing the candidate's background and goals, particularly as they justify the establishing of an individualized curriculum, and giving evidence of the student's intellectual maturity; (2) a letter of nomination from a member of the Christopher Newport University faculty who has taught the candidate; and (3) an academic transcript and, if applicable, an evaluation of transfer credits. Christopher Newport Scholars are released from all formal curricular requirements for the last three semesters, other than the completion of the requisite number of hours for graduation. Each Christopher Newport Scholar will plan his or her academic program with the help of a three-person committee consisting of a faculty member, a member of the Honors Council, and the Vice President for Academic Affairs (or his designee). Like the other students in the Honors Program, Christopher Newport Scholars are expected to approach their subjects in unusual depth, demonstrating a high level of performance in their work.

Course Requirements

Freshman Year:

Fall – ENGL 103H, three credits

Spring – ENGL 104H, three credits

Sophomore Year:

Fall – Honors Seminar, one credit

Spring – Honors Seminar, one credit

Additionally, *all* Honors Scholars must complete:

After 60 hours: either an Honors course in the student's major (upgraded by the addition of a modest, individually-designed project approved by the instructor) for three credits or more, or a research-oriented independent study (499H) for three credits or more in the major.

After 90 hours: 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 documented papers which explore an idea, value, or special feature of a text. Individual conferences with instructor are required during the semester. Students must earn a C- or higher to satisfy University degree requirements.

HONR 291. Seminar in the Social Sciences (1-1-0)

Topics will vary. For example, in *The Dig: Contribution to Archaeology to the Study of Early Virginia*, students participated in a dig, discovered artifacts, and studied the relationship between the artifacts and the ongoing reconstruction of life in early Virginia.

HONR 292. Seminar in the Arts or Humanities (1-1-0)

Topics will vary. For example, *The Media and the Presidential Election* examined the influence of broadcast media on the 1988 election; and *The Great Conversation* surveyed significant philosophic concepts by means of weekly discussions.

HONR 293. Seminar in the Natural and Quantitative Sciences (1-1-0)

Topics will vary. For example, *Natural Habitats* featured field trips to local coastal and inland sites.

HONR 295. Field Trip Experience: Northern Coastal Plain (2-2-0)

A 10-day extended field trip to Acadia National Park, Maine, with stops at various sites along the way to investigate habitats, flora, and fauna. Additional emphasis on creative and descriptive writing and log-book illustration. Camping. Classroom instruction precedes the trip.

HONR 490. Problems in the Modern World (3-3-0)

This team-taught, interdisciplinary course is designed to encourage students to examine the special concerns of the world they are about to enter. The course will have its own unique focus, which may change each year. Each student will prepare a research project on an issue of current concern viewed from the perspective of the student's major discipline. **The Pass/Fail Option may not be used in this course.**

(Major Field) 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

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 must have the program of study approved by his/her committee prior to enrolling in such course work.
4. 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.
5. The student's total program of study must conform to and meet all requirements of the curricular structure for baccalaureate degrees, including all distribution requirements, and must give evidence of disciplined academic inquiry.

To enter the 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 advisor. 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 chairman oversees the total work of the student and confirms, prior to graduation, that he/she has completed all necessary requirements.

INTERNATIONAL STUDIES

76 Moore's Lane

(804) 594-7751

**Steering Committee for the BA degree in
International Culture and Commerce**

Elizabeth de G. R. Hansen, Ph.D.

Director, International Studies

Associate Professor of Anthropology

Theodora P. Bostick, Ph.D.

Professor of History

Enrique A. Marquez, Ph.D.

Associate Professor of Spanish

Shigeto Naka, Ph.D.

Assistant Professor of Economics

Antonio C. Siochi, Ph.D.

Assistant Professor of Computer Science

Lisa D. Spiller, Ph.D.

Assistant Professor of Marketing

David L. Wall, Ph.D.

Assistant Professor of Government and Public Affairs

As we move toward the 21st century, the United States is no longer an insular nation but one with an economy and a culture that are becoming more interdependent with other nations.

Christopher Newport University is responsive to this major economic, social, and educational change and seeks to play an important role in providing its students with the knowledge and skills needed to participate in such an international world-system. The University does this by requiring of its students two sequences of courses in liberal studies that have a global focus. In addition, the University offers several programs in international education, ranging from major programs in international culture and commerce, to coursework and study-abroad options within other programs. These international programs provide Christopher Newport University students with a variety of opportunities to increase their awareness of global concerns and give them the conceptual perspectives and knowledge needed to address them.

The Bachelor of Arts degree in International Culture and Commerce

The BA degree in international culture and commerce is an interdisciplinary degree utilizing the courses and personnel from many of the academic departments of the University. Through a carefully planned program of study students develop a multi-faceted program of studies that includes an international core and an option of specialization. Concentrations are in place for international business, Latin American Studies, and Japanese/Asian Studies.

The BA degree program is administered by the Director of International Studies, who advises all students enrolled in the program to ensure that their courses of study are suited to their talents, needs, and career goals.

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Arts degree in international culture and commerce requires the successful completion in Area V of the requirements for the international culture and commerce core and the requirements of one of three available concentrations:

A. International Culture and Commerce Core

- (1) HIST 363;
- (2) GEOG 352;
- (3) Modern Foreign Language: One 300-400 level language course (three or more semester hours) in the same language taken to meet the requirements of Area IV-(1). The completion of additional language courses is strongly recommended.
- (4) INCC 490;
- (5) INCC 491 (practicum; three semester hours). NOTE: At the discretion of the Director of International Studies, a senior-level research paper may be substituted for this requirement.

B. Concentration

Three concentrations are available: International Business; Latin American Studies, and Japanese/Asian Studies. Students select one of these three and complete the requirements as given below:

The International Business Concentration

- (B1) Three semester hours chosen from: HIST 311, 325, 335, 336, 338, 340, 361, 362;
- (B2) Three semester hours chosen from: ECON 385, 470; GOVT 311, 321;
- (B3) Six semester hours chosen from: ENGL 206*; PSYC 303; RSTD 212G; SOCL 201G*, 202G*, 332; ANTH 203G*, 204G*;
- (B4) Three additional semester hours chosen from the courses listed in (B1), (B2), and (B3);
- (B5) ACCT 201-202;
- (B6) BUSN 311, 324, 441;
- (B7) CPSC 210;
- (B8) ECON 201-202*;
- (B9) A total of 12 semester hours credit chosen from one of the following areas:
 - (a) Accounting: ACCT 301, 302, 303, 304, 401, 403, 405;
 - (b) Finance: BUSN 473; FINC 323, 421, 422, 423, 424;
 - (c) Marketing: BUSN 450, 452, 453, 454, 458;
 - (d) Management: ACCT 410; BUSN 400; 412, 418; ECON 490;
 - (e) Economics: ECON 301, 303, 304, 385, 420, 470.

The Japanese/Asian Studies Concentration

- (J1) Twenty-four semester hours, with a minimum of six hours at the 300-400 level, chosen from among: ANTH 203G*, 204G*; FNAR 201G*, 202G*; GOVT 103G*, 104G*; HIST 111G*, 112G*; PHIL 201G*, 202G*; RLST 211G*, 212G*; SOCL 201G*, 202G*; THEA 210G*, 211G*; BUSN 441; ECON 385, 470; GOVT 368; PHIL 451, 452;
- (J2) JAPN 301-302;
- (J3) Eighteen semester hours chosen from among: BUSN 441; ECON 352, 353; FNAR 374; HIST 360/460, 361/461; PHIL 348, 350, 355. Certain "topics" courses from these disciplines may be substituted for one or more of the listed courses with the advance approval of the chairman of the department in which the discipline is housed and the Director of International Studies.

The Latin American Studies Concentration

- (L1) Twenty-four semester hours, with a minimum of six hours at the 300-400 level, chosen from among: ANTH 203G*, 204G*; FNAR 201G*, 202G; GOVT 103G*, 104G; HIST 111G*, 112G*; PHIL 201G*, 202G*; RLST 211G*, 212G*; SOCL 201G*, 202G*; THEA 210G*, 211G*; BUSN 441; ECON 385, 470; GOVT 368; PHIL 451, 452;
- (L2) SPAN 301, 302;
- (L3) Eighteen semester hours chosen from among: SPAN 312, 351, 352, 394; HIST 362/462; GOVT 313, 314; GEOG 460; ENGL 327; ANTH 362, 363.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Area II of the curricular structure (see index). In the Japanese/Asian Studies concentration and the Latin American Studies concentration the two courses taken to meet requirements J2 and L2 may be used simultaneously to satisfy requirement (3) of the International Culture and Commerce core.

With the advance permission of the Director of International Studies, students are encouraged to meet some of the requirements of Area V of the Bachelor of Arts degree in international culture and commerce through participation in one of the international exchange programs in which Christopher Newport University participates.

Students pursuing the Bachelor of Arts degree in international culture and commerce are encouraged to study abroad whenever possible. Christopher Newport University maintains exchange relations with universities known for their international business programs. These include Middlesex University in London, England; the Autonomous University of Guadalajara in Guadalajara, Mexico; and Kansai Gaidai University and Osaka International University, both in Osaka, Japan, among others. In some cases it is possible for students to study abroad while paying tuition at CNU rates. In addition, Christopher Newport University students are eligible to apply for the James Madison University International Internship Program, which offers more than forty internships on a world-wide basis. Interested students should contact the Director of International Studies for details.

The Minor in Latin American Studies

The interdisciplinary minor in Latin American Studies provides an important opportunity for students to learn about our neighbors to the south and, in doing so, to develop an appreciation for the global community in which we live. This program is open to students enrolled in any undergraduate degree program offered by the University. To complete the minor, students must fulfill the following requirements:

- (1) SPAN 202 (or demonstrated proficiency at the 202-level in Spanish);
- (2) GOVT 313-314;
- (3) Nine additional semester hours from the following courses, with no more than six semester hours taken in any one academic department;
 - (a) HIST 362/462;
 - (b) SPAN 312, 351, 352, 394;
 - (c) Topics courses related to Latin America, approved in advance by the Director of International Studies.

Students pursuing the minor in Latin American Studies are encouraged to complete coursework in a Latin American country. These "study abroad" or "in-country" academic experiences may be substituted for part of the requirements in (1), (2), and/or (3) above if such substitution is approved in advance by the Director of International Studies. Christopher Newport University has exchange agreements with the Autonomous University of Guadalajara in Mexico and with both the Autonomous University of Santo Domingo and the Pontificia

Universidad Catolica Madre y Maestra in the Dominican Republic. These agreements allow students to pay their tuition and fees at Christopher Newport University and to study overseas. Interested students should contact the Director of International Studies for details.

The Specialty in International Studies within the Bachelor of Science in Governmental Administration degree

This program is designed to prepare students for careers in the public and private sectors which involve international affairs. It is administered by the Department of Government and Public Affairs. Please refer to that department's section of this catalog for detailed information on degree requirements.

Student Teaching in Latin America

Christopher Newport University offers students in the internship phase of the teacher education program the opportunity to do their intern teaching in Mexico, Costa Rica, other Latin American countries, and Overseas American Schools world wide. Candidates should contact Dr. Sandra Bryan of the faculty of the Department of Education and Leisure Studies for details.

International Exchange Programs

The Office of International Programs maintains an up-to-date listing of teaching, research, and overseas studies opportunities and administers exchange programs between Christopher Newport University and the following institutions:

Kansai Gaidai University, Osaka, Japan
Osaka International University, Osaka, Japan
Autonomous University of Guadalajara, Mexico
Institute of Public Health, Cuernavaca, Mexico
Autonomous University of Santo Domingo, Dominican Republic
Pontificia Universidad Catolica Madre y Maestra, Santiago, Dominican Republic
Ahmadu Bello University, Zaria, Nigeria
Enugu State University of Science and Technology, Enugu, Nigeria
Middlesex University, London, England
Russian Academy of Sciences
Karlova University, Prague, Czech Republic

For information about studying overseas at these institutions, interested parties should contact the Director of International Studies.

Other Programs

In addition to the programs described above, several academic departments have developed within their respective curricula specific coursework with an international focus. The Department of Modern and Classical Languages and Literatures offers in-depth language study and study tours of other regions of the world, including Latin America, Europe, and Japan. The Department of Sociology, Social Work, and Anthropology provides in-country coursework in Mexico.

The Curriculum in International Culture and Commerce

INCC 490. Seminar in International Studies (3-3-0)

Prerequisite: Consent of the Director of International Studies.

An examination of problems, issues, and practices in international business or international development.

INCC 491. Practicum: Three semester hours credit.

Prerequisite: Consent of the Director of International Studies.

Students receive on-the-job experience through working with a commercial firm or other organization that is engaged in international trade or other academically significant activities of an international nature. Standards of training experience are maintained by the University.



LIBRARY SCIENCE
(College of Arts and Humanities)
Captain John Smith Library, Director's Office
(804) 594-7130

Faculty

Wendell A. Barbour, J.D., M.S.L.S.
Chairman, Associate Professor of Library Science

Doris M. Archer, M.S.L.S.
Instructor in Library Science

Mary H. Daniel, M.S.L.S.
Assistant Professor of Library Science

Catherine Doyle, M.S.L.S.
Assistant Professor of Library Science

Patricia M. Kearns, M.L.S.
Assistant Professor of Library Science

Paul R. Pival, M.L.S.
Instructor in Library Science

Joseph E. Weber, M.S.L.S.
Instructor in Library Science

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.

MANAGEMENT, MARKETING AND MANAGEMENT INFORMATION SYSTEMS
(College of Business and Economics)
Administration, Room 359
(804) 594-7215

Faculty

Wesley L. Pendergrass, J.D.

Chairman, Associate Professor of Management and Marketing

John E. Anderson, Jr., Ph.D.

Professor of Management

Edwin C. Boyd, M.B.A.

Associate Professor of Management

Robert C. Coker, Ph.D.

Professor of Marketing

Bob. S. Hodges III Ph.D.

Associate Professor of Management, Marketing, and Management Information Systems

Richard L. Hunter, M.B.A.

Associate Professor of Management

Mayes D. Mathews, Ph.D.

Associate Professor of Management and Management Information Systems

Linda McCallister, Ph.D.

Professor in Management and Marketing

Kathryn O. McCubbin, M.S.

Assistant Professor of Management Information Systems

Kathleen S. Micken, M.B.A.

Instructor in Management and Marketing

Lawrence L. Mills, M.B.A.

Assistant Professor of Management

Brout Professor for 1993-1994

Lisa D. Spiller, Ph.D

Assistant Professor of Marketing

Paul G. Staneski, Ph.D

Assistant Professor of Management

Patricia B. Strait, M.S.

Instructor in Management and Marketing

The Department of Management, Marketing, and Management Information Systems offers the Bachelor of Science in Business Administration (BSBA) degree with concentrations in management, marketing, management information systems (MIS), and real estate. No more than 60 percent of the 122 credits required for the BSBA degree may come from courses in business and economics.

The Bachelor of Science in Business Administration Degree with a Concentration in Management

The BSBA degree with a concentration in management provides an overview of management theory and practice as it relates to all of the specific business functions, e.g., production, finance, accounting, marketing, and personnel. The curriculum assumes a degree of universality and transferability with respect to management skills.

The management concentration offers an exceptional variety of courses to prepare students for all types of managerial positions and perspectives. For instance, students interested in a general approach to this field might select management concentration electives such as international business management, human relations in organizations, and economics of labor and collective bargaining. On the other hand, students desiring mathematical or quantitative managerial training might elect management concentration electives such as production and operations management, business conditions and forecasting, and managerial economics.

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the BSBA degree with a concentration in management requires successful completion of the following courses in Area V:

- (1) MATH 125* and either MATH 105* or a higher-level MATH course*;
- (2) CPSC 210*;
- (3) ACCT 201-202, 410;
- (4) ECON 201-202*;
- (5) One of the following: ECON 301, 304, 420, 490;
- (6) FINC 323;
- (7) BUSN 324, 331, 361, 400, 408, 412, 418; MKTG 311;
- (8) Three additional courses chosen from: ACCT 385; BUSN 325; 431, 441, 450, 495, 498; ECON 420, 451, 490; MKTG 490; and either PSYC 303 or PSYC 313.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I, II, and/or IV of the curricular structure (see index).

The Bachelor of Science in Business Administration Degree with a Concentration in Management Information Systems (MIS)

The BSBA degree with a concentration in Management Information Systems (MIS) approaches information systems concepts and computer based applications from a managerial point of view. Emphasis is upon the increasing roles and responsibilities managers face in determining information system needs, and for the design and implementation of information systems that meet these needs. Students learn how information systems support key business functions (e.g., production, finance, accounting, marketing and human resources management), what information resources are currently used in business applications, and how professional managers are involved in the development of enterprise wide, computer based management information systems.

The degree follows the guidelines established by the Data Processing Management Association (DPMA) model curriculum. This highly integrated curriculum is designed to provide the student with a broad business related background appropriate for a career in MIS or for graduate work in business. Graduating students are encouraged to participate in the Associated Computer Professional (ACP) certification examination administered by the Institute for Certification of Computer Professionals (ICCP).

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the BSBA degree with a concentration in MIS requires successful completion of the following courses in Area V:

- (1) MATH 125* and MATH 135*;
 - (2) CPSC 240*;
 - (3) ACCT 201-202;
 - (4) ECON 201-202*;
 - (5) ECON 420 or one of the following: ECON 301, 304 or 490;
 - (6) FINC 323;
 - (7) CPSC 263; BUSN 324, 331, 361, 362, 364, 365, 366, 367, 368, 408, 417; MKTG 311
- Courses bearing an asterisk (above) may be used to simultaneously satisfy, in part, Areas I, II, and/or IV of the curriculum structure (see index).

The Bachelor of Science in Business Administration degree with a Concentration in Marketing

The BSBA degree with a concentration in marketing involves a managed approach to identifying and satisfying the needs of the consumer. The curriculum is a series of integrated building blocks which starts by establishing a common body of knowledge about marketing principles; and adds a block of specific marketing tools through courses in salesmanship strategies, marketing research, and consumer behavior. With both of these blocks completed; students select courses to develop a functional block of expertise from a wide variety of subjects involving transportation, small business and international marketing, advertising, a variety of topics 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 requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the BSBA degree with a concentration in marketing also requires successful completion of the following courses in Area V:

- (1) MATH 125* and either MATH 105* or a higher-level MATH course*;
 - (2) CPSC 210*;
 - (3) ACCT 201-202;
 - (4) ECON 201-202*;
 - (5) One of the following: ECON 301, 304, 420, 490;
 - (6) FINC 323;
 - (7) BUSN 324, 331, 361, 408, 418; MKTG 311, 350, 352, 354, 490;
 - (8) Two additional courses chosen from: BUSN 395, 441, 495, 498; MKTG 315, 453, 458;
- Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I, II, and/or IV of the curricular structure (see index).

The Bachelor of Science in Business Administration degree with a Concentration in Real Estate

The BSBA degree with a concentration in real estate, directed by the Department of Management and Marketing, prepares students for careers in real estate. Students who elect this concentration may take all of the courses required by the Commonwealth of Virginia to become eligible to take the Virginia Real Estate Brokers' Examination. In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure, (see index), the BSBA degree with a concentration in real estate requires successful completion of the following courses in Area V:

- (1) MATH 125* and either MATH 105* or a higher-level MATH course*;
- (2) CPSC 210*;
- (3) ACCT 201-202;
- (4) ECON 201-202*;
- (5) One of the following: ECON 301, 304, 420, 490;
- (6) FINC 323;
- (7) BUSN 322, 324, 331, 361, 408, 418 and MKTG 311;
- (8) Four of the following: BUSN 470; 471; 472; 473 and 474.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I, II and/or IV of the curricular structure (see index).

The Minor in Business Administration

This interdisciplinary program in business administration is designed for students majoring in other academic disciplines who desire to acquire skills in the basic concepts and practices inherent in and allied to the field of business administration. The minor program in business administration requires successful completion of: ACCT 201-202; BUSN 324, and 331*; CPSC 210; ECON 201, 202; FINC 323 and MKTG 311. *Students who have not completed a statistical methods course in their major academic discipline will be required to successfully complete one of the following: MATH 125, SOCL 391-392, or PSYC 300.

The Curriculum in Management, Marketing, MIS, and Real Estate

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

Prerequisite: None. Fall and spring.

Explores and analyzes the broad area of business administration from the manager's perspective. Included is a review of decision-making, business resources, and the current business environment.

BUSN 195. Topics in Business (3-0-0)

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 295. Topics in Business (3-0-0)

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 322. Principles of Real Estate (3-3-0)

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.

BUSN 324. Principles of Management (3-3-0)

Prerequisites: ECON 201-202 or consent of instructor. Fall and spring.

The fundamental principles of management underlying the operation of any type of organization. Emphasis will be placed on such basic functions of management as planning, organizing, staffing, leading, and control. These functions will be viewed from the human relations aspect and will include international management considerations.

BUSN 325. Small Business Management (3-3-0)

Prerequisite: Junior standing or consent of instructor. Fall and spring.

Designed to give the student or student business person specific information concerning all aspects of small business. Major areas of study will be marketing, financing, and recordkeeping for small businesses.

BUSN 331. Statistical Methods in Business and Economics (3-3-0)

Prerequisites: MATH 125, CPSC 210, and either MATH 105 or a higher-level MATH course. Fall and spring.

Emphasis is placed on manual and computer-assisted applications of statistical techniques to practical business and economic problems. Topics include confidence intervals, classical hypothesis testing, one-way analysis of variance, contingency tables, and simple and multiple linear regression.

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

Prerequisites: ECON 201-202, junior standing. Fall and spring.

A study of legal, economic and political aspects of government regulations of business. Emphasis is placed on the powers of the federal and state governments under their constitutions; the anti-trust laws; regulatory agencies and their regulations; and administrative rule-making by governmental agencies and how they affect decision-making and the operations of business.

BUSN 362. Management Information Systems Concepts (3-3-0)

Prerequisite: Demonstrated computer literacy (e.g., CPSC 215 or CPSC 263 or consent of instructor).

The identification of managerial and organizational information needs. Describes the role of Management Information Systems including current professional practices and methodologies. Includes presentation of systems theory, decision theory, organizational models, types of information systems, information planning and systems development.

BUSN 364. Business Applications Development (3-3-0)

Prerequisite: CPSC 263

Addresses how Management Information System techniques are applied to managerial and organizational problems of limited complexity. The course includes supervised application exercise in solving formal analytic management information system problems using traditional development techniques and a procedural language.

BUSN 365. Business Applications Design and Implementation (3-3-0)

Prerequisite: BUSN 364.

Explores how Management Information System design and implementation techniques are applied to small scale managerial and organizational problems. Emphasizes CASE tools, quality assurance and testing. Interactive development skills are developed through supervised exercises using a procedural language.

BUSN 366-367. Management Information Systems Development I and II (3-3-0 each)

Prerequisite: BUSN 362 and BUSN 365.

Uses Management Information System technologies to solve large scale, enterprise-wide managerial and organizational problems. Students will use systems design methodologies to develop a single user system, and a multi-user system. Supervised development projects will include data bases, project management techniques, security requirements, and system testing and implementation schemes.

BUSN 368. Management Information System Project (3-3-0)

Prerequisite: BUSN 367.

Solve a business problem using project management and Management Information System development techniques in a supervised group project environment. Develop system documentation, assemble an implementation plan and present a completed project report.

BUSN 395. Topics in Business (3-0-0)

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 324. Fall and spring.

A detailed investigation into contemporary organization theory and problems. The determinants of organization design, the structural and process components of an organization, determinants of organization performance, and interrelationships between organization context, structure, process, and ends. Alternative theories and models of organizations will be compared and contrasted.

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

Prerequisites: BUSN 331, MATH 125, CPSC 210, and either MATH 105 or a higher-level MATH course. Fall and spring.

A study of the management science approach to management decision-making. Mathematical models which may be used in certain business decision situations are emphasized and may include linear programming, inventory control, queuing theory, simulation, and probability analyses. Computer solutions to certain models are considered.

BUSN 412. Human Resources Management (3-3-0)

Prerequisite: BUSN 324. 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.

BUSN 417. Policy and Strategy for Information Managers (3-3-0)

Prerequisite: BUSN 366 and senior standing; or consent of instructor.

Integrates Management Information Systems as a business policy and strategy resource within the context of the firm. 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.

BUSN 418. Business Policy and Strategy (3-3-0)

Prerequisites: ACCT 201-202; FINC 323; BUSN 324, 331 and 361; MKTG 311; and senior standing. Fall and spring.

Case analysis of the principles and techniques of formulating management policies. Utilizes analytical techniques in solving problems in management, finance, marketing, production, personnel, and accounting.

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

Prerequisites: MATH 105 or a higher level MATH course; ACCT 201-202; BUSN 324, 331, and 408. Spring.

An analysis of production with concentration on the method, design, and operation of production systems.

BUSN 441. International Business Management (3-3-0)

Prerequisites: BUSN 324; MKTG 311; FINC 323. Fall and spring.

Addresses the problems created by operating a business in more than one country, i.e., a multinational firm. The problems caused by differing laws, economic environments, social and cultural difference, differing technology, and educational differences are studied. Organizational and control problems are discussed. Students learn how to analyze the impact of these factors on operations and decision-making.

BUSN 442. Japanese Business Management (3-3-0)

Prerequisite: BUSN 324 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.

BUSN 470. Real Estate Law (3-3-0)

Prerequisite: BUSN 322 or consent of instructor. Fall.

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.

BUSN 471. Real Estate Appraisal (3-3-0)

Prerequisite: BUSN 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.

BUSN 472. Real Estate Brokerage (3-3-0)

Prerequisite: BUSN 322 or consent of instructor. Fall.

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.

BUSN 473. Real Estate Finance (3-3-0)

Prerequisite: BUSN 322 or consent of instructor. Spring.

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.

BUSN 474. Real Estate Investment (3-3-0)

Prerequisite: BUSN 322 or consent of instructor. Fall.

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.

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

Prerequisite: Varies with topic.

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

BUSN 498. Small Business Institute (4-4-0)

Prerequisites: Senior standing and consent of instructor.

Designed to provide practical counseling experience to provide a valuable "hands on" dimension to students' conceptual education relative to small business management. Major areas of study include accounting, economics, finance, management and marketing.

BUSN 499. Independent Study (Credits vary)

Prerequisites: Junior or senior standing and consent of instructor.

An opportunity for independent study or research with guidance of faculty advisor. Not to be used in lieu of core or concentration requirements.

MKTG 311. Principles of Marketing (3-3-0)

Prerequisite: ECON 201-202, ACCT 201-202, ENGL 101-102 or ENGL 103-104, MATH 105 or Higher, Junior standing or consent of instructor. Fall and spring.

Study of the major marketing activities associated with the flow of goods and services from producer to consumers in modern economic systems. Topics include target markets, product decisions, promotion and pricing strategies, and distribution. Emphasis is placed on developing the student's ability to analyze and evaluate marketing problems and policies.

MKTG 315. Principles of Transportation (3-3-0)

Prerequisite: MKTG 311 or consent of instructor. Fall.

Economic, social and political aspects of the national transportation system. Areas of

investigation include model alignment and the transportation mix, valuation and rate making, transportation regulation, and carrier management.

MKTG 350. Salesmanship Strategies (3-3-0)

Prerequisite: MKTG 311, ENGL 101-102 or ENGL 103-104, SPCH 201, Junior standing or consent of instructor. Fall and spring.

Consultative selling techniques stressing prospective problem identification through open-ended questioning, loft ethical non-manipulative selling, verbal and nonverbal selling power, and moving to closure are highlighted. Explicit attention is placed on developing the art of communication, improving listening skills, and utilizing persuasion and sales negotiation strategies. Strategies and rejection, self motivation, quota setting and performance evaluation are also topics that are studies.

MKTG 352. Marketing Research (3-3-0)

Prerequisite: BUSN 331 and MKTG 311; CPSC 210 and Junior standing. Fall and spring.

The application of analytical tools as an aid to decision making in marketing management. Emphasis on the development of sound policies in the systematic selection, gathering, interpretation and presentation of marketing information.

MKTG 354. Consumer Behavior (3-3-0)

Prerequisite: MKTG 311, 352 or taking concurrently and Junior standing. Fall and spring.

A analysis of the motives, attitudes, and expectations of consumers, which leads to an understanding of the marketing process in general and individual buying behavior in particular.

MKTG 453. Advertising Management (3-3-0)

Prerequisites: MKTG 311, 352, 354, and Senior standing or consent of instructor. Fall and spring.

Examines rationale and strategies behind the managing, planning, creating, using researching, and evaluating of radio, television, print, outdoor, direct mail, specialty, and P.O.P. advertising. Determining objectives, making budget decisions, preparing advertisements, selecting media, and monitoring environmental constraints on advertising are stressed.

MKTG 458. International Marketing (3-3-0)

Prerequisite: MKTG 311 and MKTG 352. Fall and spring.

Marketing problems and practices faced by national and multinational corporations are analyzed. Specific types of marketing policies and strategies are examined as they relate to different product areas and different international geographical areas.

MKTG 490. Marketing Management

Prerequisites: MKTG 311, 350, 352, 354, and Senior standing or consent of instructor. Fall and spring.

The purpose of this capstone course is to intensively investigate the managerial approach to marketing where marketing managers are viewed as decision makers and problem solvers. The course focuses on marketing planning problems, strategic concepts and development, and strategic responses to macro-environmental forces.

MATHEMATICS
(College of Science and Technology)
Gosnold, Room 201
(804) 594-7194

Faculty

Martin W. Bartelt, Ph.D.
Chairman, Professor of Mathematics

John J. Avioli, Ph.D.
Professor of Mathematics

Brian Bradie, Ph.D.
Assistant Professor of Mathematics

Hongwei Chen, Ph.D.
Assistant Professor of Mathematics

Natalie C. Hutchinson, M.S.
Instructor in Mathematics

Parviz Khajeh-Khalili, Ph.D.
Associate Professor of Mathematics

Stavroula E. Kostaki-Gailey, Ed.D.
Professor of Mathematics

Wing Man Kwok, Ph.D.
Assistant Professor of Mathematics

James E. Martin, Ph.D.
Assistant Professor of Mathematics

Ronald L. Persky, M.A.
Assistant Professor of Mathematics

Detta K. Rich M.S.
Instructor in Mathematics

Richard M. Summerville, Ph.D.
Professor of Mathematics

Glenn M. Weber, Ph.D.
Associate Professor of Mathematics

Emeritus Faculty

Daisy D. Bright, M.A.
Associate Professor Emerita of Mathematics

The Department of Mathematics offers a variety of courses for those who wish to develop general or specific skills in mathematics, to satisfy the mathematics distribution requirement, to study mathematics for aesthetic reasons, or to pursue the Bachelor of Arts or Bachelor of Science degrees in mathematics or the minor in mathematics. The department has established different levels of courses for entering students. Consequently, entering students are strongly encouraged to take the CNU mathematics placement test in the Office of Career and Counseling Services before deciding which mathematics course to take. The department

encourages those students who have had more advanced mathematics either in high school or at another college to consult with an advisor in the Department of Mathematics so that a suitable program of study may be planned.

A student's choice of mathematics courses to satisfy the distribution 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 and 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 from among MATH 110, 110-Accelerated and 130 to improve them.

All students planning to pursue either the Bachelor of Arts or Bachelor of Science degree in mathematics must satisfy the appropriate distribution requirements as well as general requirements for graduation. Students pursuing the Bachelor of Arts degree in mathematics are strongly urged to satisfy the natural science distribution requirement by successfully completing PHYS 201-202; students pursuing the Bachelor of Science degree in mathematics must successfully complete PHYS 201-202 plus one additional natural science sequence to satisfy the natural science distribution requirement. It is advisable for students to take PHYS 201-202 after first completing MATH 140. The ability to write sophisticated computer programs is a prerequisite for MATH 335, 380, 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.

The Bachelor of Arts and Bachelor of Science degrees in Mathematics

The Department of Mathematics offers four options for students pursuing either the BA or BS degree in mathematics: the mathematics major; the mathematics major with a concentration in computer science; the mathematics major with a concentration in physics; and the mathematics major for secondary mathematics education. The completion of a concentration will be indicated on the final transcript. Students intending to teach should take Block D and the appropriate certification requirements given in the "Teacher Education Programs" section of this catalog (see index). Applied mathematics (primarily students who intend to seek employment immediately following graduation) majors take Blocks B or C. Pure mathematics (primarily students who plan to attend graduate school following graduation) majors take Block A.

In addition to requiring successful completion of Areas I, II, III, and IV (as appropriate) of the curricular structure (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 in Area V:

Block A: The Major in Mathematics

- (1) MATH 250;
- (2) MATH 260;
- (3) MATH 360;
- (4) MATH 370;
- (5) One 400 level MATH course (not including MATH 499);
- (6) Nine additional credit hours in MATH at the 300-400 level;

- (7) Either (a) nine additional credits in MATH at the 300-400 level or (b) successful completion of three 300-400 level courses in another discipline chosen in consultation with an advisor (accepted disciplines include BIOL, CHEM, CPSC, and PHYS; all other disciplines must have advance approval from the Department of Mathematics);
- (8) PHYS 201-202* (required for the BS degree; strongly recommended for BA degree);
- (9) CPSC 230 and 231.

Block B: The Major in Mathematics with a Concentration in Computer Science

- (1) MATH 250 and 260;
- (2) MATH 360, 370, 380, and 390;
- (3) Either MATH 400 or 480;
- (4) Six additional credit hours of 300-400-level MATH courses;
- (5) CPSC 230 and 231;
- (6) CPSC 310, 320, 330;
- (7) Nine additional semester hours in CPSC 360, 410, 420, 440, 460, Artificial Intelligence, Graphics, or ENGR 313.

Block C: The Major in Mathematics with a Concentration in Physics

- (1) MATH 250 and 260;
- (2) MATH 320 and 360;
- (3) MATH 420;
- (4) Nine credit hours in MATH at the 300-400 level, with choices from MATH 335, 380, 440, and 480 recommended;
- (5) PHYS 201-202*;
- (6) Either PHYS 301 or ENGR 301;
- (7) Twelve additional credit hours in PHYS and/or ENGR at the 300-400 level, chosen in consultation with one's advisor;
- (8) CPSC 230 and 231.

Block D: The Major in Mathematics for Secondary Mathematics Education

- (1) MATH 205, 250, 260;
- (2) MATH 335, 338, 345, 360, 370;
- (3) Six additional 300-400 credits in mathematics, at least three of which are at the 400-level;
- (4) PHYS 201-202* (required for the BS degree; highly recommended for the BA degree);
- (5) CPSC 230-231.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Area II (and/or, for the BS degree only, Area IV) of the curricular structure (see index).

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 030. Basic Mathematics (4-4-0)

Credit does not apply toward a degree.

Fall and spring.

Topics include operations with fractions, percent, operations and properties of signed numbers, exponents, roots and radicals, evaluating expressions and formulas, operations with algebraic expressions, first degree equations and inequalities, word problems, graphing, geometry, and algebraic fractions.

MATH 105. Contemporary Mathematics (3-3-0)

Prerequisite: Acceptable score on mathematics placement test. Fall and spring.

This course is recommended to partially-satisfy the mathematics distribution requirement for non-science majors. It is designed to introduce the student to the spirit of modern mathematical ideas, techniques, and applications. Topics will include consumer money management, probability, systems of linear equations, modeling, and other topics in finite mathematics.

MATH 109. Fundamental Mathematics Concepts (3-3-0)

Prerequisites: Acceptable score on mathematics placement test. Fall and spring.

Strongly recommended for prospective elementary school teachers, this course covers concepts and theories underlying elementary mathematics. Topics may include sets, logic, number sentences, introduction to number theory, number systems, intuitive geometry, measurement, probability, graphing, and descriptive statistics through consumer-related problems.

MATH 110. Algebra (3-3-0)

Prerequisite: Acceptable score on mathematics placement test. Fall and spring.

The Department of Mathematics usually recommends that students take MATH 105 and MATH 125 to satisfy the mathematics component of Area I of the curricular structure (see index) MATH 110 is recommended in lieu of one of these courses, for those students who need to strengthen their algebraic skills. Topics include real number properties, exponents, polynomial and rational expressions, equations and inequalities, logarithms, and systems of equations. MATH 110-Accellerated covers the same topics as MATH 110, but with more sophistication. MATH 110-Accellerated 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. (MATH 110 can also be used for this purpose, but MATH 110-Accellerated is recommended.)

MATH 125. Elementary Statistics (3-3-0)

Prerequisite: Acceptable score on mathematics placement test. Fall and spring.

A general survey of descriptive and inferential statistics. Descriptive analysis of uni - and bivariate data, probability, standard distributions, sampling, hypothesis testing, estimation, 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-Accellerated.

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-Accellerated. 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.

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. Fall and spring.

Topics in applied linear algebra such as systems of linear equations, Gaussian elimination, matrix algebra, determinants, Cramer's rule, eigenvalues and vectors. Also applications in some of these areas: linear programming, game theory, Markov chains, input/output models, graph theory, and genetics. A computer project may be required.

MATH 240. Intermediate Calculus (3-3-0)

Prerequisite: MATH 140 or consent of instructor or chairman. Fall and spring.

Techniques of integration, L'Hospital's Rule, approximations, Taylor's Theorem, sequences and limits, series of numbers and functions, power series, and Taylor series.

MATH 250. Multivariable Calculus (3-3-0)

Prerequisite: MATH 240 or consent of instructor or chairman. Fall and spring.

An introduction to the calculus of real-valued functions of more than one variable. The geometry of three-space, vector-valued functions, line integrals, partial and directional derivatives, multiple and iterated integrals, and applications.

MATH 260. Linear Algebra (3-3-0)

Prerequisite: MATH 240. Fall and spring.

Systems of linear equations, matrix operations, vectors and vector spaces, independence, bases and dimension, coordinates, linear transformations and matrices, determinants, eigenvalues and vectors, and inner products.

MATH 295. Elementary Topics (1-3, 0-3, 0-3)

Prerequisite: Announced at the appropriate time. Taught when appropriate.

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, acceptable score on the ETS-PPS test, and acceptance into the Teacher Education Program, or consent of the instructor. (Does not apply toward the 300-level requirements of the mathematics major.)

Emphasizes key mathematical concepts which underlie 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 (MATH 109 strongly recommended), acceptable score on the mathematics competency test, acceptable score on the ETS-PPS test, and acceptance into the Teacher Education Program, or consent of the instructor. (Does not apply toward the 300-level requirements of the mathematics major.)

Emphasizes key mathematical concepts which underlie middle school mathematics strategies for teaching these key concepts, and the use and development of instructional materials for teaching mathematics. The process of problem-solving will be presented and used as an integral part of the course.

MATH 320. Ordinary Differential Equations (3-3-0)

Prerequisites: MATH 240 and 250. Fall and spring.

An exposition of the theory and methods of solution of elementary differential equations along with applications. Topics include first order equations, n -th order linear equations with constant coefficients, series solutions of second order linear equations, Laplace transforms, systems of first order equations, and an introduction to two point boundary value problems.

MATH 335. Applied Probability (3-3-0)

Prerequisites: MATH 240, 250, and CPSC 231, or consent of instructor.

(Laboratory Fee Required)

Elementary probability theory including combinatorics, distributions of random variables, conditional probability, and moment generating functions. An introduction to stochastic processes including such topics as Markov chains, random walks, and queueing theory. Case studies. Computer projects may be required.

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

Prerequisites: Junior standing, 15 credits in major, EDUC 301/301L, EDUC 305 and acceptable score on the mathematics competency test. (Does not apply toward the 300-level requirements of the mathematics major.)

Course emphasizes key mathematical ideas which underlie secondary school mathematics, strategies for teaching these concepts, and the development and use of instructional materials for teaching mathematics.

MATH 345. Number Theory (3-3-0)

Prerequisite: MATH 260 or consent of instructor. Fall or spring, once every two years.

Topics include prime numbers, linear Diophantine equations, congruences, theorems of Fermat, Wilson, and Euler, and numbers in other bases.

MATH 350. Vector Calculus (3-3-0)

Prerequisite: MATH 250. Spring.

An introductory course in differential and integral vector calculus. Topics include vector operations, gradients, divergence, curl, line integrals, Green's Theorem, Stokes' Theorem, Divergence Theorem, and applications.

MATH 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 or equivalent. (Laboratory Fee Required)

A survey of numerical methods of scientific and engineering problems. The course will include such topics as: roots of linear and nonlinear systems of equations, integration, differentiation, interpolation and approximation, ordinary differential equations, and eigenvalue problems. Consideration will be given to theoretical concepts and to efficient computational procedures. Computer projects may be required.

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

Prerequisites: MATH 250, 260, and CPSC 231; or consent of the instructor. Fall.

(Laboratory Fee Required)

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 (3-3-0)

Prerequisite: Consent of instructor or chairman, unless otherwise listed.

Taught when appropriate. The exact course(s) to be offered in any one semester and a description of the course(s) will be found in the pre-registration schedule for that semester.

MATH 400. Mathematical Methods of Operations Research II (3-3-0)

Prerequisites: MATH 360 and 390 or consent of instructor. Spring.

(Laboratory Fee Required)

Mathematical theory and techniques of network algorithms, integer programming, inventory control, sequencing and scheduling, and computational complexity of algorithms. Case studies. Computer projects may be required.

MATH 410. Advanced Ordinary Differential Equations (3-3-0)

Prerequisites: MATH 320 and CPSC 230. Spring

A second course in ordinary differential equations. Topics will be selected from: series solutions near singular points, systems of first-order linear equations, non-linear differential equations, autonomous systems, phase plane and stability, Sturm-Liouville theory, numerical methods, and existence theory.

MATH 420. Partial Differential Equations (3-3-0)

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.

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 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. (Laboratory Fee Required)

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 495. Advanced Topics (3-3-0)

Prerequisite: Consent of instructor or chairman, unless otherwise listed. Taught when appropriate.

This course will usually consist of one or more of these topics: advanced differential equations, advanced numerical methods, modeling, complex variables, geometry, optimization, real analysis, or topology. The exact course(s) to be offered in any one semester and a description of the course will be found in the pre-registration schedule for that semester.

MATH 499. Independent Research (credit varies)

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

Individual research on an approved subject may be taken for one to three credits. See the Catalog description of Independent Study.

MILITARY SCIENCE (ARMY)
(College of Social Science and Professional Studies)
Ratcliffe Gym, Room 144
(804) 594-7169 or 7284

Faculty

Daniel Bulinski, M.A.

Lieutenant Colonel, U.S. Army
Chairman, Assistant Professor of Military Science

Rufus Murphy, B.A.

Major, U.S. Army
Assistant Professor of Military Science

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 \$2,000 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 \$24,600 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

Three-year, and four-year Army ROTC scholarships are available on a competitive basis. College freshmen who are already participating in the ROTC program or non-enrolled students may apply for three-year scholarships. The scholarship will pay for the following:

- Tuition
- Books
- Laboratory Fees
- \$100.00 per month (tax-free)

Books and Uniforms

All uniforms and materials needed for participation in the ROTC programs are furnished by the Department of Military Science at no cost to the student.

Educational Delays

Newly commissioned officers may delay their entry on active duty to pursue graduate studies in a recognized field.

Requirements for Commissioning

Four-Year Program:

1. Completion of four courses (MLSC 101, 102, 201, 202) offered during the freshman and sophomore years.
2. Completion of HIST 351 and MLSC 302 during the junior year.
3. Attendance at a six-week ROTC Advanced Camp during the summer between the junior and senior years or following the senior year.
4. Completion of MLSC 401 and 402 during the senior year.

Two-Year Program:

1. Either prior service constructive credit or attendance at a six-week ROTC Basic Camp during the summer (between the sophomore and junior years) to earn placement credit for coursework missed during the freshman and sophomore years.
2. Completion of HIST 351 and MLSC 302 during the junior year.
3. Attendance at a six-week ROTC Advanced Camp during the summer between the junior and senior years or following the senior year.
4. Completion of MLSC 401 and 402 during the senior year.

New Entry Option for First-Semester Juniors

1. Completion of HIST 351 and MLSC 302 in the junior year.
2. Attendance at a six-week ROTC Basic Camp during the summer between the junior and senior years.
3. Completion of MLSC 401 and 402 during the senior year.
4. Attendance at a six-week ROTC Advanced Camp during the summer following 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:

1. Satisfactory completion of the Basic Course, Basic Camp, or advanced placement due to prior military service.
2. Successful completion of an Army physical examination.
3. Execution of appropriate loyalty statements and contractual agreements.
4. Satisfactory completion of the appropriate screening tests.
5. 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 enlists 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.

There are two choices normally available to the cadet at graduation:

1. Reserve Forces Duty (National Guard or U.S. Army Reserve). The cadet may enter the service for approximately 90 days to attend a basic branch school and serve in the reserves for a period of approximately eight years while pursuing a civilian career. This option may be selected by the cadet and guaranteed to him/her prior to entrance into the MS III or junior year.

2. *Active Duty*. All cadets will incur an eight-year total reserve obligation of which three years is served on active duty and the remainder in the Reserves.

a. If desired, Army Reserve officers may remain on active duty for a military career for an indefinite period if he or she applies for and is accepted for continued active duty.

b. If a student is designated a Distinguished Military Graduate (DMG) in recognition of excellence in both military and academic studies, he or she may apply for a Regular Army (RA) commission.

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 its comparisons with the Soviet Military Political Structure. Also, the basic organizational structure of the U.S. Army and its branches is studied.

MLSC 101L. Leadership Lab (0-0-1)

Corequisite: MLSC 101.

MLSC 102. Basic Leadership and Management Theory (2-2-0)

Corequisite: MLSC 102L. Spring.

Presents the rudiments of leadership and management. Included in the course of study are several case studies relating to areas of management and leadership. Also, the responsibilities of an officer's commission will be studied along with ethics, customs, courtesies, traditions, and military service.

MLSC 102L. Leadership Lab (0-0-1)

Corequisite: MLSC 102.

MLSC 201. Advanced Leadership and Management (2-2-0)

Prerequisites: MLSC 101, and 102, or equivalent; corequisite: MLSC 201L. Fall.

Presents the classical analysis of the decision-making process, situational estimates, and leadership situational studies.

MLSC 201L. Leadership Lab (0-0-1)

Corequisite: MLSC 201.

MLSC 202. Military Professional Ethics (2-2-0)

Prerequisite: MLSC 201; corequisite: MLSC 202L. Spring.

An in-depth study of the professional ethics demanded of officers of the U.S. Army in the progress of their duties under all circumstances of service. This course seeks to prepare the

student to assume the proper profile befitting the high ethical standards of a U.S. Army officer by introducing the student to several case studies and thoroughly analyzing each.

MLSC 202L. Leadership Lab (0-0-1)

Corequisite: MLSC 202.

MLSC 301L. Leadership Lab (0-0-1)

Prerequisites: MLSC 101, 102, 201, and 202; or equivalent; corequisite: HIST 351.

MLSC 302. Military Skills (2-2-0)

Prerequisite: MLSC 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 301L; corequisite: MLSC 302.

MLSC 401. Civil Military Relations (2-2-0)

Prerequisite: MLSC 302; corequisite: MLSC 401L. Fall.

Presents theories of civil-military relations. Emphasis is placed on the study of international laws of war and military laws as they relate to the military community. Also, military training philosophy and training management are discussed in depth.

MLSC 401L. Leadership Lab (0-0-1)

Prerequisite: MLSC 302L; corequisite: MLSC 401.

MLSC 402. Organizational Management (2-2-0)

Prerequisite: MLSC 401; corequisite: MLSC 402L. Spring.

Presents an overview of resources, systems, and procedures used to effectively manage and support military personnel and organizations. This is the capstone ROTC course that provides essential information to smoothly transition to the officer corps.

MLSC 402L. Leadership Lab (0-0-1)

Prerequisite: MLSC 401L; corequisite: MLSC 402.

MODERN AND CLASSICAL LANGUAGES AND LITERATURES

(College of Arts and Humanities)

Tidemark Bank, Room 429

(804) 594-7020

Faculty

J. Richard Guthrie, Jr., Ph.D.

Chairman, Professor of German and French

Danielle L. Cahill, Ph.D.

Assistant Professor of Spanish

Elizabeth F. Jones, Ph.D.

Professor of Classical Studies

David W. King, M.A.

Assistant Professor of French

Enrique A. Marquez-Castellanos

Associate Professor of Spanish

Lilian E. Ramos, Ph.D.

Assistant Professor of German and Spanish

Eri Sano, M.Ed.

Instructor in Japanese

Christopher D. Scheiderer, M.A.

Assistant Professor of Spanish

Susan S. St. Onge, Ph.D.

Professor of French

Emeritus Faculty

D. Doris Reppen, M.A.

Associate Professor Emerita of Spanish

The Department of Modern and Classical Languages and Literatures offers courses and programs that are designed to teach the student to understand and to speak a foreign language with facility, to develop skill in reading and writing, and to promote understanding and appreciation of foreign cultures and literatures. The department also helps students to prepare for the teaching profession, the domestic and international business world, government work, social and welfare work, careers in science and medicine, work in and relating to the fine and performing arts, and research leading to advanced degrees. Thus, modern and classical languages and literatures are both an integral part of the liberal arts program and of many different career-oriented programs at the University. The department offers the Bachelor of Arts and minor programs in three languages. Also available are teacher education programs in French, German, and Spanish.

The study of a foreign language is one of the distribution requirements for all degrees at the University. There are four courses in French, German, Japanese, Latin, and Spanish designed to satisfy the requirement of four semesters for the BA degree and two semesters for BS and professional degrees. Students who have had no previous experience in foreign languages must take either the four-course sequence (BA degree) or the two-course sequence (all other

degrees) in one of these languages in order to satisfy the distribution requirement.

The results of the Language Placement Test will determine where students with previous language experience will begin their programs of study in the languages. Wherever the students begin, they must complete the appropriate sequence through the 102-level for BS and professional degree students through the 202-level for most BA degree students. BS and professional degree students scoring beyond the 102-level and BA degree students scoring beyond the 202-level on the Language Placement Test satisfy the foreign language distribution requirement. Effective August 19, 1990, no college credit will be awarded based on results of a foreign language placement test. Students seeking credit must either have completed a College Board Advanced Placement (AP) Examination on the high school level with the appropriate score, or take the College-Level Examination Program (CLEP) examination, administered by the Office of Career and Counseling Services.

Students with French, German, Japanese, or Spanish as their native language may not take the 101 or 102 course in that language for college credit. These students must, however, take the Language Placement Test.

The Bachelor of Arts degree in Modern Languages

The Bachelor of Arts degree in modern languages can be taken with a concentration in French, a concentration in German, or a concentration in Spanish. All modern language majors are required to take four semesters of a language different from the one of their concentration OR two semesters of a language other than the one of their concentration, CLST 210, and either MLAN 205G or MLAN 206G. A minimum grade of C is required in all courses from the Department of Modern and Classical Languages and Literatures counted toward the completion of Area V of the curricular structure for this degree.

The Concentration in French

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the concentration in French requires successful completion of the following courses in Area V:

- (1) FREN 101*, 102*, 201*, 202*;
- (2) FREN 301 or 303;
- (3) FREN 310;
- (4) FREN 302 or 304;
- (5) FREN 306 or 308;
- (6) FREN 311 or 312;
- (7) FREN 351, 352, 353, 354 (Choose three);
- (8) Three additional credit hours in French;
- (9) 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 MLAN 206G.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Area IV of the curricular structure (see index).

The Minor in French

The minor program in French is a valuable complement to many concentrations, particularly biology, business administration, chemistry, economics, elementary education, English, history, philosophy and religious studies, political science, psychology, sociology, and theatre arts. The minor program in French requires 18 credits in French above the 100 level.

The State-Approved Teacher Education Program in French (9-12)

Students interested in receiving a teaching endorsement in French are to refer to "Teacher Education Programs" section of this catalog (see index) for details on admission criteria and procedures. To achieve such endorsement, students are required to complete Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Arts degree in modern languages with concentration in French as presented above, and the following teacher preparation courses:

- (1) EDUC 301, 301L, 305S, 305L, 306, 422, 435, 443, 444, 450L;
- (2) MLAN 338;
- (3) CPSC 210*;
- (4) HLTH 200*;
- (5) PSYC 210* or 211*;
- (6) MATH 125*;
- (7) LSPE activities*.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I, II, and/or III of the curricular structure (see index).

The Curriculum in French

FREN 101-102. Elementary French (3-3-0 each)

Prerequisite for FREN 102: FREN 101 or its equivalent or consent of instructor.

Establishment of a basic foundation in the French language. Emphasis on the acquisition of practical vocabulary and structure through oral usage in the classroom and laboratory. Reading and writing skills based on the same material are developed simultaneously.

FREN 201. Intermediate French (3-3-0)

Prerequisite: FREN 102 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.

FREN 202. Intermediate French (3-3-0)

Prerequisite: FREN 201 or by placement examination.

More advanced work in all skill areas of the language. Material equally divided between practical conversation and selected readings. Conducted chiefly in French.

FREN 301. Grammar and Composition (3-3-0)

Prerequisite: FREN 202 or its equivalent.

Review of the main principles of syntax, composition, and translation. Conducted chiefly in French.

FREN 302. Practical Conversation (3-3-0)

Prerequisite: FREN 202 or its equivalent.

Aim of this course is to 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 or its equivalent.

Study of syntax and style through composition and translation. Conducted chiefly in French.

FREN 304. Conversational Approach to Society and Institutions (3-3-0)

Prerequisite: FREN 202 or its equivalent.

Conversations emphasizing social phenomena and institutions serve as the format for improving general fluency and developing a more abstract vocabulary than in FREN 302. Stress will be placed on vocabulary related to French society and social situations.

FREN 306. Facets of a Changing France (3-3-0)

Prerequisite: FREN 202 or its equivalent.

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 of FREN 306 will be to improve the student's ability to express himself in a loosely-structured context on topics of current import. Techniques will include reports, group discussions, and interview situations.

FREN 308. Conversation via Cinema (3-3-0)

Prerequisite: FREN 202 or its equivalent.

This course will use 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 or its equivalent.

An intensive study of pronunciation, rhythm, intonation, and the International Phonetic Alphabet designed to increase oral proficiency. Extensive use of laboratory materials.

FREN 311. French Civilization (3-3-0)

Prerequisite: FREN 202 or its equivalent.

A study of French society and culture from their origins to the Third Republic, encompassing social and political trends, art, and social customs.

FREN 312. Contemporary France (3-3-0)

Prerequisites: FREN 202 or its equivalent.

A study of French culture and society from the Third Republic to the present, encompassing social and political trends, art, architecture, and historical events.

FREN 351. Survey of Medieval and Renaissance Literature (3-3-0)

Prerequisite: FREN 202 or its equivalent.

The goal of this course is to give students an overview of the main currents of medieval and Renaissance literature. Primary readings from an anthology will be supplemented with selected works to be read in their entirety. Emphasis will be placed on the analysis of works as representative of a particular era, movement or genre. The course will be conducted in French and development of language skills will be an inherent part of the course focus.

FREN 352. Survey of Seventeenth and Eighteenth Century Literature (3-3-0)

Prerequisite: FREN 202 or its equivalent.

The goal of this course is to give students an overview of the main currents of seventeenth and eighteenth century literature. Primary readings from an anthology will be supplemented with selected works to be read in their entirety. Emphasis will be placed on the analysis of works as representative of a particular era, movement or genre. The course will be conducted in French and development of language skills will be an inherent part of the course focus.

FREN 353. Survey of Nineteenth Century Literature (3-3-0)

Prerequisite: FREN 202 or its equivalent.

The goal of this course is to give students an overview of the main currents of 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 French and development of language skills will be an inherent part of the course focus.

FREN 354. Survey of Twentieth Century Literature (3-3-0)

Prerequisite: FREN 202 or its equivalent.

The goal of this course is to give students an overview of the main currents of 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 French and development of language skills will be an inherent part of the course focus.

FREN 395. Elementary Topics (3-3-0)

Prerequisites: FREN 202 or its equivalent.

A seminar in major literary periods, linguistic phenomena, or topics related to historical and cultural developments. Emphasis on research methods. No student may enroll more than twice for credit.

FREN 403. Advanced Writing and Stylistics (3-3-0)

Prerequisite: FREN 301 or 303 or consent of instructor.

Directed toward the student who is already familiar with the basic principles of French grammar and composition. The emphasis at this level is on increasing the student's facility in writing French and on helping him 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 or consent of instructor.

Topics in major authors or specific literary themes. The seminar topic will represent both student interest and the specialty or research in progress of individual members of the department. No student may enroll more than twice for credit.

FREN 491. Twentieth Century French Novel (3-3-0)

Prerequisite: FREN 354 or consent of instructor.

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 twentieth 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: 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: Senior standing or consent of instructor. Taught upon request and at the discretion of the department.

Projects for advanced students in French language, literature, and civilization.

The Concentration in German

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the concentration in German requires successful completion of the following courses in Area V:

- (1) GERM 101*, 102*, 201*, 202*;
- (2) Either GERM 301 or 303;
- (3) GERM 302;
- (4) GERM 311 or 312;
- (5) GERM 351, 352, 353, 354 (Choose three);
- (6) Nine additional credit hours in GERM courses;
- (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 MLAN 206G.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I and/or IV of the curricular structure (see index).

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 (9-12)

Students interested in receiving a teaching endorsement in German are to refer to the "Teacher Education Programs" section of this catalog (see index) for details on admission criteria and procedures. To achieve such an endorsement, students are required to complete the Bachelor of Arts degree in modern languages with a concentration in German as presented above and the following teacher preparation courses:

- (1) EDUC 301, 301L, 305S, 305L, 306, 422, 435, 442, 443, 444, 450L;
- (2) MLAN 338;
- (3) CPSC 210*;

- (4) HLTH 200*;
- (5) PSYC 210* or 211*;
- (6) MATH 125*;
- (7) LSPE Activities*.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I, II, and/or III of the curricular structure (see index).

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.

GERM 201. Intermediate German (3-3-0)

Prerequisite: GERM 102 or by placement examination.

A course reviewing the major grammatical structures of the language and further developing the student's ability to understand, speak, read, and write German. Emphasis is placed on use of the language.

GERM 202. Intermediate German (3-3-0)

Prerequisite: GERM 201 or consent of instructor.

A continuation of the review of major grammatical structures of the language. Readings and discussions in German literature, culture and civilization. Emphasis is placed upon the expansion of the student's active and passive vocabularies toward the goal of perfecting his knowledge of German.

GERM 301. Grammar and Composition (3-3-0)

Prerequisite: GERM 202 or its equivalent.

A course dealing with the chief difficulties of grammar and the main principles of syntax, focusing on the development of skill in writing and translating.

GERM 302. Conversation and Comprehension (3-3-0)

Prerequisite: GERM 202 or its equivalent.

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 or its equivalent.

A course in usage and prose style through composition and translation. The student is introduced to the major reference works in usage and diction and for translation.

GERM 311. German Civilization (3-3-0)

Prerequisite: GERM 202 or its equivalent.

A study of the German-speaking area of Europe, encompassing art, music, philosophy, history, geography, and social customs to 1900.

GERM 312. German Civilization (3-3-0)

Prerequisite: GERM 202 or its equivalent.

A study of the German-speaking area of Europe, encompassing art, music, philosophy, history, geography, and social customs from 1900 to the present.

GERM 321. Techniques of Translation: German to English (3-3-0)

Prerequisite: GERM 202 or its equivalent.

A course designed to acquaint the student with the skills of translation based upon practical translations such as business and legal correspondence, magazine articles, and essays on different subjects.

GERM 351. Survey of Medieval and Renaissance Literature (3-3-0)

Prerequisite: GERM 202 or its equivalent.

The goal of this course is to give students an overview of the main currents of medieval and Renaissance literature. Primary readings from an anthology will be supplemented with selected works to be read in their entirety. Emphasis will be placed on the analysis of works as representative of a particular era, movement or genre. The course will be conducted in German and the development of language skills will be an inherent part of the course focus.

GERM 352. Survey of Seventeenth and Eighteenth Century Literature (3-3-0)

Prerequisite: GERM 202 or its equivalent.

The goal of this course is to give students an overview of the main currents of seventeenth and eighteenth century literature. Primary readings from an anthology will be supplemented with selected works to be read in their entirety. Emphasis will be placed on the analysis of works as representative of a particular era, movement or genre. The course will be conducted in German, and development of language skills will be an inherent part of the course focus.

GERM 353. Survey of Nineteenth Century Literature (3-3-0)

Prerequisite: GERM 202 or its equivalent.

The goal of this course is to give students an overview of the main currents of nineteenth century literature. Primary readings from an anthology will be supplemented with selected works to be read in their entirety. Emphasis will be placed on the analysis of works as representative of a particular era, movement or genre. The course will be conducted in German, and development of language skills will be an inherent part of the course focus.

GERM 354. Survey of Twentieth Century Literature (3-3-0)

Prerequisite: GERM 202 or its equivalent.

The goal of this course is to give students an overview of the main currents of twentieth century literature. Primary readings from an anthology will be supplemented with selected works to be read in their entirety. Emphasis will be placed on the analysis of works as representative of a particular era, movement or genre. The course will be conducted in German, and development of language skills will be an inherent part of the course focus.

GERM 395. Topics (3-3-0)

Prerequisite: GERM 202 or consent of instructor.

Courses in major literary periods and genres, in practical aspects of the language, in German civilization, and in German literature. No student may enroll more than twice for credit.

GERM 490. Seminar in German Literature (3-3-0)

Prerequisite: Senior standing or consent of instructor.

Topics in major authors or specific literary themes. The seminar topic will represent both student interest and the specialty or research in progress of individual members of the department. *No student may enroll more than twice for credit.*

GERM 493. Twentieth-Century German Novel (3-3-0)

Prerequisite: GERM 354 or consent of instructor.

A critical and historical study of prose fiction in the twentieth century, emphasizing the development of the genre as seen in such writers as Fontane, Mann, Hesse, Doblin, Musil, Kafka, Boll, 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, Durrenmatt, Frisch; and other major authors.

GERM 499. Independent Study (credits vary)

Prerequisite: Senior standing or consent of instructor.

Taught upon request and at the discretion of the department. Projects for upperclassmen in German language, literature and civilization.

The Curriculum in Japanese

JAPN 101-102. Elementary Japanese (3-3-0 each)

Prerequisite for 102: JAPN 101, its equivalent, or consent of instructor.

An introduction to Japanese language and culture. All of the four-skills, speaking, listening, writing and reading, are practiced. Students are expected to master basic conversational skills and the two sets of Japanese alphabets, *katakana* and *hiragana*, as well as some basic *kanji* or Chinese characters. Discussion of Japanese culture and cultural activities are incorporated.

JAPN 201-202. Intermediate Japanese, I (3-3-0)

*Prerequisite for 201: JAPN 102 or its equivalent
(Placement test or consent of instructor required.)*

Prerequisite for JAPN 202: JAPN 201, its equivalent, or consent of instructor.

The continuation of Japanese 101-102. All of the four-skills, speaking, listening, writing and reading, including additional numbers of *kanji* characters, are practiced. The class will be conducted in natural-speed Japanese to prepare for conversation with native speakers. Understanding of the cultural background of the language is emphasized.

JAPN 301-302: Advanced Japanese (3-3-0)

*Prerequisite for 301: JAPN 202 or its equivalent
(Placement test or consent of instructor required.)*

Prerequisite for 302: JAPN 301 or its equivalent (Placement test or consent of instructor.)

The continuation of Japanese 201-202. Completes the study of the major structures of the language and basic *kanji* characters. Increased fluency and coherence in both speaking and writing production will be emphasized.

The Curriculum in Latin

LATN 101-102. Elementary Latin (3-3-0 each)

Prerequisite for LATN 102: LATN 101, its equivalent, or consent of instructor.

An introduction to the Latin language. Emphasis upon the acquisition of basic vocabulary and forms and the development of reading skills.

LATN 201. Intermediate Latin (3-3-0)

Prerequisite: LATN 102 or by placement examination.

A review and completion of major grammatical structures of the language, as well as the development of basic skills in reading passages based on works by Latin writers.

LATN 202. Intermediate Latin (3-3-0)

Prerequisite: LATN 201 or consent of instructor.

A further development of the basic skills in comprehension and translation of passages of increasing difficulty from Latin authors.

The Concentration in Spanish

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the concentration in Spanish requires:

- (1) SPAN 101*, 102*, 201*, 202*;
- (2) SPAN 301 or 303;
- (3) SPAN 302 or 304;
- (4) SPAN 311 or 312;
- (5) SPAN 351, 352, 353, 354 (choose three);
- (6) Nine additional credit hours in Spanish courses;
- (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 MLAN 206G.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I and/ or IV of the curricular structure (see index).

The Minor in Spanish

The minor program in Spanish is a valuable complement to most concentrations, particularly biology, business administration, chemistry, economics, elementary education, English, history, philosophy and religious studies, political science, psychology, sociology, and theatre arts. The minor program in Spanish requires 18 credits in Spanish above the 100 level.

The State-Approved Teacher Education Program in Spanish

Students interested in receiving a teaching endorsement in Spanish are to refer to the "Teacher Education Programs" section of this catalog (see index) for details on admission criteria and procedures. To achieve such an endorsement, students are required to complete the Bachelor of Arts degree in modern languages with a concentration in Spanish as presented above and the following teacher preparation courses:

- (1) EDUC 301, 301L, 305S, 305L, 306, 422, 435, 442, 444, 450L;
- (2) MLAN 338;
- (3) CPSC 210*;
- (4) HLTH 200*;

(5) PSYC 210* or 211*;

(6) MATH 125*;

(7) LSPE Activities*.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I, II and/or III of the curricular structure (see index).

The Curriculum in Spanish

SPAN 101-102. Elementary Spanish (3-3-0 each)

Prerequisite for SPAN 102: SPAN 101 or its equivalent or consent of instructor.

An introduction to the Spanish language, with emphasis on reading, writing, speaking, and listening comprehension. Accompanying laboratory practice.

SPAN 201. Intermediate Spanish (3-3-0)

Prerequisites: SPAN 102 or by placement examination.

A review of grammatical structure, with further development of reading, writing, speaking, and listening comprehension skills.

SPAN 202. Intermediate Spanish (3-3-0)

Prerequisite: SPAN 201 consent of instructor.

Further development of reading, writing, speaking, and listening comprehension skills. Conducted chiefly in Spanish.

SPAN 301. Grammar and Composition (3-3-0)

Prerequisite: SPAN 202 or its equivalent.

Review of the main principles of syntax. Composition and translation. Conducted chiefly in Spanish.

SPAN 302. Conversation (3-3-0)

Prerequisite: SPAN 202 or its equivalent.

The aim of this course is to develop the ability to speak Spanish with greater fluency. Intensive oral-aural training. Conducted chiefly in Spanish.

SPAN 303. Advanced Grammar and Composition (3-3-0)

Prerequisite: SPAN 202 or its equivalent.

Study of syntax and style through composition and translation. Conducted chiefly in Spanish.

SPAN 304. Practical Conversation and Diction (3-3-0)

Prerequisite: SPAN 202 or its equivalent.

A course designed to increase the speaking ability of the students through the use of both live and recorded interviews of native speakers on topics of current interest. Emphasis will be placed on proper and accurate pronunciation as well as fluency.

SPAN 311. Spanish Civilization (3-3-0)

Prerequisite: SPAN 202 or its equivalent.

A study of contemporary society and culture of Spain encompassing geography, history, art, music, and social customs.

SPAN 312. Spanish-American Civilization (3-3-0)

Prerequisite: SPAN 202 or its equivalent.

A study of contemporary society and culture of the Spanish-American countries encompassing geography, history, art, music, and social customs.

SPAN 321. Techniques of Translation: Spanish to English (3-3-0)

Prerequisite: SPAN 202 or its equivalent.

A course designed to acquaint the student with the skills of translation. The course will be based upon practical translations such as business letters, newspaper articles, essays on different subjects. A variety of techniques emphasizing accurate and exact translations from Spanish to English will be used.

SPAN 351, 352. Introduction to Spanish-American Literature (3-3-0 each)

Prerequisite: SPAN 202 or its equivalent.

A survey of Spanish-American literature, emphasizing the major writers and the dominant literary trends. First semester from the colonial period to Modernism. Second semester from Modernism to the present.

SPAN 353, 354. Introduction to Spanish Literature (3-3-0 each)

Prerequisite: SPAN 202 or its equivalent.

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 or its equivalent.

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 or its equivalent.

Major emphasis on the picaresque novel and the development of poetic expression from Garcilaso to Gongora.

SPAN 391. The Generation of '98 (3-3-0)

Prerequisite: SPAN 202 or its equivalent.

Representative figures include Unamuno, Azorin, and Baroja.

SPAN 392. Twentieth-Century Spanish Literature (3-3-0)

Prerequisite: SPAN 202 or its equivalent.

Critical and historical study of representative works of the twentieth century.

SPAN 394. Twentieth-Century Spanish-American Literature (3-3-0)

Prerequisite: SPAN 202 or its equivalent.

Critical and historical study of representative works of the twentieth century.

SPAN 395. Elementary Topics (3-3-0)

Prerequisite: SPAN 202 or its equivalent.

A seminar in major literary periods, linguistic phenomena, or topics related to historical and cultural developments. Emphasis on research methods. No student may enroll more than twice for credit.

SPAN 463. Cervantes (3-3-0)

Prerequisite: SPAN 202 or its equivalent.

A seminar on Cervantes, his life and works. Major emphasis on Don Quixote.

SPAN 490. Seminar in Spanish Literature (3-3-0)

Prerequisite: Senior standing or consent of instructor.

Topics in major authors or specific literary themes. The seminar topic will represent both student interest and the specialty or research in progress of individual members of the department. No student may enroll more than twice for credit.

SPAN 495. Advanced Topics in Spanish (3-3-0)

Prerequisite: Senior standing or consent of instructor.

A seminar in major authors or topics related to historical and cultural periods, or linguistic phenomena, with subject matter and instructor changing each semester. The seminar topic will represent both student interest and the specialty (or research in progress) of an individual member of the department. No student may enroll more than twice for credit.

SPAN 499. Independent Study (credits vary)

Prerequisite: Senior standing or consent of instructor. Taught upon request and at the discretion of the department.

A course for upperclassmen in Hispanic studies. The area of study and number of credit hours may vary each time the course is offered.

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 Third World countries. Lectures emphasize not only an historical and critical perspective, but also a contrastive analysis of the human, literary, and cultural traits of the individual areas of the world as reflected in their masterpieces. The approach is frequently based on the examination of a theme common to all works.

MLAN 206G. The Drama in English Translation (3-3-0)

A course team-taught by members of the Department of Modern and Classical Languages and Literatures designed to acquaint the student with masterpieces of foreign drama through English translation. Works selected to reflect the cross-cultural differences between western Europe and Third World countries. Lectures emphasize not only an historical and critical perspective, but also a contrastive analysis of human, literary, and cultural traits of the individual areas 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)

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. To this end the class will not concentrate on the grammatical structures of the languages, but, instead, upon the correct and proper use of the sounds of the languages, based upon the International Phonetic Alphabet.

MLAN 308. Contemporary Culture of the French, German, Japanese, and Spanish-Speaking Worlds (3-3-0)

Prerequisite: Junior standing or consent of instructor.

A cross-cultural course team-taught in English by members of the Department of Modern and Classical Languages and Literatures. The goal of the course is to familiarize the student with current cultural phenomena, institutions, and patterns outside of his own frame of reference. General anthropological orientation will be presented as a departure for the discussion of the particular social, political, and national characteristics of the language areas involved.

MLAN 338. Apprenticeship in Teaching Languages (3-2-1)

Prerequisites: 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 distribution requirement or consent of instructor.

Courses for majors and non-majors in cross cultural topics, comparative literature, and French, German, Italian, Japanese, Spanish, and Latin-American literature in translation. No student may enroll more than twice for credit.

The Program in Classical Studies

The principal objectives of the classical studies program are as follows: (1) To contribute broadly to the humanistic education of the undergraduate student through courses conducted in English in the area of classical civilization; (2) to offer to students in related fields specialized training in areas of classical civilization and in the Latin language for vocational or professional purposes; and (3) to provide the general student and the surrounding community with opportunities for personal enrichment and development through significant engagement with some major texts and ideas of our cultural heritage.

The Curriculum in Classical Studies

The following courses do not require knowledge of Latin or Greek and are conducted entirely in English.

CLST 201-202. Mythology and Its Influence (3-3-0 each)

Fall and spring.

A thorough study of the principal classical myths, their Eastern origins and connections with Graeco-Roman civilization, and their subsequent literary, anthropological, artistic, and psychological influence on western culture.

MODERN AND CLASSICAL LANGUAGES

CLST 210. Word Power Through Classical Studies (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 standing. Taught upon request and at the discretion of the department.



NURSING
(College of Social Science and Professional Studies)
Smith, Suite 128
(804) 594-7252

Faculty

Arlene A. Stepnick, Ph.D.

Chairman, Associate Professor of Nursing

Nancy G. Bruffey, Ph.D.

Assistant Professor of Nursing

Barbara S. Harrison, Ed.D.

Assistant Professor of Nursing

Yvonne N. Stringfield, Ed.D.

Assistant Professor of Nursing

The Degree Bachelor of Science in Nursing

The Department of Nursing offers a program of study leading to the degree Bachelor of Science in Nursing. The program is offered to registered nurses who have a diploma or an associate degree in nursing. The curriculum, building on prior knowledge, provides additional nursing courses designed to increase the nurse's analytic skills, independent judgment, clinical competence, scholarship and research ability, communication skills, leadership, community health knowledge, and ability to use a broad scientific knowledge base to plan client care through complete wellness/illness cycles.

The BSN degree program is open to all registered nurses who can meet the requirements for admission, regardless of the program that led to their R.N. status.

Purposes

The purposes of the program are to provide the registered nurse with the advanced intellectual, interpersonal, and technical skills of the nurse generalist and the academic foundation necessary to pursue graduate education.

Admission to the Nursing Major

To be admitted into the nursing major for full-time or part-time study, all applicants must:

1. meet the entrance requirements for admission as a classified student to the University as listed in this catalog;
2. complete all the distribution requirements except for the Area IV (Professional Degrees) requirements, which may be completed after admission to the nursing major;
3. complete application to the nursing major;
4. provide evidence of professional nurse licensure in Virginia; and
5. document, by college transcript, successful completion of a course in human anatomy and physiology.

Progression

In order to enroll in the senior level clinical nursing courses, students must provide evidence of:

1. current liability insurance;
2. current C.P.R. certification; and
3. good health, by submitting annually a completed health form supplied by the Department of Nursing.

Students requesting and/or receiving a grade of Incomplete ("I") in any nursing course(s) may not enroll in subsequent nursing courses. Continued progression in the nursing major is contingent on removal of the grade of "I," as described in this catalog.

Retention

To be retained as a nursing major, students must:

1. maintain good academic standing, as defined in this catalog;
2. make satisfactory progress toward the completion of the degree; and
3. perform satisfactorily in all nursing courses by earning a minimum final course grade of "C" or higher.

A student's performance will be judged unsatisfactory if:

1. the student earns a final grade of "D" or "F" in any nursing course or
2. a grade of "D" or "F" is made in the clinical component of a nursing course.

A nursing course may be repeated once. Students who make a grade below "C" in any two nursing courses will not be allowed to continue in the nursing program. Failure to attain a grade of at least "C" when repeating a course is considered a second failure and will result in the student being suspended from the nursing program. A student repeating a clinical nursing course may not enroll in any other clinical nursing course during that semester.

Readmission to the Nursing Major

After a lapse of one regular semester, excluding summer and interim terms, a student who is suspended from the nursing program may apply for readmission. The student must make a written request for readmission to the Chairman of the Department of Nursing. The written request, the student's record, and other pertinent information will be evaluated by the department's Admissions and Progression Committee. The student will be notified in writing of this committee's decision.

If approved for readmission, the student will return on departmental probation. A GPA of 2.00 must be attained in the subsequent semester to avoid a second suspension. Any student suspended twice from the nursing program will be dismissed. Continuation in the University will then be in accordance with the general policies and procedures stated in this catalog.

Note: Nursing courses taken five or more years prior to admission or readmission to the nursing major will not be accepted as having met the Area V requirements of the nursing program.

Course Requirements

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Science in Nursing degree requires successful completion of the following courses in Area V:

- (1) MATH 125*;
- (2) PSYC 201-202* or PSYC 210-211*;
- (3) SOCL 201G-202G*;
- (4) PHIL 384*;
- (5) CPSC 210* or SPCH 201*;
- (6) Elective (three credit hours);
- (7) NURS 303, 304, 305, 401, 402, 403, 495 (33 credit hours).

Thirty credit hours of advanced placement credits for previous nursing education will be awarded on completion of areas I-V.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I, II, and/or IV of the curricular structure (see index).

The Curriculum in Nursing

NURS 303. A Conceptual Basis for Contemporary Nursing (3-3-0)

Prerequisite: Admission into the nursing major or consent of the chairman.

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 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.

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

Prerequisite: Admission into the nursing major.

Introduction to a conceptual background needed by the nurse generalist to read nursing research literature critically and to participate in research studies. An overview of a variety of research methodologies is provided.

NURS 395. Special Topics in Nursing (3-3-0)

A variety of topical courses related to health and wellness offered to non-nursing majors to satisfy the special interests of students.

NURS 401. Adaptation to Chronicity in Varied Life Care Settings (7-4-9)

Prerequisites: NURS 303, 304, and 305.

The study of the responses of individuals and families to illness and chronicity. Focuses on the use of the nursing process as the methodology used by the nurse to assist a culturally and developmentally diverse client population to adapt to illness and chronicity so that needs are met and health is maintained.

NURS 402. Community Health in Varied Life Care Settings (7-4-9)

Prerequisites: NURS 303, 304, and 305.

The study of health promotion and maintenance among diverse client groups in the community. Focuses on the use of the nursing process as the methodology used by the nurse to assist client groups to promote health and adapt when necessary so that needs are met and health is maintained.

NURS 403. Leadership in Varied Life Care Settings (7-4-9)

Prerequisites: NURS 303, 304, and 305, or consent of the chairman.

Focuses on the nurse's leadership role in entry-level management positions in nursing and in the health care delivery system. The decision-making process and application of leadership theory is emphasized.

NURS 495. Advanced Topics in Nursing (3-3-0)

Prerequisites: NURS 303, 304, and 305.

A variety of topical courses related to health and wellness.

**Bachelor of Science in Nursing (BSN)
Offered by Christopher Newport University
Beginning with the Fall 1992 Semester**

Christopher Newport University will offer a four year nursing program to students who wish to earn a BSN. Graduates of the four year program will be eligible to take the registered nurse licensure examination, the National Council Licensure Examination (NCLEX). Students will be admitted to the University as pre-nursing majors. After completing the prerequisite courses, students may apply for admission to the upper division nursing major. These upper division nursing courses are tentatively scheduled to be offered beginning with the Fall 1995 semester. Applicants to the nursing major are expected to have completed chemistry in high school with a minimum grade of C. Students may also meet this requirement by successfully completing basic college chemistry. Admission to the program is competitive and is based on grade point average and other criteria.

PHILOSOPHY AND RELIGIOUS STUDIES

(College of Arts and Humanities)

Wingfield, Room 219

(804) 594-7020

Faculty

George A. Teschner, Ph.D.

Chairman, Professor of Philosophy

Richard A. Beauchamp, Ph.D.

Associate Professor of Philosophy and Religious Studies

Deborah Carter Mullen, Ph.D.

Assistant Professor of Philosophy

John Hoaglund, Ph.D.

Professor of Philosophy

Jouett L. Powell, Ph.D.

Professor of Philosophy and Religious Studies

Kenneth L. Rose, Ph.D.

Assistant Professor of Philosophy and Religious Studies

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 ecumenical 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 Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Arts degree in philosophy requires successful completion of the following courses in Area V:

- (1) PHIL 101*-102;
- (2) Nine credit hours in historical studies chosen from PHIL 201 G*, 202 G*, 307, 348, 350, 355, 421, 440, 451, and 452;
- (3) Six credit hours in value analysis chosen from PHIL 304, 306, 308, 315, 317, 374, and 384;
- (4) Three credit hours in advanced critical thinking chosen from PHIL 320, 323, 430, 460, and 465;

- (5) Six additional credit hours in PHIL and/or RSTD courses.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas II and/or IV of the curricular structure (see index). Each philosophy major will complete a senior project involving independent research, a longer research paper, and an oral presentation.

In addition to preparing people for a profession in philosophy and for an enriched life generally, philosophy is also an entry into a variety of other professions. Many philosophy majors enter careers in publishing, journalism, broadcasting, business, marketing, and governmental administration. A number of philosophy majors enter graduate school for advanced degrees in the humanities and then go on to college-level teaching. Others enter graduate programs in business administration or law for which training in logical analysis and value-awareness provides an excellent background.

The Bachelor of Arts degree in Philosophy with a Concentration in Religious Studies

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Arts degree in philosophy with a concentration in religious studies requires successful completion of the following courses in Area V:

- (1) PHIL 101*-102;
 - (2) Six credit hours in historical studies chosen from PHIL 201G*, 202G*, 307, 348, 350, 355, 421, 440, 451, and 452;
 - (3) Three credit hours in value analysis chosen from PHIL 304, 306, 308, 317, 374, and 384;
 - (4) RSTD 211G-212G*;
 - (5) Nine additional credit hours chosen from: RSTD 212, 361, 362, 365, 395, and 495.
- Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas II and/or IV of the curricular structure (see index).

Those who complete the religious studies concentration are encouraged to take elective courses that support the concentration. The following courses are strongly recommended: CLST 201 and 202; ENGL 300; HIST 314; SOCL 201G-202G and 313.

Courses in the religious studies program involve the empathetic and critical analysis of religious traditions in order to understand their development and their present character. As an academic discipline, religious studies does not seek to promote or to censure any particular creed, institution, or way of life. Rather, the goal is the exploration and clarification of diverse religious traditions and consideration of their similarities and differences.

As a part of a liberal education, this study fosters an awareness of one's own religious and cultural heritage through knowledge of the religious traditions influencing one's own personal life and culture and through knowledge of other traditions having comparable influence in the lives of other persons and in other cultures. Such awareness should aid in understanding and articulating personal convictions in relation to matters of religious concern.

In addition to the personal enrichment that such ability can provide, this reflective capacity can benefit those responsible for instructing others in religious matters (whether as paid professionals or as volunteers). Generally, in fact, any person responsible for dealing with other persons in counseling and healing roles should have some knowledge of the function of religion in the lives of individuals and cultures. Sensitive understanding of these matters can only enhance one's effectiveness.

Courses in religious studies count as humanities electives and as credits within a philosophy minor or major.

The Minor in Philosophy

The minor in philosophy requires a minimum of 15 credits in philosophy and religious studies above the 100-level.

Philosophy supports other programs at the University wherever critical thinking and a sharpened sense of values are important. The general areas of ethics, aesthetics, political philosophy, and theology will be of special interest to students concentrating in the humanities and the social sciences. The areas of logic, theory of knowledge, philosophy of science, philosophy of language and philosophy of mind, with their stress on reasoning and logic, will be of interest to students concentrating in the natural sciences, mathematics, and computer science. Courses in Indian, Japanese, Chinese, and comparative philosophy provide a familiarity with non-Western cultures that is of value to those who are enrolled in international studies programs.

The Curriculum in Philosophy

PHIL 101. Critical Thinking I (3-3-0)

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; identifying, analyzing, and evaluating arguments; recognizing fallacies of equivocation and relevance; understanding necessary and sufficient conditions and the logic of conditional statements.

PHIL 102. Critical Thinking II (3-3-0)

Prerequisite: PHIL 101 or consent of instructor.

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 also. Techniques include argument diagramming, writing analyses and evaluations of longer arguments, and writing the argumentative essay.

PHIL 201G. History of Ancient Philosophy (3-3-0)

An historical study of the development of 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. History of Modern Philosophy (3-3-0)

An historical study of the development of 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.

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.

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.

An examination of the most important topics and theories of the leading philosophers of the twentieth century. Selections from the original works of major British, American and Continental philosophers will be studied. Topics will 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.

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 the instructor.

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.

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 320. Scientific and Legal Reasoning (3-3-0)

Prerequisite: Junior standing or consent of instructor.

An analysis of legal reasoning and scientific reasoning in the natural as well as social sciences. Topics to be discussed will include, in the sciences, the role of observation and its relation to theory, the nature of abstraction, generalization, experimentation, induction, probabilistic and statistical reasoning, and the use of deductive models of explanation. In law, topics will include natural law, law and custom, trial by jury, punishment and responsibility, justice and fairness, and liberty.

PHIL 323. Philosophy of Mind and Machine Intelligence (3-3-0)

Prerequisite: Junior standing or consent of the instructor.

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.

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.

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.

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

Prerequisite: Junior standing or consent of the instructor.

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.

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 *Analecks*, *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.

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.

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)

Prerequisites: Junior standing or consent of instructor.

Examines the role of ethics in the business context. The utilitarian and Kantian theories are dealt with to suggest solutions to ethical problems in these and similar areas: fairness in hiring and promotion policies; the employee's right to privacy and legitimate employer interest; the polygraph; management philosophies; conflicts of interest and bribery; responsibility to the consumer for information and safety; fair treatment of women and minorities; youth, age, and seniority; care for nature and the environment.

PHIL 384. Medical Ethics (3-3-0)

Prerequisite: Junior standing or consent of instructor.

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 395. Special Topics in Philosophy (3-3-0)

Prerequisite: Three hours of philosophy or consent of instructor.

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)

Prerequisites: PHIL 201-202G, 348, 350, or 355.

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.

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.

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.

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.

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.

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 Logic (3-3-0)

Prerequisite: PHIL 460 or its equivalent.

Beginning with an examination of some properties of formal deductive systems, this course proceeds to develop axiom systems for both propositional and predicate logic and to prove the consistency and completeness of each.

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

Prerequisites: Open only to philosophy majors with senior standing.

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. Recommended for all philosophy majors.

PHIL 495. Advanced Topics in Philosophy (3-3-0)

Prerequisite: Six hours of philosophy or consent of instructor.

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)

Prerequisites: Philosophy major and senior standing.

A research project involving substantial reading on a specific problem, theme, or the work of an individual philosopher. The research is supervised by a staff member who must approve the project before registration. A research paper is required.

The Curriculum in Religious Studies

RSTD 211G. Introduction to World Religions (3-3-0)

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.

These traditions will be approached through the use of primary sources (autobiographies, novels, poetry, prayer guides, etc.) whenever possible.

RSTD 212G. Introduction to World Religions (3-3-0)

A continuation of RSTD 211 G (each course is self-contained and may be taken out of order). 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)

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 361. Old Testament (3-3-0)

Concerns the writings of the Old Testament and their role in the development of Hebrew religion. Archaeological, literary, and cultural backgrounds are used to illumine the historical, legal, prophetic, and poetic sections of the writings. An explanation of the meaning of covenant provides a continuing focus within the diversity of materials considered.

RSTD 362. New Testament (3-3-0)

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.

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)

The following topics or similar ones will be offered on the basis of student interest: individual religious thinkers such as Maimonides, Augustine, Pascal, and others; periods and schools of thought such as Medieval Scholasticism; modern critics of religion; mysticism; religion in America.

RSTD 495. Advanced Topics in Religious Studies (3-3-0)

Prerequisite: Six hours of religious studies or consent of instructor.

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.

PHYSICS AND COMPUTER SCIENCE
(College of Science and Technology)
Gosnold, Room 134
(804) 594-7065

Faculty

Randall H. Caton, Ph.D.

Chairman, Associate Professor of Physics

Joshua C. Anyiwo, Ph.D.

Associate Professor of Physics and
Computer Science

Hitohisa Asai, Ph.D.

Associate Professor of Computer Science

John J. Avioli, Ph.D.

Professor of Mathematics and Computer
Science

A. Martin Buoncristiani, Ph.D.

Professor of Physics

David C. Doughty, Jr., Ph.D.

Associate Professor of Physics

David E. Game, Ph.D.

Associate Professor of Computer Science

Frederick F. Hartline, Ph.D.

Associate Professor of Physics and
Computer Science

David P. Heddle, Ph.D.

Assistant Professor of Physics and
Computer Science

David L. Hibler, Ph.D.

Associate Professor of Physics and
Computer Science

Robert F. Hodson, Ph.D.

Assistant Professor of Computer Science

Peter A. Knipp, Ph.D.

Assistant Professor of Physics

Bo Jin, Ph.D.

Assistant Professor of Computer Science

Lynn Lambert, Ph.D.

Assistant Professor of Computer Science

Zhujun Liz Li, Ph.D.

Assistant Professor of Physics

James I. Moore, Ph.D.

Associate Professor of Computer Science

Nikita S. Pougatcher, Ph.D.

Visiting Senior Researcher in Physics

Raouf L. Selim, Ph.D.

Associate Professor of Physics

Antonio C. Siochi, Ph.D.

Assistant Professor of Computer Science

Ram K. Tripathi, Ph.D.

Associate Professor of Physics and
Computer Science

George R. Webb, Ph.D.

Professor of Physics

Jane C. Webb, Ph.D.

Associate Professor of Physics



PHYSICS AND COMPUTER SCIENCE

The Department of Physics and Computer Science offers the only degrees in a field of high-technology at CNU.

Its Bachelor of Science degree in **applied physics** allows students to specialize in the design and application of microelectronic instrumentation to the measurement process; to experiment with microprocessor-based controls and robotics; to study electronic and optical materials and their applications to solid state devices.

Its Bachelor of Science degree in **computer science** allows students to specialize in computer architecture, data structures and operating systems; to experiment with state-of-the-art systems for computer graphics; and to study artificial intelligence applications and software engineering. Its Bachelor of Science degree in computer science with a concentration in **computer engineering** is a specialized degree with emphasis on hardware and software integration in computer systems and has extensive job opportunities.

Its Bachelor of Science in **information science** prepares students to apply computer science principles, hardware, and software in the solution of problems for the business world. This degree has a strong base in business and psychology. Graduates are prepared to participate in the implementation and management of information systems.

Its **Bachelor of Arts degree in applied physics** combines a strong preparation in science with a complementary specialization in an area such as education or technical communication.

A **minor program** in applied physics or computer 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: (804) 594-7065. Requests may also be made by electronic mail: RCATON@PCS.CNU.EDU.

Equipment

The department has five major teaching-research labs: the Hunter Creech Computer Lab, the Superconductivity Lab, the Laser and Electro-Optics Lab, the Digital Design Lab, and the High-speed Data Acquisition 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 NOVELL network of 30 computers, and Gosnold's large lecture room has an interactive computer system with 64 notepad computers, a host computer and a projection video system.

Major equipment in these departmental labs includes 18 Sun color workstations, a MASPAR massively parallel computer, and three HP 300 computers and data acquisition subsystems. The department has, in addition, two schematic capture workstations, twelve 386 machines, a network of six MacIntosh computers, three 486-machines, two HP workstations, two Tektronix logic analysers, two digital storage scopes, an Altera foundry for erasable programmable logic devices, a Mitsubishi robot, and several VME68000 boards and a Tektronix color post-script printer. All of this equipment is available for use by students.

Major software includes the mathematical computation tools MACSYMA, MATHEMATICA, and MATHCAD; printed circuit design with schematic capture and circuit simulation systems PCAD and CADENCE; system simulation and analysis software SLAM and EXCELERATOR; publishing and color drawing packages FRAMEMAKER, ARTISAN and ISLAND GRAPHICS;

ANSYS for finite element computer analysis; and languages such as ADA; FORTRAN; PASCAL; PROLOG; C; C++. In addition, there are a number of IBM and MacIntosh computers with standard software for automated data-taking and analysis in the labs and for word processing.

The office network and the Sun network are connected by VERNET to INTERNET. Communication can be made with the department by EMAIL: RCATON@PCS.CNU.EDU

Research Projects

The Department of Physics and Computer Science combines an emphasis on research with the active service of the community. As a consequence, there are always on-going projects involving faculty members in both of these areas. At the present time we have projects sponsored by the National Aeronautics and Space Administration (NASA), the National Science Foundation (NSF), the Continuous Electron Beam Accelerator Facility (CEBAF), and the Council of Higher Education. Faculty are involved with local companies in R & D efforts as well. Students who would like to assist with the research projects will find departmental members able to provide challenging opportunities for independent study. All students desiring a degree in applied physics or computer engineering must complete a senior research project, and students majoring in information science must complete a significant case study of a business problem under the guidance of a professional.

Pre-engineering and Other Options

Three other options are available in physics and computer science. The core of courses offered by the department makes it possible for students to develop any one of the following: (1) a two-year basic pre-engineering program; (2) a degree in mathematics with a concentration in physics that emphasizes practical research; (3) a program for physics and computer science teachers.

Special Courses for Students in the Liberal Arts, Social Sciences and Business

In addition to its commitment to serve the science student, the department has two special goals: to increase the understanding of the uses of science and technology for solving contemporary problems and to increase public awareness of relations between science and technology and the 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 210, CPSC 215, CPSC 370, PHYS 103-104, PHYS 322, and ENGR 121 are examples of such courses.

The Bachelor of Science degree in Applied Physics Microelectronics (130 credit hours)

The Bachelor of Science degree in applied physics (microelectronics) prepares its graduates to design instrumentation and control systems. The core courses provide a background in mechanics, electromagnetism, thermodynamics, and the micro structure of materials. The specialty courses emphasize the application of these fundamentals to problems of microelectronics and instrumentation for the control of processes and systems. The coupling by microprocessors of sensors and actuators and the use of digital analysis is central to these applications.

Digital computers are also used heavily in the curriculum for both analysis and design. As a consequence, our graduates can make strong contributions in computer-assisted design and computer-assisted manufacturing (CAD/CAM).

The curriculum emphasizes physics, mathematics, chemistry, and computer science. The courses in the curriculum are presented, and their prerequisite structure arranged, in such a way that they are highly accessible to the student who often needs evening courses and flexible scheduling.

Graduates will be prepared for employment as researchers in high-tech labs, and as designers for firms that use microelectronic controls and for companies that produce these control systems or their components. Potential job titles for graduates include: physicist, design engineer, aerospace technician, and aerospace technologist. Additionally, graduates of the program will be able to pursue graduate studies in physics or electrical engineering.

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Science degree in applied physics (microelectronics) requires successful completion (a grade of C or better) of the following courses in Area V:

- (1) ENGR 121-122;
- (2) PHYS 201-202*;
- (3) ENGR 314 and PHYS 315;
- (4) ENGR 301, 311 and 312;
- (5) PHYS 351-352;
- (6) ENGR 306;
- (7) PHYS 304;
- (8) ENGR 411;
- (9) PHYS 421-422;
- (10) PHYS 499;
- (11) MATH 140*, 240, 250, 260, and 320;
- (12) CPSC 230.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I, II, and/or IV of the curricular structure (see index).

Because of their highly sequential nature, courses required for Area V of the Bachelor of Science degree in applied physics (microelectronics) should be completed in the year indicated: **First Year:** ENGR 121-122; PHYS 201-202; MATH 140-240; and CPSC 230; **Second Year:** ENGR 314; MATH 250-260-320; and ENGR 301, 311-312; **Third Year:** PHYS 351-352; PHYS 315; ENGR 411; and ENGR 306; **Fourth year:** PHYS 304; PHYS 421-422; and PHYS 499. Satisfactory completion of each of the above courses requires a grade of C or better.

The Bachelor of Arts degree in Applied Physics (124 Credit hours)

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 Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Arts degree in applied physics requires successful completion (a grade of C or better) in Area V of a set of major courses and of an approved concentration of at least 22 semester hours. The major courses are:

- (1) ENGR 121-122;
- (2) PHYS 103-104*;
- (3) PHYS 201-202*;

(4) MATH 140*-240;

(5) PHYS 351, 499;

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I, II, and/or IV of the curricular structure (see index).

Concentrations have been designed in science education, technical writing, and editing. The concentration and the set of specific courses to be taken within it must be agreed upon in writing by students and their advisors.

Because of their highly sequential nature, courses required for Area V of the Bachelor of Arts degree in applied physics should be completed in the year indicated: **First Year:** PHYS 103-104*; ENGR 121-122; **Second Year:** PHYS 201-202; MATH 140-240; **Third Year:** ENGR 314; ENGR 311; CPSC 230; and a MATH elective approved by the chairman of the department; **Fourth Year:** PHYS 351; ENGR 301; and PHYS 499 (senior project).

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" section of this catalog (see index), for details on admission criteria and procedures. To achieve such an endorsement, students are required to complete the Bachelor of Arts degree in applied physics as presented above to include PHYS 201-202, 301, 351, 499; ENGR 121, 122, 311, 314; CPSC 230; MATH 240 and three additional hours in mathematics, plus the teacher education program courses in professional studies, field experience and internship, and the required support courses listed in the Department of Education and Leisure Studies section of this catalog.

*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); 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 Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Arts degree in physics as presented above to include PHYS 201-202, 301, 351, 499; ENGR 121, 122, 311, 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 Minor in Physics

A minor in physics requires satisfactory completion of PHYS 201-202 and at least 15 additional credits in physics courses above the 200 level. These additional credits must include one course in classical physics or engineering science and one course in modern physics. Persons who are majoring in chemistry, biology, computer science, and mathematics are especially suited for such a minor program. Students may earn a minor in physics with a concentration in microelectronics by completing ENGR 311-312 and any three other courses in the upper level that are approved by the department chairman. Satisfactory completion of the above five courses requires a grade of C or better.

The Pre-Engineering Program

The Department of Physics and Computer Science, with the cooperation of Old Dominion University, has designed a pre-engineering program in which Peninsula students can complete their first two years of engineering study. Persons who finish the program at 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 universities with a high quality beginning at a moderate-sized university that is near their homes. An important feature of the program is its flexibility. Students who would like more freedom in the course that they take or who would like a more leisurely pace in order to develop their maturity in the engineering sciences can take three years to complete the program. With a careful choice of electives, the student is prepared for further study as a mechanical, electrical, or civil engineer, or for study and research in engineering science.

The pre-engineering program generally requires the following courses, which, because of their sequential nature, should be completed in the year indicated: **First Year:** PHYS 201-202; MATH 140-240; ENGL 101-102; ENGR 121-122; CPSC 230; and CHEM 121/121L; **Second Year:** MATH 250, 260 and 320; ENGR 306, 311 and 312; ENGR 301 and 302; PHYS 351; and CHEM 122/122L.

Alternate pre-engineering curricula tailored to the transfer-school of the student's choice can be arranged. **All pre-engineers should contact the department chairman for information on the specific courses appropriate for the transfer destination.**

The Bachelor of Science degree in Computer Science (124 Credit hours)

The Bachelor of Science degree 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. Distribution requirements are those of the Bachelor of Science degree. PHYS 201-202 (with laboratories) is required as one of the two laboratory science sequences.

Students pursuing the Bachelor of Science degree in computer science are strongly encouraged to pursue studies in other academic fields in which there are significant applications of computer science. A minor in business, economics, mathematics, a natural science, pre-engineering, or psychology would be a viable choice. Students interested in the scientific or engineering applications of computers are strongly urged to take CPSC 220 and MATH 380-480.

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Science degree in computer science requires successful completion of the following courses in Area V:

- | | |
|---|-----------------|
| (1) CPSC 230-231; | (6) CPSC 370; |
| (2) CPSC 310; | (7) CPSC 410; |
| (3) CPSC 320; | (8) CPSC 420; |
| (4) CPSC 330; | (9) ENGR 313; |
| (5) CPSC 340; | |
| (10) Nine credit hours selected from the following: CPSC 440, 450, 460, 470, 480, 495, 499; MATH 380, 480; with courses numbered 495 used no more than twice; | |
| (11) MATH 125, 140, 240*; | |
| (12) Either MATH 235 or MATH 260; | |

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Area I of the curricular structure (see index).

Finally, the Bachelor of Science degree in computer science requires satisfactory completion of an exit test administered by the department. See assessment section of the general requirements of all baccalaureate degree programs.

Students anticipating majoring in computer science should note that the curriculum for the degree will be changed during the 1993-94 academic year. Students who begin their studies at CNU in the fall of 1994 or later will be under the new curriculum.

The Bachelor of Science Degree in Computer Science with a Concentration in Computer Engineering (139 credit hours)

This special concentration is designed to prepare the student for a career in industry and research or for graduate work in engineering and computer science. In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Science degree in computer science with a concentration in computer engineering requires successful completion of the following courses in Area V:

- | | |
|------------------------------|-----------------------------------|
| (1) CPSC 230-231; | (9) ENGR 313; |
| (2) CPSC 310; | (10) ENGR 121-122; |
| (3) CPSC 320; | (11) ENGR 311-312; |
| (4) ENGR 314 and PHYS 315; | (12) APCS 499; |
| (5) CPSC 340; | (13) ENGR 411, 414; |
| (6) CPSC 370; | (14) PHYS 421, 422; |
| (7) CPSC 410, 450; | (15) MATH 125, 140, 240*; |
| (8) CPSC 420; | (16) Either MATH 235 or MATH 260. |

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Area I of the curricular structure (see index)

Finally, the Bachelor of Science degree in computer science with a concentration in computer engineering requires satisfactory completion of an exit test administered by the department. See assessment section of the general requirements of all baccalaureate degree programs.

The State-Approved Teacher Education Program in Computer Science (9-12)

Students interested in receiving an add-on teaching endorsement in computer science (9-12) are to refer to the "Teacher Education Programs" in the Department of Education section of this catalog (see index) for details on admission criteria and procedures. To achieve such an endorsement, students are required to complete a primary endorsement in mathematics with the computer science concentration in another appropriate field and complete the following computer science minor: CPSC 230, 231, 310, 320, 330, and two of the following: CPSC 360, 420, or 470.

The Minor in Computer Science

The minor in computer science requires a minimum of 21 credits in computer science, including: CPSC 230, 231, 320, and at least 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 240, 350, 335, and 440; (2) Natural science applications: CPSC 330, 340, and either CPSC 360 or 420; (3) Social science application: CPSC 220, 350, and 370; (4) Mathematics application: CPSC 360, 420, and 470.

The Bachelor of Science in Information Science degree (126 Credit hours)

The Bachelor of Science in Information Science (BSIS) degree consists of courses chosen from the fields of business, computer science, economics, mathematics, and psychology, with primary emphasis in the field of computer science. The program is designed to provide

the student with a broad background appropriate for a computer-oriented career that specializes in business applications. Special emphasis is placed on systems analysis and design. With careful selection of electives, a student in this program can be prepared for graduate work in computer science or related disciplines. Distribution requirements for the degree (see index) should be completed within the first two years or first 60 credits of work. Students are urged to take the courses, CPSC 215, CPSC 263, and BUSN 362 early in their academic careers. These three courses cover the fundamental concepts of information and computer technology, the basics of work processing, spread sheet and data base software, information science concepts and the function and architecture of computer hardware and software. After completion of these courses, students should have the background to choose between majoring in the technical area of information systems design, the BSIS, or the management of information systems, the BSBA with concentration in the Management of Information Systems. For the latter program, see the portion of the catalog that describes the BSBA degree in Management, Marketing, and Management Information Systems.

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Science in Information Science degree requires successful completion of the following courses in Area V:

- | | |
|---|--|
| (1) CPSC 230*-231;
(2) CPSC 240;
(3) CPSC 263;
(4) CPSC 320;
(5) CPSC 335;
(6) CPSC 350;
(7) CPSC 430;
(8) CPSC 440;
(9) CPSC 445;
(10) Two of the following: CPSC 310, 360,
410, 480; | (11) MATH 125, either MATH 135 or 140*,
and either MATH 235 or 260;
(12) ACCT 201-202;
(13) BUSN 362;
(14) FINC 323;
(15) PSYC 201* and PSYC 313;
(16) Either PSYC 303 or BUSN 400;
(17) ECON 201-202*;
(18) PHYS 103-104* or PHYS 201-202*. |
|---|--|

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I, II and/or IV of the curricular structure (see index).

Finally, the Bachelor of Science degree in information science requires satisfactory completion of an exit test administered by the department. See assessment section of the general requirements of all baccalaureate degree programs.

The Curriculum in Computer Science

CPSC 210. Introduction to Computing (3-3-0)

Prerequisite: High-school algebra or one semester of college-level mathematics.

Fall and spring. (Laboratory Fee Required)

Designed for persons majoring in other than computer science. Introduction to computers, their capabilities, limitations. Application packages in word processing, spreadsheets, and database management. Computer terminology, hardware and software organization.

CPSC 215. Software Packages for Business Applications (3-3-0)

Prerequisite: CPSC 210. Fall and spring. (Laboratory Fee Required)

Use of contemporary applications software (word-processing, spread sheets and data base) in the analysis of data and the solving of business problems. Course will provide experience in problem structuring, evaluation of models and formulas, documentation of methods and assumptions, and the generation of reports. Students completing this course will be able to

create computerized models of business problems and then use these models to simulate organizational and market changes.

CPSC 220. Computers & Programming with FORTRAN (3-3-0)

Prerequisite: Math 110 or its equivalent; corequisite: MATH 130. Fall and spring.

(Laboratory Fee Required)

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 230. Computers & Programming I with Pascal (3-3-0)

Prerequisite: MATH 130. Fall and spring. (Laboratory Fee Required)

Introduction to computer concepts and structures (hardware and software). Problem solving and algorithm implementation using the Pascal programming language. Introduction to data types, arrays, records and text files. Structured methods of program development are emphasized.

CPSC 231. Computers & Programming II with Pascal (3-3-0)

Prerequisite: CPSC 230. Fall and spring. (Laboratory Fee Required)

Continuation of CPSC 230. Further study of structured program 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.

CPSC 240. Business Data Processing with COBOL (3-3-0)

Prerequisite: None. Fall and spring. (Laboratory Fee Required)

Use of computers in a business environment. Report production, file structures, file maintenance and structured methods using the COBOL programming language.

CPSC 263. Computer Concepts (3-3-0)

Prerequisite: CPSC 215. Fall and spring. (Laboratory Fee Required)

The function and architecture of computer hardware technologies. Data and instruction representation, networks, operating systems and their functions, and programming languages. Structured laboratory exercises. The course is for IS and MIS majors.

CPSC 310. Programming Language Concepts (3-3-0)

Prerequisite: CPSC 231. Fall. (Laboratory Fee Required)

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. Fall and spring. (Laboratory Fee Required)

Study of trees, graphs, heaps. Performance analysis of related algorithms. Structure and use of external files. Search, sort/merge and retrieval for external files. Programming assignments will involve applications of the topics covered.

CPSC 330. Computer Organization (3-3-0)

Prerequisite: CPSC 231 or consent of instructor. Fall.

An in-depth study of digital computer design and architecture. The functional organization of the computer will be examined from a logic design point of view through the application of Boolean Algebra. Special emphasis will be placed on the logic elements used in implementing computer functions.

CPSC 335. Data Communication Systems (3-3-0)

Prerequisites: CPSC 263 or 330 and MATH 140. Spring. (Laboratory Fee Required)

Concepts and terminology of data communication systems, to include encoding, media, interfaces, protocols, communications, software design, LANs and the OSI model.

CPSC 340. Assembler Language Programming (3-3-0)

Prerequisite: CPSC 221 or 231. Spring. (Laboratory Fee Required)

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. Systems Analysis and Design (3-3-0)

Prerequisites: CPSC 230 and 240. Fall.

A study of the methodology involved in building complete computer-based business information systems. Case studies will include file-handling and data communication requirements.

CPSC 360. Modeling and Simulation (3-3-0)

Prerequisites: CPSC experience with a high-level programming language; MATH 125 and 135 or 140. Spring. (Laboratory Fee Required)

Introduction to model building and simulation using a digital computer. A specialized language will be applied to the study of discrete stochastic systems. Consideration is given to experimental design, validation through statistical analysis, and optimization techniques.

CPSC 370. Societal Impact of Computing (3-3-0)

Prerequisites: CPSC 221 or junior standing and either CPSC 221 or 231.

This course introduces models which describe the impact of computers on society and the tools and techniques applicable to the problems which are posed. A framework for professional activity is developed, which involves considerations and decisions of social impact. A significant amount of written composition will be required.

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

Prerequisites: CPSC 320, 330 and 340. Fall. (Laboratory Fee Required)

Introduction to operating systems, I/O processing, interrupt structure and multiprocessing-multiprogramming, job management, resource management, batch and interactive processing, deadlock problem, computer networking through teleprocessing and system performance evaluation.

CPSC 420. Algorithms (3-3-0)

Prerequisites: CPSC 320 and MATH 240. Spring. (Laboratory Fee Required)

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 430. Operations Research (3-3-0)

Prerequisites: CPSC 220 or 230; MATH 235 or 260. Fall. (Laboratory Fee Required)

Introduction to operations research. The history and development of OR. Topics include linear programming, duality theory, and network flow theory, including an introduction to PERT, dynamic programming, game theory, and simulation.

CPSC 440. Database Management Systems (3-3-0)

Prerequisite: CPSC 320. Fall. (Laboratory Fee Required)

Database (DB) concepts. Relational, hierarchical and network models. Query languages, data sublanguages 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 standing or experienced teacher.

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 and methods for teaching computer literacy while developing the student's computer skills.

CPSC 445. Information Systems Development and Implementation (3-3-0)

Prerequisites: CPSC 350 and 440. Spring. (Laboratory Fee Required)

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 450. Operating Systems II (3-3-0)

Prerequisite: CPSC 410. Spring. (Laboratory Fee Required)

A continuation of CPSC 410 with emphasis on the area of intra-system communications.

CPSC 452. Teaching Computer Programming with LOGO (3-3-0)

Prerequisite: Senior standing or consent of instructor.

This course focuses on the techniques of teaching computer programming to students from kindergarten through Middle School. The primary computer language used is the MIT-version of LOGO. Programming using the microcomputer is an integral part of this course. No previous computer experience is required. The course may be used to satisfy the Virginia state computer literacy requirement, for middle school concentration, and for teacher certification or re-certification.

CPSC 460. Introduction to Compilers (3-3-0)

Prerequisites: CPSC 310 and 340. Spring. (Laboratory Fee Required)

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 340; MATH 240 and 260. 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 310 and 320. Fall. (Laboratory Fee Required)

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 (2-2-0)

Corequisite: MATH 130.

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 130.

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

ENGR 301. Dynamics (4-3-3)

Prerequisite: MATH 240 and PHYS 201. PHYS 202 and MATH 250 are desirable but can be waived with consent of the instructor. Fall. (Laboratory Fee Required)

A vector space approach to the study of classical mechanics in the Newtonian, Lagrangian, and Hamiltonian formulation. Laboratory emphasis on computer-aided analysis and design.

ENGR 302. Mechanics of Solids (3-3-0)

Prerequisites: MATH 240, MATH 250, and PHYS 201. Corequisite: ENGR 302L. Spring.

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. Spring. (Laboratory Fee Required)

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 or consent of instructor.

Fluid statics; integral and field equations for the balance of mass, momentum, and energy; and constitutive equations for ideal and viscous fluids. Applications to incompressible flows; boundary layers and free surface flows; one dimensional compressible flows. Similitude studies.

ENGR 306. Thermodynamics (3-3-0)

Prerequisites: MATH 250 and PHYS 201, or consent of instructor.

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 application to engineering systems, mixtures and solutions.

ENGR 311. Introduction to Electric Circuits and Electronics (3-3-0)

Prerequisites: PHYS 202 and MATH 240. Corequisite: ENGR 311L.

A study of the basic experimental laws of electrical circuits; Ohm's Law and Kirchhoff's Laws of voltage and current. Analysis techniques for DC circuits. Properties of the basic circuit elements; resistors, inductors, capacitors. AC circuits, sinusoidal AC circuits and their solution by phasor methods. Introduction to the operational amplifier.

ENGR 311L. Circuits Laboratory (1-0-3)

Corequisite ENGR 311. (Lab fee required.)

ENGR 312. Electronics (3-3-0)

Prerequisite: ENGR 311. Corequisite: ENGR 312L.

Electronic measurements techniques. Analysis of AC circuits with an emphasis on characteristics of solid state electronic devices. Operational amplifiers and integrated circuits. Students will be taught to design, construct and test circuits which perform a variety of specific tasks. Introduction to sensor-actuator instrumentation systems.

ENGR 312L. Electronics Laboratory (1-0-3)

Corequisite ENGR 312. (Lab fee required.)

ENGR 313. Discrete Structures for Computer Applications (3-3-0)

Prerequisite: CPSC 230-231.

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 314. Digital Logic Design (3-3-0)

Prerequisite: PHYS 202 or consent of instructor. (Laboratory Fee Required)

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

ENGR 411. Linear Systems (3-3-0)

Prerequisites: ENGR 311 and MATH 320.

This course will emphasize the representation of multivariable linear systems in both the frequency and time domains. The following topics will be covered with an emphasis on linear circuit problems. Introduction to systems, classical approach to systems, convolution techniques, Fourier analysis, Laplace transforms, state-variable analysis, and design of digital filters.

ENGR 414. Computer Architecture (3-3-0)

Prerequisites: PHYS 314 and 315, or CPSC 330.

The basic issues and techniques in computer architecture and design. Memory and I/O subsystems; survey of architectures; instruction set design; software influences on architecture; processor implementation and simulation; special purpose architectures.

The Curriculum in Physics**PHYS 103, 104. Elementary Physics (4-3-3 each)**

Fall and spring. (Laboratory Fee Required)

A survey of classical and modern physics with discussions of their implications to society. Analysis of problems in mechanics, heat, sound, electromagnetism, and modern physics. Influence of physics on art, literature, and values. Satisfies distribution requirements in the field of science.

PHYS 201-202. General Physics (5-4-3)

Prerequisite: High school physics or consent of instructor; corequisite: MATH 140 for PHYS 201; MATH 240 for PHYS 202. Fall and spring. (Laboratory Fee Required)

A presentation of the major concepts of physics from a contemporary point of view, using algebra, 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 301. Classical Mechanics (4-3-3)

Prerequisites: MATH 240, MATH 250, and PHYS 201.

(Laboratory Fee Required)

A vector space approach to the study of classical mechanics in the Newtonian, Lagrangian, and Hamiltonian formulations. Extensive applications. Laboratory emphasis on computer solutions.

PHYS 304. Electromagnetism (3-3-0)

Prerequisite: MATH 240. MATH 250 and PHYS 201-202 are desirable but can be waived with consent of instructor.

The electrostatics and electrodynamics of discrete and continuous systems. Electrostatics, magnetostatics, solutions of Maxwell's equations, interaction of electromagnetic radiation with matter and relativistic electrodynamics.

PHYS 315. Digital System Design (4-3-3)

Prerequisite: ENGR 314. (Laboratory Fee Required)

Digital design methodology and techniques; control and timing; machine organization, instruction sequencing and data for flow control; control unit implementation by means of hardware and microprogramming; synchronization of I/O operations with interface design.

PHYS 322. Exploration of the Universe: Astronomy (3-3-0)

Prerequisite: Junior standing or consent of instructor.

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.

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 351. Modern Physics (3-3-0)

Prerequisite: PHYS 201-202 or consent of instructor.

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 202.

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 421. Design III: System Design (Data Acquisition) Lab (3-3-0)

Prerequisite: ENGR 311 and 314; CPSC 230.

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 422. Microprocessor (3-3-0)

Prerequisites: ENGR 314 and PHYS 315.

Introduction to interfacing and data communications; buses and memory/peripheral connections; parallel interfaces; serial interfaces; analog interfaces. Applications by means of the case study method.

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 application software.

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

Directed research or projects under the direction of a faculty advisor. This course is subject to the University policy on independent study (see index).

APCS 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)

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

APCS 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. Advanced Independent Study in Applied Physics and Computer Science (Credits vary)

Directed research or projects under the direction of a faculty advisor. These courses are regulated under the University policy on independent study (see General Academic Policies section of this catalog for details).

PSYCHOLOGY
(College of Social Science and Professional Studies)
Wingfield, Room 116
(804) 594-7094

Faculty

F. Samuel Bauer, Ph.D.
Chairman, Professor of Psychology

Karen H. Barnett, Ed.D.
Assistant Professor of Psychology

Diane Catanzaro, Ph.D.
Assistant Professor of Psychology

Lee E. Doerries, Ph.D.
Professor of Psychology

David E. Dooley, Ed.D.
Associate Professor of Psychology

Dorothy C. Doolittle, Ph.D.
Associate Professor of Psychology

Shelia P. Greenlee, Ph.D.
Associate Professor of Psychology

Robert W. Herrmann, Ph.D.
Professor of Psychology

Sanford E. Lopater, Ph.D.
Professor of Psychology

Timothy R. Marshall, Ph.D.
Assistant Professor of Psychology

James W. Ness, Ph.D.
Assistant Professor of Psychology

Laurie A. Taylor, Ph.D.
Assistant Professor of Psychology

Emeritus Faculty

Joanne S. Squires, Ph.D.
Professor Emerita of Psychology

James C. Windsor, Ed.D.
Professor Emeritus of Psychology

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.

Some 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 special education.

The Bachelor of Arts and Bachelor of Science degrees in Psychology

In addition to requiring successful completion of Area I, II, III, and IV (as appropriate) of the curricular structure (see index), the Bachelor of Arts and the Bachelor of Science degrees in psychology require successful completion of the following courses in Area V:

- (1) PSYC 201-202* or PSYC 210-211*;
- (2) PSYC 300, 301, 302;
- (3) Six additional credit hours chosen from among PSYC 303, 304, 305, 306, 310, 314, 315;
- (4) Two of the following: PSYC 404, 405, 406, 410;
- (5) PSYC 490;
- (6) Either PSYC 491 or PSYC 492;
- (7) Additional 300-400 level PSYC electives sufficient to make the total number of PSYC credit hours in Area V at least 36.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Area II of the curricular structure (see index).

Electives must be chosen in consultation with an academic advisor. Students pursuing a degree in psychology should successfully complete PSYC 300 and 301 as early in their programs as feasible but in no case later than by the completion of the first 90 hours of the program. Care should be exercised to ensure that prerequisites have been satisfied.

Concentrations for Psychology Majors

Students who wish to major in Psychology must come to the Psychology Department Office to provide the department with certain information and select a concentration. The concentrations are: General Psychology, Industrial/Organizational Psychology, and Early Childhood Psychology. The Department Chairman will assign a faculty advisor who is appropriate to the concentration selected, and provide students with a permit to officially declare the major in the Office of the Registrar. Students are urged to consult their assigned advisors regularly.

The **General Psychology Concentration** should be selected by students wishing to prepare for graduate work in all areas of Psychology except industrial/organizational psychology, as well as students who are undecided about their postgraduate plans. This concentration allows the greatest choice of psychology courses.

The **Industrial/Organizational Concentration** should be chosen by students wishing to continue their education in this area or who wish to enter the job market at the Baccalaureate level. Industrial/Organizational Psychology is currently a growth area in Psychology. Concentrators must complete PSYC 303, 313, 316, 333, and 413 in addition to the required Psychology courses. Also, PSYC 410, and 491 must be elected as part of the general requirements.

The third concentration offered is the **Early Childhood Psychology Concentration**. 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). Students must take all other required Psychology courses and two courses from PSYC 303, 304, 305, 306, and 314. Additionally, all students in the concentration must complete PSYC 310, 327, 410, and 427. For this concentration PSYC 410, and 427 will count as the two senior level laboratory courses required in the general requirements (concentrators will not take PSYC 404, 405, or 406). Students who will **receive teaching certification at the same time as graduating in the Psychology Major with a concentration in Early Childhood Psychology are exempt from the**

requirement for taking either PSYC 491 or 492. Students who will graduate before completing certification are not exempt from this requirement. Psychology advisors will advise students only on matters regarding the Psychology major and general degree requirements, while advisors in the Department of Education and the Center for Effective Teaching will provide guidance on the requirements for teaching certification.

The Minor in Psychology

Students wishing to minor in psychology must present themselves in the Psychology departmental office to provide certain information and submit a plan for the minor before the minor may be declared in the Registrar's office. The department will approve the plan or work with the student to find an acceptable plan. Eighteen credit hours (minimum) constitute the minor, which must include PSYC 201, 202 or PSYC 210, 211. All prerequisites must be met for courses taken for the minor. A psychology minor is particularly appropriate for business, sociology, social work, government, public administration, and nursing.

The Curriculum in Psychology

PSYC 201. Principles of Psychology I (3-3-0)

Basic principles of behavior covering history and systems of psychology, biological bases of behavior, sensation and perception, learning and memory, intelligence, cognition, motivation, and emotion. This course is prerequisite to all courses in psychology except PSYC 210 and 211.

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 each)

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)

Prerequisite: PSYC 210.

A continuation of PSYC 210, covering adolescence and adulthood.

PSYC 300. Statistical Applications in Social Science Research (3-3-0)

Prerequisites: PSYC 201 or 210 and completion of mathematics distribution requirement, including MATH 125 or an equivalent course in statistics.

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)

Prerequisites: PSYC 201-202 or PSYC 210-211, and PSYC 300, and ENGL 101-102 or equivalent.

A treatment of the historical, philosophical, and methodological issues of contemporary concern in empirical psychology. This course introduces the student to the American Psychological Association format for writing a psychological research paper. Laboratory

exercises in selected areas will be conducted. The content will also cover a treatment of the ethics of the usage of human and animal participants in psychological research.

PSYC 302. Advanced Experimental Psychology and Methodology (3-3-0)

Prerequisite: PSYC 301.

This course includes instruction in research methodologies appropriate to human and animal learning experiments, advanced statistical techniques, and experimental ethics. The laboratory provides an opportunity for students to execute, analyze, and report on experiments of their own design and culminates with the preparation of a major research proposal which is presented both orally and in written form.

PSYC 303. Industrial and Organizational Psychology (3-3-0)

Prerequisites: PSYC 201-202 or PSYC 210-211, PSYC 300 or MATH 125, or BUSN 331.

An examination of the dynamics of organizational socialization, motivation, leadership, decision making, intra- and intergroup functioning, power relationships, conflict and conflict management, and the more traditional functions of selection, safety, and human engineering are studied.

PSYC 304. Social Psychology (3-3-0) [Same as SOCL 306]

Prerequisite: PSYC 201-202 or PSYC 210-211.

An examination of the sociopsychological processes involved in social relationships of various types. The focus is upon person-perception processes, self-concept, attitude change, aggression, and interpersonal influence.

PSYC 305. Psychology of Learning and Cognition (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210-211.

A study of the principles of human and animal learning, retention, and problem-solving, with consideration also given to methods of investigation and recent theories of learning and cognition.

PSYC 306. History of Psychology (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210-211.

A survey from Aristotle to the present with emphasis on the 19th and 20th centuries.

PSYC 307. Developmental Psychology (3-3-0)

Prerequisite: PSYC 201-202.

Credit will not be given for PSYC 210/211 and this course. A study of data and theory concerning the development of the individual through the life-span, including cognitive, physical, and emotional processes.

PSYC 308. Child Psychology (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210-211.

The biological, social, and emotional factors influencing the normal growth and development of the child from birth to adolescence.

PSYC 309. Psychology of Adolescence and Young Adulthood (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210-211.

This course examines the psycho/socio/biological development of humans from preadolescence through early adulthood. Theories, research, and problems in the developmental process are studied.

PSYC 310. Applied Behavior Analysis (3-3-0)

Prerequisites: PSYC 201-202 or PSYC 210-211.

The theoretical principles of the behavioral, social learning, and cognitive perspectives will be presented and discussed. The student will learn to apply these principles to define learning objectives, choose and utilize appropriate measures of learning-outcomes, diagnose learning difficulties, and prescribe interventions to improve learning.

PSYC 311. Job Survival and Success Skills (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210-211 or consent of department.

An applied and activity-oriented approach to learning the interpersonal skills that are necessary for surviving on the job and working successfully with other people. Training will focus on forming career objectives, cooperating and leading, expressing and controlling feelings, conflict management, and forming good working relations. May be taken as Pass/Fail only.

PSYC 312. Educational Psychology (3-3-0) [Same as EDUC 312]

Prerequisite: PSYC 201-202 or PSYC 210-211.

The application of psychological facts, principles, and methods to learning in the classroom, including skill development in evaluation of student performance as an aid to learning and teaching.

PSYC 313. Human Relations in Organizations (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210-211.

An experiential approach to skill training in leadership, decision-making, communication, problem-solving, conflict-resolution, creativity, and other issues faced by task-oriented groups in organizations. May only be taken as Pass/Fail.

PSYC 314. Psychology of Personality (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210-211.

An examination of historical and contemporary psychological theories relating to the development, functioning, and modification of personality. A comparative approach is used, focusing upon the different perspectives of psychoanalysis, behaviorism, and humanistic psychology.

PSYC 315. Psychology of Abnormal Behavior (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210-211.

A survey of behavior pathology emphasizing anxiety disorders, character disorders, psychoses, and somatoform disorders and their relationship to current concepts of normal personality development.

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

Prerequisite: PSYC 201-202 or PSYC 210-211.

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.

PSYC 327. Psychology of Early Childhood (3-3-0)

Prerequisites: 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, training, and performance appraisal.

PSYC 340. Psychology of Adulthood and Aging (3-3-0)

Prerequisite: PSYC 201-202 or PSYC 210-211.

A study of the psychological processes involved in the middle and later years of human development from young adulthood to the end of the life cycle.

PSYC 395. Elementary Topics (3-3-0)

Prerequisite: PSYC 201-202 or 210-211 and consent of instructor.

Will present from time to time topics of special interest to the students and faculty of the department. Students who are interested in having a topics course in a certain area should make their suggestion to the department chairman. Students should also check the current list of courses taught to determine what topics will be offered in any given semester. Only one elementary topics course may be offered towards a degree in psychology.

PSYC 404. Physiological Psychology with Laboratory (4-3-3)

Prerequisite: PSYC 301 or consent of instructor for non-majors.

A critical analysis of selected physiological mechanisms controlling behavior. Lecture topics include neuroanatomy/neurophysiology, sensory systems, homeostatically regulated systems, psychopharmacology and the physiological basis of memory. The laboratory provides hands-on experience with physiological instrumentation, various computer simulations, and an introduction to surgical techniques.

PSYC 405. Psychology of Motivation and Emotion with Laboratory (4-3-3)

Prerequisite: PSYC 301 (PSYC 305 recommended).

A study of the emerging factors in behavior, including such topics as instincts, drives, homeostatically-regulated systems, emotions, stress, anxiety. Motivation is approached theoretically from a biological framework. The laboratory includes replication of important experiments using both human and animal subjects.

PSYC 406. Psychology of Sensation and Perception with Laboratory (4-3-3)

Prerequisite: PSYC 301.

A study of sensory and perceptual processes presented in the framework of both theoretical and experimental issues. The laboratory includes experiments and demonstrations in several sensory/perceptual modalities.

PSYC 407. Psychology of the Exceptional Child (3-3-0)

Prerequisites: PSYC 210-211 and PSYC 301.

The psychological development of children with physical, emotional, educational, social and intellectual deviation, and communication problems. The course surveys the psychological aspects of giftedness, mental retardation, physical disability, learning disabilities, hearing and visual impairments, and the emotionally disturbed child.

PSYC 410. Introduction to Tests and Measurements (4-3-3)

Prerequisite: PSYC 301.

Psychometric principles of test construction, development, validation, and utilization are examined. Practice in test administration, interpretation, and evaluation are part of the classroom and laboratory experience. Current psychological instruments are studied in depth.

PSYC 413. Job Satisfaction and Work Motivation (3-3-0)

Prerequisites: PSYC 201-202 or PSYC 210-211, PSYC 301, PSYC 303, or for non-majors, consent of instructor.

An examination of contemporary theories of job motivation and research applications to worker satisfaction and work behavior (such as productivity, turnover, and absenteeism), including the relationship of motivational processes to other organizational variables.

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 427. Methods of Child Study with Laboratory (4-3-3)

Prerequisites: PSYC 302, 327, and 410.

Presents the methods used in the study of the child. Students will study techniques of observations, interviewing, rating, and developmental assessment, using both standardized and informal methods. Both experimental and quasi-experimental paradigms will be discussed. A major component of this course will be a supervised laboratory experience, during which students will employ the methodologies covered in the lecture.

PSYC 435. Clinical Psychology (3-3-0)

Prerequisites: PSYC 301, PSYC 314, PSYC 315, senior standing in psychology and prior consent of the instructor.

A comprehensive study of the history, methods, and aims of clinical psychology as related to theory, assessment, diagnosis, and intervention strategies. Several in-depth case studies and a term paper may be required.

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

Prerequisite: PSYC 302.

Topical seminars to cover a variety of areas. These seminars are limited to seniors only.

PSYC 491. Practicum in Psychology (3 credits)

*Prerequisites: Senior standing; completion of PSYC 302. Students in the Industrial/Organizational Concentration must have also successfully completed three of the following courses: PSYC 303, 313, 316, 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 Psychology Department Office.*

Students enrolling in this course will participate in an organization, agency or other placement appropriate to the student's educational and professional goals. Those wishing to complete this course must contact the Course Coordinator before the end of pre-registration prior to the semester in which the practicum is to be completed. Students will play a major role in finding an appropriate placement. **Failure to comply with the above requirements can result in no placement.** A maximum of one registration can be counted toward a degree.

PSYC 492. Directed Research in Psychology (3 credits)

Prerequisite: PSYC 302.

Directed study consisting of either library or empirical research supervised by a professor from the Department of Psychology.

PSYC 495. Advanced Topics (3-3-0)

Prerequisites: PSYC 201 and completion of all required 300-level PSYC courses.

PSYC 499. Independent Study in Psychology (credits vary)

Prerequisites: Senior standing and consent of the instructor.

This course is designed to allow the qualified student to enrich his/her program by pursuing independent work in psychology. The topic, time-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.

SOCIOLOGY, SOCIAL WORK AND ANTHROPOLOGY
(College of Social Science and Professional Studies)

76 Moore's Lane
(804) 594-7110

Faculty

Lea B. Pellett, M.A., M.S.W.

Co-Chairman, Assistant Professor of Sociology and Social Work

Cheryl M. Mathews, M.S.W.

Co-Chairman, Assistant Professor of Social Work, Director of Social Work

Robert J. Durel, Ph.D.

Professor of Sociology

James A. Forte, Ph.D.

Assistant Professor of Social Work

Elizabeth de Guevara R. Hansen, Ph.D.

Associate Professor of Anthropology

Joseph F. Healey, Ph.D.

Professor of Sociology

Jacquelyn Mitchell, M.S.W., J.D.

Assistant Professor of Social Work

Virginia S. Purtle, Ph.D.

Professor of Sociology

Emeritus Faculty

Ruth L. Kernodle, M.A.

Associate Professor Emerita of Sociology

Field Instructors

Bailey, Braithwaite, Burke, Cherry, Dixon, Dod, Ellinson, Hodge, Hoyer, Houwewear,
Jones, Kellar, Kenneally, Lewis, McAdoo, McCarthy, Moore, Patoux, Pepe, Sawyer,
Sutton, Williams, Wilson

The Department of Sociology, Social Work and Anthropology offers a B.A. in two majors, sociology and social work, as well as minors in anthropology and sociology. In both majors, students acquire a strong liberal arts background. The major in sociology provides the student with experience in analyzing society from a sociological perspective. The program emphasizes and develops the ability to analyze significant social issues, conduct research, and communicate the results of scholarly investigation. Majors in sociology learn to use the conceptual, analytical, and research skills of the discipline, in the context of a global and broadly comparative perspective on the world today. The major in sociology provides valuable skills for the work-world, a foundation for graduate study, and a basis for intelligent citizen participation.

The social work major offers a strong liberal arts base and preparation for entry into social work at the first level of professional 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

SOCIOLOGY, SOCIAL WORK AND ANTHROPOLOGY

social environment, research, and social work practice. Coursework will include work with individuals, families, groups, organizations and communities; it will also consider minorities, women, and other special populations. The culmination of the program is the educationally directed field instruction which places students in social agencies in the community. Graduates of the program find employment in such areas as public and private social service agencies in the fields of family and child welfare, health, mental health, drug and alcohol rehabilitation, schools, corrections, probation, etc.

Both majors use the community as a learning laboratory through guest speakers, field trips, practicum experiences, and field work – experiences which will help to synthesize the theoretical with practical application.

The Bachelor of Arts degree in Sociology

Sociology majors are required to take MATH 125 (which also partially fulfills the mathematics distribution requirement) as a prerequisite for SOCL 392. Within Area II of the curricular structure (see index), PHIL 201G-202G is recommended and, within Area IV, the study of Spanish, through the 202-level, is recommended.

In addition to the successful completion of Areas I through IV of the curricular structure (see index), the Bachelor of Arts degree in sociology requires successful completion of the following courses in Area V:

- (1) SOCL 201G-202G*; (3) SOCL 391 and 392;
- (2) SOCL 301; (4) SOCL 490;
- (5) Eighteen additional semester hours in SOCL courses above the 200 level, selected in consultation with an advisor from this department. SOCL 361 and SOCL 375 are strongly recommended.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Area II of the curricular structure (see index).

The Bachelor of Arts degree in Sociology with a concentration in Culture, Socialization, and Society

In addition to the successful completion of Areas I through IV of the curricular structure (see index), the Bachelor of Arts degree in Sociology with a concentration in Culture, Socialization, and society requires successful completion of the following courses in Area V:

- (1) SOCL 201G-202G*; (3) SOCL 391 and 392;
- (2) SOCL 301; (4) SOCL 490;
- (5) Twelve semester hours in courses selected from the following: SOCL 303, SOCL 304, SOCL 316, SOCL 319, SOCL 324, SOCL 361, SOCL 375;
- (6) Six semester hours in courses selected from the following:
 - (a) ANTH 204G*;
 - (b) GOVT 201* or GOVT 202*;
 - (c) HIST 202*;
 - (d) PSYCH 210* or PSYCH 211*;
 - (e) SOWK 300.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Area II of the curricular structure (see index).

The Minor in Sociology

The minor in sociology requires a minimum of 18 credits in sociology. Required courses are: SOCL 201G-202G, SOCL 301, and SOCL 490. 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 203-204G;
- (2) ANTH 361;
- (3) ANTH 394;
- (4) One additional anthropology course or one of the following: HIST 348/448, HIST 350/450, SOCL 392;
- (5) One 400 level seminar or practicum in anthropology or international culture and commerce, selected with the advisor and approved by the department.

The Bachelor of Arts degree in Social Work

In addition to requiring successful completion of Areas I, II, III, and IV of the curricular structure (see index), the Bachelor of Arts degree in social work requires successful completion of the following courses in Area V:

- (1) BIOL 107/107L-108/108L*;
- (2) MATH 125*;
- (3) HLTH 200*;
- (4) PSYC 210-211*;
- (5) SOCL 201G-202G*;
- (6) SOCL 303 and 316;
- (7) SOWK 260, 367, 368, 391, and 392;
- (8) SOWK 399/399L, 400, 401, 402, 406, and 490;
- (9) Twelve additional semester hours of upper-level (300-400) electives, three hours (one course) of which must be from the following list: SOWK 369, SOWK 373, SOWK 395, SOWK 492, SOWK 495 or SOWK 499.

Courses bearing an asterisk (above) may be used simultaneously to satisfy, in part, Areas I, II of the curricular structure (see index).

Because of their highly sequential nature, certain of the courses listed above should be completed in the year indicated: **Sophomore Year:** MATH 125, SOCL 316, and SOWK 260; **Junior Year:** SOCL 303, SOWK 367, 368, 391, and 392, and SOWK 399/399L; **Senior Year:** SOWK 400, 401, 402, 406, and 490.

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 BA degree in Social Work

The application for the social work major follows successful completion of SOWK 260 and must be completed prior to enrollment in SOWK 399. The application will consist of: 1) Enrollment in or completion of SOWK 260, resulting in a grade of "C" or higher; 2) Transcript showing GPA above 2.00, near-completion of distribution requirements, and accumulation of at least 50 credits; 3) A biographical essay covering significant life events and reasons for this career choice; 4) Completed application form and references, and; 5) Interview with the Director of Social Work to assess student strengths and weaknesses for a career in social work

and to review program requirements. A panel interview may be requested by the applicant or the Director of Social Work.

Application Dispositions

All dispositions will be made in writing and records maintained on all decisions. The dispositions are: 1) Full acceptance; 2) Probationary acceptance (spells out what must be done to achieve full acceptance); and 3) Denial. 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 courses. Readmission to good standing will be determined by GPA and approval of the Director of Social Work.

Successful completion of SOWK 399 and 399L ("C" or better).

A written lab evaluation, completed by the 399L instructor, will become part of the student's permanent record. A grade below a "C" or an unfavorable lab 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.

Student Field Placement Application

Prerequisites to SOWK 401-402 are as follows: 1) Senior status; 2) Successful completion ("C" or better) of SOWK 399 and 399L, with favorable lab evaluation of skills; 3) Concurrent enrollment in SOWK 400; 4) Overall GPA of 2.0 and GPA of 2.5 in the required courses.

Applications for field instruction (SOWK 401-402) must be completed in the Spring Semester prior to fall placement, by the last day for withdrawing from classes without penalty of failing grade. The application itself consists of a completed application form; three typed copies of the applicant's resume, and an interview with the Field Instruction Coordinator.

Note: All of the foregoing may be appealed by students through regular University appeals channels.

The Curriculum in Sociology

SOCL 201G-202G. Human Societies: A Global View (3-3-0 each)

Pre or Corequisite: ENGL 101.

An ecological-evolutionary approach to the study of human societies, from hunting-and-gathering through horticultural, agrarian, industrial, and industrializing. Includes: a) study of societal change, its nature, causes, and consequences, and; b) cross-cultural study of institutions, ideologies, norms, values, socialization processes, social interaction, and everyday life. SOCL 201G uses ethnographic analyses of historic and contemporary hunting-and-gathering, horticultural, and agrarian societies. SOCL 202G uses ethnographic analyses of contemporary capitalist and socialist societies and of industrializing, horticultural, and agrarian societies.

SOCL 301. Principles of Sociological Analysis (3-3-0)

Prerequisites: SOCL 201G-202G or consent of department. Fall

The history, development, and current status of sociology. A consideration of major theorists and perspectives, along with a survey of the major sub-fields of sociology. Emphasis on social change, industrialization, and the emergence of the world system of societies.

SOCL 303. Marriage and the Family (3-3-0)

Prerequisite: SOCL 201G or senior standing or consent of department. Fall.

Analysis of the American family system in historical and cross-cultural perspective. Relationship of the family to other social systems and to social change. Variations in the American family by social class, race, ethnicity, and family structure. Effects of changing gender roles on marriage and the family.

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

Prerequisite: SOCL 201G or junior standing, or consent of department. Fall.

Emphasis will be on the generic process by which individuals become members of society. Consideration of the impact of family, sex, race, and socio-economic class on socialization and personality. The importance of the major agencies of socialization, such as family, school, peer group, and media. Socialization through the life cycle.

SOCL 305. Sociology of Aging (3-3-0)

Prerequisite: SOCL 201G or junior standing or consent of department. Fall, alternate years.
Study of the process and effects of aging and ageism. Demographic trends and their implications. Impact of 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: SOCL 202G or junior standing or consent of department.

An examination of the psychological processes involved in social relationships of various types. The focus is upon person-perception processes, self-concept, attitude change, aggression, and interpersonal influence.

SOCL 313. Sociology of Religion (3-3-0)

Prerequisite: SOCL 201G 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 315. Sociology of Health and Health Care (3-3-0)

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

Analysis of the socio-cultural context of illness, including disease etiology, epidemiology, and illness behaviors. The formal and informal organization of the health professions and institutions, and the system of health care delivery.

SOCL 316. Minorities in Society (3-3-0)

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

SOCIOLOGY, SOCIAL WORK AND ANTHROPOLOGY

SOCL 318. Social Problems (3-3-0)

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

Fall alternate years.

A survey of social problems affecting contemporary societies, such as technological displacement, population growth, environmental abuse, work and alienation, economic and political inequality.

SOCL 319. Deviant Behavior (3-3-0)

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

Fall, alternate years.

An analysis of the social processes which result in defining and reacting to behavior as deviant. Emphasis is on the cultural context of deviance, deviant behavior patterns, and the effects of societal responses to deviance. Various forms of deviance will be analyzed, including sexual deviance, mental illness, alcoholism and drug abuse, crime, and juvenile delinquency.

SOCL 321. Criminology (3-3-0)

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

A sociological analysis of the nature and extent of crime as revealed by official statistics, victimization surveys, and self-reported crime. Emphasis will be on sociological theories of crime; characteristic patterns of crime; psychological, biological, and economic factors in criminal behavior; crime and social change; and the relationship between social policies and criminal behavior.

SOCL 322. Corrections (3-3-0)

Prerequisites: SOCL 201G and SOCL 321. Spring.

A sociological analysis of correctional institutions and community corrections programs within the criminal justice system. Emphasis will be on the historical development of corrections, institutional treatment programs, assessment of community alternatives to imprisonment, and examination of current issues affecting the future of correctional policies.

SOCL 324. Juvenile Delinquency (3-3-0)

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

A sociological examination of juvenile delinquency with emphasis on the nature and extent of juvenile delinquency, the historical development of the juvenile court, institutional and community corrections aimed at delinquents, and an assessment of social policies as they affect delinquents. A review of sociological theory and research on delinquency will emphasize family patterns, school systems, juvenile gangs, and broader social processes related to delinquency.

SOCL 332. Industrial Sociology (3-3-0)

Prerequisite: Junior standing.

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.

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 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]

Prerequisites: 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.

SOCIOLOGY, SOCIAL WORK AND ANTHROPOLOGY

SOCL 490. Senior Seminar in Sociology (3-3-0)

Prerequisite: Nine semester hours in SOCL, senior standing, or consent of department. Spring. A "capstone" course designed for senior sociology majors and minors and other students with strong backgrounds in the social sciences. The course includes an overview of the development of the discipline and an investigation of major theoretical paradigms with applications to contemporary society.

SOCL 491. Practicum in Sociology (3-0-8)

Prerequisites: SOCL 391, 392, and senior standing.

The practicum in sociology consists of 120 hours in an approved community setting. Its purpose is to give the student the opportunity to correlate theory with practice. Written work will include a log and a final paper synthesizing the student's experience. Practicum must be approved by the department before the student registers.

SOCL 492. Readings in Sociology

Prerequisites: Twelve credits in sociology, senior standing, a 3.00 GPA (both overall and in the major), and consent of instructor. Fall and spring.

Extensive reading in a chosen subject under the direction of a faculty member. Subject must be decided upon and permission of instructor secured before registration. Final paper will be presented orally to the department.

SOCL 495. Advanced Topics in Sociology (3-3-0)

Prerequisite: Nine credits in sociology, junior or senior status or consent of instructor.

Topics will vary and may be interdisciplinary.

SOCL 499. Independent Research or Research Internship (3-0-8)

Prerequisites: 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 (3-2-4)

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, describing social work practice, and reviewing the types of agencies in which social workers practice.

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)

Prerequisites: SOCL 201G. (SOWK 367 required for social work majors). Spring.

Introduces a framework for the analysis of social policies and services. Focuses upon the variables that shape human service delivery systems. Application of analysis skills to an area of student interest is a required component of the course.

SOWK 369. Child and Family Welfare (3-3-0)

Prerequisite: Consent of department. Spring.

Review and analysis of major policies, programs, and services developed to assist or substitute for the family in meeting the needs and enhancing the development of children in the United States. Focuses upon understanding and utilizing policies and services affecting children and families.

SOWK 373. Social Work and the Law (3-3-0) [Same as GOVT 373]

An examination of the legal basis for public and private intervention programs, including adoption, child custody, marriage, divorce, rights of children and youth, the aged, and the mentally ill.

SOWK 391. Methods and Tools of Social Research, I (3-3-0) [Same as SOCL 391, GOVT 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.

SOWK 392. Methods and Tools of Social Research, II (3-3-0)

[Same as SOCL 392, GOVT 352]

Prerequisites: MATH 125 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) [Same as SOCL 392 and GOVT 352]

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 problem-solving methods 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 taken concurrently with SOWK 399. Includes off-campus observation of three to five social agencies, use of video equipment as a learning tool, role-playing exercises, and various methods of practicing skills learned in SOWK 399.

SOWK 400. Social Work Practice II (3-3-0)

Prerequisite: Grade of C or better in SOWK 399 and 399L; *corequisites:* SOWK 401 and 406. Continues development of beginning social work knowledge, skills, and values, using the generalist approach to practice. Stresses work with families and groups.

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 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 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)

Prerequisites: 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, and on the other hand, 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 theoretical knowledge for assessment and intervention.

SOWK 490. Social Work Practice III (3-3-0)

Prerequisites: SOWK 400 and 401; *corequisite:* SOWK 402.

Continues development of beginning social work knowledge, skills, and values, using the generalist approach to practice. Helping at the macro level is stressed with particular emphasis on work with organizations and communities.

SOWK 492. Readings in Social Work

Prerequisites: Twelve credits in sociology or social work, senior standing, a 3.00 GPA (both overall and in the major), and consent of department. Fall and spring.

Extensive reading in a chosen subject under the direction of a faculty member. Subject must be decided upon and permission of instructor secured before registration. Final paper will be presented orally to the department.

SOWK 495. Advanced Topics in Social Work (3-3-0)

Prerequisites: 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)

Prerequisites: 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 staff member. The research topic must be decided upon and permission of staff 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-204G. General Anthropology (3-3-0 each)

ANTH 203G surveys major findings in the four fields of general anthropology: archaeology, the analysis of cultural artifacts and fossils; physical anthropology, the review of human evolution; linguistics, the study of the origin and structure of language; and cultural anthropology, the understanding of human societies. ANTH 204G applies foundation knowledge to analyze the structure, infrastructure, and superstructure of state and complex societies.

ANTH 361. Culture and Human Population (3-3-0) [Same as SOCL 361]

Prerequisite: Junior standing or ANTH 203G or SOCL 201G or consent of the department. Introduction to population and cultural, social, economic, political, and environmental factors that influence population distributions and patterns of change. The course includes a survey of theories and methods for studying human populations and a cross-cultural overview of reproduction and population-regulating conditions and practices.

ANTH 362. Peoples and Cultures of Latin America (3-3-0)

Prerequisite: Junior standing and SOCL 201G-202G or ANTH 203G-204G, or consent of the department.

This course reviews rural and urban aspects of Latin American societies from their pre-Columbian origins through colonial, national, and twentieth century transformations. Ethnographic studies are selected to show current anthropological treatment of community studies and the concepts of culture, ethnicity, class, gender, and power.

ANTH 363. Anthropology of Women in Latin America (3-3-0)

Prerequisite: Junior standing and SOCL 201G-202G or ANTH 203G-204G, or consent of the department.

This course reviews rural and urban aspects of Latin American societies from their pre-Columbian origins through colonial, national, and twentieth century transformations. Ethnographic studies are selected to show current anthropological treatment of community studies and the concepts of culture, ethnicity, class, gender, and power.

SOCIOLOGY, SOCIAL WORK AND ANTHROPOLOGY

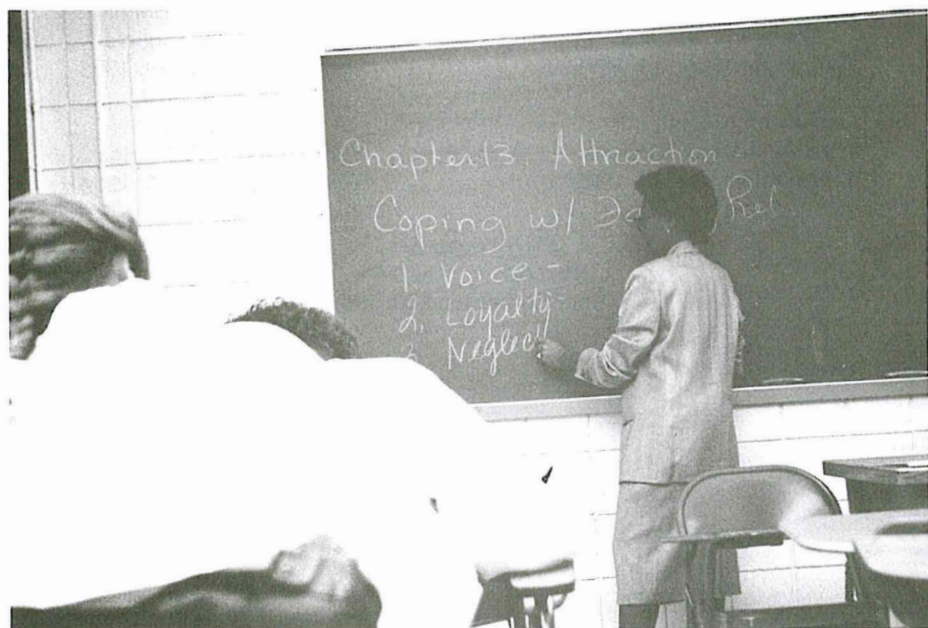
ANTH 394. Qualitative Methods of Social Research (3-3-0) [Same as SOCL 394]

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-204G, 394, and senior standing.

The practicum in anthropology consists of 120 hours in an approved setting and is designed to give an opportunity to integrate research methods with practice. Written work will include a field log and a final paper synthesizing the experience. Practicum must be approved by the department before registering.



Rector	Vice Rector	Secretary
Alan S. Witt Newport News, Virginia Term Expires June 30, 1993	Barry L. French Poquoson, Virginia Term Expires June 30, 1994	C. Benson Clark Newport News, Virginia Term Expires June 30, 1994

Mary Bicouvaris
Newport News, Virginia
Term Expires June 30, 1995

Carolyn Hines
Newport News, Virginia
Term Expires June 30, 1994

Frederick R. M. Carter
Newport News, Virginia
Term Expires June 30, 1994

Robert Hochstein
Washington, D.C.
Term Expires June 30, 1996

Manuel Deese
Richmond, Virginia
Term Expires June 30, 1996

Anna Van Buren McNider
Hampton, Virginia
Term Expires June 30, 1995

William Ferguson III
Hampton, Virginia
Term Expires June 30, 1995

Shin-ichiro Nagashima
Williamsburg, Virginia
Term Expires June 30, 1993

Gordon L. Gentry, Jr.
Newport News, Virginia
Term Expires June 30, 1993

W.R. Phillips
Gloucester Point, Virginia
Term Expires June 30, 1994

Mary Louise Reid
Waccabuc, New York
Term Expires June 30, 1996

* As of May, 1993.

Office of the President

Anthony R. Santoro
President

Mario D. Mazzarella
Executive Assistant to the President

Louis J. Noisin
Assistant to the President for Multicultural
Affairs and Affirmative Action

Mary E. Cotton
Internal Auditor

Academic Affairs

Richard M. Summerville
Provost

Patricia A. Harvey
Assistant to the Provost

Jouett L. Powell
Dean of the College of Arts and Humanities
Director of Graduate Studies

Linda McCallister
Dean of the College of
Business and Economics

Virginia S. Purtle
Dean of the College of Social Science
and Professional Studies

George R. Webb
Dean of the College of Science
and Technology

Elizabeth de G.R. Hansen
Director of International Studies

Wendell A. Barbour
Director of Library and Information Services

Catherine Doyle
Access Services Librarian

Mary P. Daniel
Reference Services Librarian

Patricia M. Kearns
Technical Services Librarian

Doris M. Archer
Assistant Reference Services Librarian

Joseph E. Weber
Assistant Catalog/Reference Librarian

Paul R. Pival
Collection Development/Reference Librarian

Nick R. Koltun
Coordinator of Instructional Technology

Administration and Finance

William L. Brauer
Vice President for Administration and
Finance

Maribeth Trun
Comptroller

Patrese F. Hall
Assistant Comptroller

Becky F. Moore
Director of Personnel

Cynthia R. Perry
Assistant Vice President for Administration
and Finance and Director of Planning
and Budget

Patricia L. McDermott
Assistant Director of Planning and Budget

Jacqueline T. Haskins
Director of the University Bookstore

Gerald D. Smith
Director of University Services

Richard T. White
Director of Plant Operations

Student Services

Charles E. Behymer
Vice President for Student Services

Keith F. McLoughland
Dean of Admissions

Robert J. LaVerriere
Associate Director of Admissions

Jimmie L. Williams, Jr.
Assistant Director of Admissions

Carol A. Safko
Assistant Director of Admissions

Cynthia G. Lackey
Admissions Officer

Lyn Sawyer
Coordinator of Military Services

Robert A. Netter
University Registrar

Brenda C. Blount
Director of Student Records

Myrita S. Savage
Assistant Director of Student Records

Sidney P. Dugas
Director of Financial Aid

Susan P. Glaude
Assistant Director of Financial Aid

Douglas C. Gallaer
Director of Career and
Counseling Services

Rebecca P. Tupper
Coordinator, Corporate Recruitment
Program

Dennis R. Ridley
Director of Student Assessment

Glen G. Vought
Counselor

Tisa A. Mason
Director of Student Life

Gary M. Levy
Director of University Housing

Marie F. Hawley
Student Service Specialist for Program
Services

Timothy J. Freeman
Student Service Specialist for Operations

Gerald J. Bright
Chief of University Police

Marian D. Carrington
Director of Minority Student Services

C. J. Woollum
Director of Athletics

Catherine E. Parson
Assistant Director of Athletics

Development

David P. Harner
Vice President for Development

John W. Campbell, Jr.
Assistant Vice President for
Development and University Relations

Norma J. Brown
Director of the Annual Fund

James D. Eagle
Director of Grants Development

Betty J. Gooch
Alumni Relations Officer

ANTHONY R. SANTORO (1987, 1976), Professor of History and President of the University, A.B., College of the Holy Cross; M.A., University of California; Ph.D., Rutgers University.

RICHARD M. SUMMERVILLE (1980, 1973), Professor of Mathematics and Provost of the University, B.S., Clarion State College; A.M., Washington University; Ph.D., Syracuse University.

DAVID F. ALEXICK (1980, 1982), Associate Professor of Art, B.F.A., Richmond Professional Institute; M.F.A., Virginia Commonwealth University; Ph.D., Pennsylvania State University.

JOHN E. ANDERSON, JR. (1980, 1963), Professor of Management and Marketing, B.A., University of Akron; Ph.D., Ohio State University.

BETTY L. ANGLIN (1988, 1988), Instructor in Art, B.A., The College of William and Mary.

JOSHUA C. ANYIWO (1990, 1976), Associate Professor of Physics and Computer Science, B.A., M.A., Cambridge University; Ph.D., Colorado State University.

DORIS M. ARCHER (1990-1990), Instructor in Library Science and Assistant Reference Librarian, B.A., North Carolina Central University; M.S.L.S., Catholic University of America.

HITOHISA ASAI (1978, 1985), Associate Professor of Computer Science, B.S., Meijo University; M.S., Tokyo Electrical Engineering College; M.S., University of Wisconsin; Ph.D. University of Houston.

JOHN J. AVIOLI (1972, 1987), Professor of Mathematics, B.S., West Chester State College; M.S., Ph.D., University of Delaware.

FOROOZ F. BADAVID (1991, 1991) Instructor in Chemistry, B.S., M.S., Old Dominion University.

JANE M. BAILEY (1992, 1992), Assistant Professor of Education, B.A., SUNY College at Oneonta; M.A., San Diego State University; Ed.D., College of William and Mary.

DEBRA A. BALLINGER (1992, 1988), Assistant Professor of Leisure Studies and Physical Education, B.A., Elmhurst College; M.A., University of South Florida; Ph.D., Arizona State University.

DAVID BALTHROP (1988, 1987), Assistant Professor of Theatre, B.A., Eastern Kentucky University; M.A., M.F.A., University of Cincinnati.

DAVID A. BANKES (1970, 1978), Professor of Biology, B.S., University of Delaware; M.S., Ph.D., Ohio State University.

WENDELL A. BARBOUR (1983, 1988), Associate Professor of Library Science and Director of Library and Information Services, B.A., University of Florida; M.A., M.S.L.S., University of Illinois; J.D., John Marshall Law School.

NANCY BARENDSE (1990, 1989), Assistant Professor of English, B.S., Auburn University, M.A., Clemson University, Ph.D., University of South Carolina.

KAREN H. BARNETT (1986, 1992), Assistant Professor of Psychology, B.A., Christopher Newport College; M.Ed., Ed.D., The College of William and Mary.

*This list reflects the expected status of members of the faculty for 1993-1994 at the time the catalog went to press. Where dates appear, the first date indicates the year when the individual was first appointed as a member of the faculty; the second date indicates the year when the present rank was attained.

MARTIN W. BARTELT (1975, 1982), Professor of Mathematics, B.A., Hofstra University; M.A., Ph.D., University of Wisconsin.

F. SAMUEL BAUER (1971, 1978), Professor of Psychology; B.A., M.A., Ph.D., University of Illinois.

RICHARD A. BEAUCHAMP (1991, 1991), Associate Professor of Philosophy and Religious Studies, B.A., Randolph Macon College; B.D., Yale University; Ph.D., Duke University.

H. MARSHALL BOOKER (1969, 1971), Professor of Economics, B.A., Lynchburg College; Ph.D., University of Virginia.

THEODORA P. BOSTICK (1970, 1977), Professor of History, B.A., Mundelein College; M.A., Ph.D., University of Illinois.

EDWIN C. BOYD (1972, 1974), Associate Professor of Management, A.B., Duke University; M.B.A., University of Pennsylvania.

BRIAN D. BRADIE (1993, 1993), Assistant Professor of Mathematics, B.S., M.S., Ph.D., Clarkson University.

DAISY D. BRIGHT (1965, 1971), Associate Professor Emerita of Mathematics, A.B., M.A., University of Arkansas.

CLYDE W. BROCKETT (1977, 1985), Associate Professor of Music, Falk Professor, A.B., The College of William and Mary; M.A., Ph.D., Columbia University.

NANCY G. BRUFFEY (1990, 1989), Assistant Professor of Nursing, B.S., Hampton University; M.S., Ph.D., Virginia Commonwealth University.

SANDRA L. BRYAN (1985, 1988), Associate Professor of Education, B.S., University of Georgia; M.Ed., Ed.D., Auburn University.

A. MARTIN BUONCRISTIANI (1974, 1978), Professor of Physics, B.A., University of Santa Clara; Ph.D., University of Notre Dame.

DANIELLE L. CAHILL (1992, 1992), Assistant Professor of Spanish, B.A., Wheeling College; M.A., Middlebury College; Ph.D., The Catholic University of America.

DIANE CATANZARO (1991, 1991), Assistant Professor of Psychology, B.A., Dickinson College; M.A., Fairleigh Dickinson University; Ph.D., Old Dominion University.

RANDALL H. CATON (1986, 1988), Associate Professor of Physics, B.S., University of Minnesota; M.S., University of Pennsylvania; Ph.D., City University of New York.

A. JANE CHAMBERS (1963, 1988), Professor Emerita of English, B.A., Pfeiffer College; M.A., University of Arkansas; Ph.D., University of North Carolina, Chapel Hill.

C. KEN CHANG (1973, 1990), Professor of Chemistry, B.S., Taiwan University; Ph.D., University of Notre Dame.

HONGWEI CHEN (1991, 1991), Assistant Professor of Mathematics, B.S., Hunan Normal University (China); M.S., Huazhong University of Science and Technology (China); Ph.D., North Carolina State University.

RICHARD W. CHENEY (1985, 1988), Associate Professor of Biology, B.S., University of Massachusetts; Ph.D., Duke University.

RONNIE COHEN (1983, 1992), Associate Professor of Accounting, B.A., Kirkland College; J.D., LL.M., The College of William and Mary.

- ROBERT C. COKER (1977, 1980), Professor of Marketing, B.S., West Virginia Wesleyan College; M.S., Ph.D., University of Illinois.
- CARL M. COLONNA (1970, 1983), Associate Professor of Economics, B.B.A., M.A., Old Dominion University.
- HAROLD N. CONES, JR. (1968, 1982), Professor of Biology, B.S., Maryville College; M.A., The College of William and Mary; Ph.D., Bowling Green State University.
- JAMES A. CORNETTE, JR. (1988, 1988), Instructor in English, (part-time), A.B., The College of William and Mary; M.A., Duke University.
- STUART P. COTTRELL (1993, 1993), Assistant Professor of Leisure Studies, B.S., Western Illinois University; M.S., Florida International University; Ph.D., Penn State University.
- ROBERT H. CUMMINGS (1976, 1979), Professor of Leisure Studies and Physical Education, A.A., Baltimore Junior College; B.S., University of Maryland; M.A., West Virginia University; Ph.D., University of Southern Mississippi.
- MARY P. DANIEL (1984, 1989), Assistant Professor of Library Science and Reference Services Librarian, B.A., Adams State College; M.S.L.S., University of Tennessee.
- JOHN W. DAWSON (1979, 1979), Assistant Professor of Accounting, B.G.E., University of Omaha; M.B.A., Virginia Commonwealth University. (C.P.A.)
- ROBERT D. DOANE (1973, 1987), Professor of Government and Public Affairs, B.A., Lynchburg College; M.A., George Washington University; Ph.D., Temple University.
- LEE E. DOERRIES (1971, 1983), Professor of Psychology, B.A., M.A., The College of William and Mary; Ph.D., University of Rhode Island.
- DAVID E. DOOLEY (1969, 1977), Associate Professor of Psychology, B.A., Tampa University; M.S., Illinois State University; Ed.D., The College of William and Mary.
- DOROTHY C. DOOLITTLE (1988, 1990), Associate Professor of Psychology, B.A., University of Georgia; M.S., Ph.D., University of Tennessee.
- DAVID C. DOUGHTY, JR. (1984, 1989), Associate Professor of Physics and Computer Science, B.A., Rutgers University; Ph.D., University of Pennsylvania.
- CATHERINE DOYLE (1985, 1989), Assistant Professor of Library Science and Access Services Librarian, B.A., Douglass College; M.S.L.S., Simmons College.
- ROBERT J. DUREL (1971, 1987), Professor of Sociology, A.A., St. Joseph Seminary; B.A., Notre Dame Seminary; M.A., Ph.D., University of Notre Dame.
- ROBERT J. EDWARDS (1968, 1976), Professor Emeritus of Biology, B.A., Hobart College; Ph.D., University of Rochester.
- ROBERT E. FELLOWES (1979, 1979), Assistant Professor of Accounting, B.S., United States Naval Academy; M.S., Massachusetts Institute of Technology. (C.P.A.).
- PATRICIA FERRARA (1993, 1993), Assistant Professor of English, B.A., Wheaton College (Mass.); Ph.D., Yale University.
- JAMES A. FORTE (1990, 1990), Assistant Professor of Social Work, B.S., Fordham University; M.S.W., Ph.D., Virginia Commonwealth University.

LORA R. FRIEDMAN (1974, 1976), Professor of Education, B.S., M.A., City College of New York; Ed.D., University of Florida.

STAVROULA E. KOSTAKI-GAILEY (1974, 1993), Professor of Mathematics, A.A., Warren Wilson College; B.A., University of North Carolina, Ashville; M.A., Western Carolina University; Ed.D., University of North Carolina, Greensboro.

DAVID E. GAME (1978, 1991), Associate Professor of Computer Science, B.S., Massachusetts Institute of Technology; M.S., The College of William and Mary; Ph.D., Old Dominion University.

ZHENG GAO (1992, 1992), Assistant Professor of History, B.A., Beijing Foreign Languages College; M.A., Beijing University; M.A., M. Phil., Ph.D. Yale University.

SUSAN S. GEARY (1990, 1990), Instructor in English, A.B., Augustana College; M.A., University of Illinois.

DOUGLAS K. GORDON (1980, 1989), Professor of English, B.A., University of Virginia; M.A., Ph.D., University of Tennessee.

DAVID J. GOSSELIN (1993, 1993), Visiting Assistant Professor of Accounting, B.S.B.A., Indiana Univesity; M.B.A., Ph.D., Universtiy of Arkansas.

MARK S. GRAY (1992, 1992), Associate Professor of Biology, B.S., Villanova University; Ph.D., Thomas Jefferson University.

HARRY GREENLEE (1988, 1991), Assistant Professor of Government and Public Affairs B.A., M.A., Hampton Institute; J.D., Ohio State University.

SHELIA P. GREENLEE (1987-1991), Associate Professor of Psychology, B.A., Norfolk State University; M.A., Ph.D., Ohio State University.

J. RICHARD GUTHRIE, JR. (1967, 1991), Professor of German and French, A.B., The College of William and Mary; M.A., Middlebury College; Ph.D., University of North Carolina, Chapel Hill.

GARY G. HAMMER (1967, 1972), Professor of Chemistry, B.S., M.S., Wichita State University; Ph.D., Georgia Institute of Technology.

ELIZABETH de G.R. HANSEN (1990, 1990), Associate Professor of Anthropology and Director of International Studies, B.A., Smith College; Ph.D., City University of New York.

BARBARA S. HARRISON (1990, 1981), Assistant Professor of Nursing, B.S., M.A., M.S., Hampton University; Ed.D., The College of William and Mary.

FREDERICK F. HARTLINE (1985, 1993), Associate Professor of Physics (part-time), B.A., Reed College; Ph.D., University of Washington.

JOSEPH F. HEALEY (1969, 1984), Professor of Sociology, A.B., M.A., The College of William and Mary; Ph.D., University of Virginia.

DAVID P. HEDDLE (1989, 1989), Assistant Professor of Physics, B.S., M.S., Ph.D., Carnegie Mellon University.

GREGORY A. HENRY (1992, 1988), Assistant Professor of Art, B.F.A., Ohio University, M.F.A., Rinehart School of Sculpture, Maryland Institute.

ROBERT W. HERRMANN (1973, 1982), Professor of Psychology, B.A., George Washington University; M.A., Ph.D., Michigan State University.

DAVID L. HIBLER (1989, 1992), Associate Professor of Computer Science, B.S., University of Texas; M.S., University of South Carolina; Ph.D. (physics), University of Texas; Ph.D. (computer science), University of South Carolina.

DONALD W. HICKS (1990, 1991), Associate Professor of Accounting, B.S., University of Virginia; M.S., Louisiana State University; Ph.D., Michigan State University. (C.P.A.)

GEORGE J. HILLOW (1991, 1991), Instructor in Theatre, B.A., Duke University; M.A., Memphis State University; M.F.A., Virginia Commonwealth University.

JAMES R. HINES (1975, 1987), Professor of Music, B.A., Old Dominion University; M.M., Virginia Commonwealth University; Ph.D., University of North Carolina, Chapel Hill.

JOHN A. HOAGLUND (1972, 1979), Professor of Philosophy, Ph.D., Free University of Berlin.

BOB S. HODGES III (1990, 1968), Associate Professor of Management, Marketing, and Management Information Systems. B.B.A., M.B.A., Georgia State University; Ph.D., University of Texas.

ROBERT F. HODSON (1990, 1989), Assistant Professor of Computer Science, B.S.E., University of Connecticut; M.S.E., University of Central Florida; Ph.D., Florida State University.

JAMES N. HUBBARD, III (1967, 1992), Associate Professor Emeritus of Leisure Studies and Physical Education, B.S., M.Ed., The College of William and Mary.

RITA C. HUBBARD (1969, 1989), Professor of Speech Communication, B.A., College of Notre Dame; M.A., The Johns Hopkins University; Ph.D., Temple University.

RICHARD L. HUNTER (1982, 1988), Associate Professor of Management, B.A., Duke University; M.B.A., New York University.

NATALIE C. HUTCHINSON (1992, 1990), Instructor in Mathematics, B.A., Catholic University of America; M.S., California State University (Fresno).

MELVYN D. HUTT (1992, 1992), Instructor in Accounting, A.A.S., Brooklyn College; B.B.A., United States International University; M.S., University of Southern California.

WILLIAM JACKSON, CAPT., U.S. ARMY (1992, 1992), Assistant Professor of Military Science, B.S., Trenton State College; M.A. Kean College.

JOHN E. JENKINS (1972, 1991), Associate Professor Emeritus of Education, A.B., University of Richmond; M.Ed., The College of William and Mary.

BO JIN (1993, 1993), Assistant Professor of Computer Science, B.S., Southwestern Jiaotong University (PRC); M.S., Ph.D., Pennsylvania State University.

ELIZABETH F. JONES (1967, 1977), Professor of Classical Studies, A.B., State University of New York, Albany; Ph.D., University of North Carolina, Chapel Hill.

MICHAEL L. JONES (1992, 1992), Instructor in Accounting, B.S.B.A., M.B.A., Virginia Polytechnic Institute and State University (C.P.A.)

SHERMAN C. JONES (1992, 1992), Instructor in Biology, B.S., Tarleton State College; B.A., University of North Carolina, Wilmington; M.S., Texas A&M University.

PATRICIA M. KEARNS (1987-1992), Assistant Professor of Library Science and Catalog Librarian, B.S., University of Virginia; M.L.S., University of Pittsburgh.

- KARA K. KEELING (1993, 1993), Assistant Professor of English, B.A., Carleton College; M.A., Purdue University; Ph.D., Indiana University.
- RUTH L. KERNODLE (1968, 1972), Associate Professor Emerita of Sociology, B.A., Madison College; M.A., University of North Carolina, Chapel Hill.
- PARVIZ KHAJEH-KHALILI (1985, 1991), Associate Professor of Mathematics, B.S., Arya Mehr (Sharif) University of Technology; M.S., Michigan State University; Ph.D., University of Michigan.
- PAUL C. KILLAM (1974, 1980), Professor of Government and Public Affairs, B.S., M.A., University of Massachusetts; M.C.P., Yale University; Ph.D., University of Massachusetts.
- DAVID W. KING (1971, 1972), Assistant Professor of French, B.S., Georgia Southern College; M.A., Laval University.
- PETER A. KNIPP (1992, 1992), Assistant Professor of Physics, A.B., Princeton University; M.S., Ph.D., University of Chicago.
- BRUNO A. KOCH (1976, 1984), Professor of Theatre and Speech Communication, B.A., Baylor University; M.A., University of Houston; Ph.D., University of Michigan.
- WING MAN KWOK (1990, 1990), Assistant Professor of Mathematics, B.Sc., Chinese University of Hong Kong; Ph.D., Ohio State University.
- LYNN LAMBERT (1992, 1992), Assistant Professor of Computer Science, B.A., Wellesley College; M.S., Shippensburg University of Pennsylvania; Ph.D., University of Delaware.
- MARC I. LEBOW (1991, 1987), Assistant Professor of Accounting, B.S., University of Virginia; M.S. Ph.D., Virginia Commonwealth University. (C.P.A.)
- FABRICE E. LEHOUCQ (1992, 1992), Assistant Professor of Government and Public Affairs, B.A., University of Pittsburgh; M.A., Ph.D., Duke University.
- ZUJUN L. LI (1992, 1992), Assistant Professor of Physics and Computer Science, B.S., Nankai University; Ph.D., Virginia Polytechnic Institute and State University.
- BOBBY LOCKLEAR, MAJ., U.S. ARMY (1990, 1990), Assistant Professor of Military Science, B.S., M.Ed., University of South Carolina.
- SANFORD E. LOPATER (1973, 1984), Professor of Psychology, B.A., Miami University; M.A., Ph.D., University of Virginia.
- A. BURNAM MACLEOD (1971, 1978), Associate Professor of English, B.A., Rollins College; M.A., University of Arizona; Ph.D., University of Missouri, Columbia.
- ALETHA S. MARKUSEN (1969, 1976), Professor Emerita of Biology, B.S., University of North Dakota; M.S., Ph.D., Montana State University.
- ENRIQUE A. MARQUEZ-CASTELLANOS (1992, 1992), Associate Professor of Spanish, B.A., M.A., Ph.D., University of Miami.
- TIMOTHY R. MARSHALL (1992, 1992), Assistant Professor of Psychology, B.S., University of Idaho; M.S., Ph.D., Virginia Polytechnic Institute and State University.
- JAMES E. MARTIN (1993, 1993), Assistant Professor of Mathematics, B.S., University of Pittsburgh; M.S. (Engineering), M.S. (Applied Mathematics), Ph.D., Brown University.
- CHERYL M. MATHEWS (1979, 1979), Assistant Professor of Social Work, B.A., Grove City College; M.S.W., University of Hawaii.

MAYES D. MATHEWS (1991, 1991), Associate Professor of Management and Marketing, B.S.B.A., West Virginia University; M.B.A., Old Dominion University; Ph.D., Virginia Commonwealth University.

MARIO D. MAZZARELLA (1969, 1988), Professor of History and Executive Assistant to the President, A.B., Providence College; M.A., University of Rhode Island; Ph.D., American University.

CHRISTINE O. MCAFEE (1990, 1990), Instructor in English, B.A., University of Michigan; M.A., Old Dominion University.

KATHRYN O. MCCUBBIN (1983, 1983), Assistant Professor of Management Information Systems B.S., M.S., Marquette University.

LINDA MCCALLISTER (1993, 1987), Professor of Management and Marketing, Dean of the College of Business and Economics, B.S., M.A., Wayne State University; Ph.D., Purdue University.

KEITH F. MCLOUGHLAND (1975, 1988), Associate Professor of History and Dean of Admissions, B.A., M.A., Rutgers University.

STEVEN A. MEYER (1988, 1984), Assistant Professor of Economics, B.A., University of California, Los Angeles; M.A., University of California, Santa Barbara; Ph.D., University of Virginia.

KATHLEEN S. MICKEN (1992, 1984), Instructor in Management and Marketing, A.B., M.B.A., College of William and Mary; D.B.A., Old Dominion University.

ALBERT E. MILLAR, JR. (1965, 1976), Professor of English, B.A., University of Richmond; M.A., University of South Carolina; Ph.D., University of Delaware.

BUCK G. MILLER (1976, 1984), Associate Professor of Government and Public Affairs, B.A., Gettysburg College; M.P.A., Ph.D., New York University.

LAWRENCE L. MILLS (1984, 1987), Assistant Professor of Management, B.S., Oklahoma State University; M.B.A., Ohio State University; M.S.W., Norfolk State University.

JACQUELYN MITCHELL (1993, 1993), Assistant Professor of Social Work, A.B., Trinity College; M.S.W., Atlanta University; J.D., University of Pennsylvania.

RONALD S. MOLLIK (1968, 1987), Professor of Biology, B.S., M.S., San Diego State University; Ph.D., North Carolina State University.

JAMES I. MOORE (1971, 1975), Associate Professor of Computer Science, (part-time), B.S., United States Naval Post-Graduate School; M.A.P.A., Ph.D., University of Oklahoma.

LINDA T. MORGAN (1976, 1985), Associate Professor of Education, B.S., Longwood College; M.Ed., Texas A&M University; Ed.D., Virginia Polytechnic Institute and State University.

TIMOTHY E. MORGAN (1970, 1977), Associate Professor of History, B.S., M.A., Purdue University; Ph.D., The College of William and Mary.

JAMES M. MORRIS (1971, 1977), Professor of History, A.B., Aquinas College; M.A., Central Michigan University; Ph.D., University of Cincinnati.

MAUREEN M. MORRISSEY (1992, 1992), Assistant Professor of English, B.A., University of Michigan; M.S., University of Chicago; Ph.D., Purdue University.

- DEBORAH C. MULLEN (1993, 1993), Assistant Professor of Philosophy and Religious Studies, B.S., University of Scranton; M.A., Ph.D., Binghamton University.
- SHIGETO NAKA (1988, 1988), Assistant Professor of Economics, B.A., Jacksonville University; M.A., Ph.D., George Mason University.
- JAMES W. NESS (1990, 1990), Assistant Professor of Psychology, B.S., Florida Institute of Technology; M.S., Ph.D., Virginia Polytechnic Institute and State University.
- ROBERT A. NETTER (1980, 1980), Associate Professor of Psychology and Registrar, B.B.A., Bryant College; M.A., University of Rhode Island.
- CRAIG A. NEWBURGER (1992, 1989), Associate Professor of Speech Communication, B.A., M.A., University of Cincinnati; Ph.D., Purdue University.
- LEWIS I. NICHOLSON (1989, 1991), Assistant Professor of Government and Public Affairs, A.S., El Paso Community College; B.S., University of Arizona; M.A., Webster University.
- LOUIS J. NOISIN (1990, 1990), Associate Professor of French and Assistant to the President for Multicultural Affairs and Affirmative Action, B.A., LL.D., University of Haiti; M.A., Hampton University.
- LEE C. OLSON (1970, 1978), Professor of Biology, B.S., South Dakota State University; M.S., Ph.D., University of Wisconsin.
- CHARLOTTE L. OTTS (1989, 1992), Assistant Professor of Biology and Geology, B.A., M.A.T., University of North Carolina; M.S., North Carolina State University; Ph.D. University of Arizona.
- SANG O. PARK (1982, 1991), Professor of Economics, B.A., M.A., Florida State University; Ph.D., University of North Carolina, Chapel Hill.
- JAY S. PAUL (1978, 1987), Professor of English, B.A., Hartwick College; M.A., Ph.D., Michigan State University.
- LEA B. PELLETT (1970, 1973), Assistant Professor of Sociology, B.A., Hampton Institute; M.A., The College of William and Mary; M.S.W., Norfolk State University.
- WESLEY L. PENDERGRASS (1982, 1988), Associate Professor of Management and Marketing, B.S., M.B.A., J.D., University of Tennessee.
- BELLE L. PENDLETON (1991-1980), Assistant Professor of Art, B.A., University of South Alabama, M.A., Tulane University; Ph.D., Northwestern University.
- RONALD L. PERSKY (1969, 1971), Assistant Professor of Mathematics, B.S., Purdue University; M.A., University of Cincinnati.
- TERRI LYNN PHILLIPS (1991, 1990), Assistant Professor of Speech Communication, B.S., Liberty University; M.A., University of Virginia; Ph.D. Indiana University.
- PAUL R. PIVAL (1993, 1993), Instructor in Library Science, B.A., SUNY College at Geneseo; M.L.S., SUNY at Buffalo.
- SCOTT POLLARD (1992, 1992), Assistant Professor of English, B.A., Santa Clara University; M.A., Ph.D., University of California, Irvine.
- NIKITA S. POUATCHEV (1993, 1993), Visiting Senior Researcher in Physics, M.S., Moscow Physical - Technical Institute; Ph.D., Institute of Atmospheric Physics, Russian Academy of Sciences.

JOUETT L. POWELL (1978, 1989), Professor of Philosophy and Religious Studies, Dean of the College of Arts and Humanities, and Director of Graduate Studies, B.A., Baylor University; B.D., Southern Baptist Theological Seminary; M.Phil., Ph.D., Yale University.

JEAN E. PUGH (1965, 1968), Professor Emerita of Biology, B.S., Madison College; M.A., Ph.D., University of Virginia.

VIRGINIA S. PURTLE (1989, 1981), Professor of Sociology and Dean of the College of Social Science and Professional Studies, B.S., M.S., Oklahoma State University; Ph.D., Louisiana State University.

NAIAZUR RAHIM (1988, 1988), Assistant Professor of Finance, B.S., Engineering University of Bangladesh; M.B.A., Hampton University.

CHRISTINA C. RAMIREZ-SMITH (1992, 1992), Assistant Professor of Education, B.S., University of Idaho; M.S., Morgan State University; Ed.D., Boston University.

LILIANE. RAMOS (1992, 1992), Assistant Professor of German, B.A., Seattle University; M.S., Ph.D., University of Washington.

MARK U. REIMER (1992, 1992), Assistant Professor of Music, B.M.Ed., Drake University; M.M., University of Cincinnati; D.Mus., Indiana University.

D. DORIS REPPEN (1964, 1992), Associate Professor Emerita of Spanish, B.A., University of Buenos Aires; M.A., University of California, Berkeley.

DETTA K. RICH (1990, 1990), Instructor in Mathematics, B.S., Southeastern (Oklahoma) State University; M.Ed., M.S., Texas A&M University.

DONALD B. RILEY (1963, 1972), Associate Professor Emeritus of Accounting, B.S., The College of William and Mary; M.B.A., University of North Carolina, Chapel Hill; M.S., Virginia Commonwealth University. (C.P.A.)

KENNETH T. ROSE (1992, 1992), Assistant Professor of Philosophy and Religious Studies; B.A., Ohio State University; M.Div, Ph.D., Harvard University.

ROBERTA K. ROSENBERG (1986, 1991), Associate Professor of English, B.A., Queens College (CUNY); Ph.D., University of North Carolina, Chapel Hill.

DEXTER R. ROWELL (1981, 1981), Associate Professor of Economics and Finance, B.A., Dartmouth College; M.B.A., M.A., Ph.D., University of Pennsylvania.

MARY LU ROYALL (1969, 1988), Associate Professor of Leisure Studies and Physical Education, B.S., Madison College; M.Ed., Ed.D., University of North Carolina, Greensboro.

JANINE R. RUMBERGER (1993, 1993), Instructor in Art, (part-time) B.A., Mount Holyoke College; M.A., Virginia Commonwealth University.

LAWRENCE J. SACKS (1970, 1968), Professor Emeritus of Chemistry, A.B., Drew University; M.S., Pennsylvania State University; Ph.D., University of Illinois.

JOYCE K. SANCETTA (1966, 1971), Professor Emerita of English, B.A., The College of Wooster; Ph.D., Yale University.

W. STEPHEN SANDERLIN, JR. (1963, 1967), Professor Emeritus of English, A.B., The College of William and Mary; M.A., Catholic University of America; Ph.D., University of Virginia.

LINDA R. SANDERS (1991, 1991), Assistant Professor of Education, B.A., University of Nebraska; M.A., Ph.D., University of Maryland.

-
- ERI SANO (1992, 1992), Instructor in Japanese, B.A., Chuo University; M.Ed., Boston University.
- ROBERT M. SAUNDERS (1970, 1977), Professor of History, B.A., M.A., University of Richmond; Ph.D., University of Virginia.
- BARBARA A. SAVITZKY (1990, 1990), Assistant Professor of Biology, B.A., Ph.D., University of Tennessee.
- CHRISTOPHER D. SCHEIDERER (1971, 1971), Assistant Professor of Spanish, B.A., M.A., Ohio State University.
- WAYNE M. SCHELL (1976, 1985), Associate Professor of Accounting, A.A., Christopher Newport College; B.S., Old Dominion University; M.B.A., The College of William and Mary; Ph.D., Virginia Polytechnic Institute and State University. (C.P.A.)
- RAOUF L. SELIM (1986, 1991), Associate Professor of Physics, B.S.E.E., Cairo University; B.S., Ain Shams University (Cairo); M.A., Ph.D., Temple University.
- RUTH O. SIMMONS (1966, 1992), Assistant Professor Emerita of Biology; B.S., Carson-Newman College; M.Ed., University of Virginia.
- ANTONIO C. SIOCHI (1990, 1990), Assistant Professor of Computer Science, B.S., Ateneo de Manila University; M.S., Ph.D., Virginia Polytechnic Institute and State University.
- SHUMET SISHAGNE (1991, 1991), Assistant Professor of History, B.A., Haile Selassie University; M.A., Addis Ababa University; Ph.D., University of Illinois.
- MICHAEL A. SMITH (1989, 1980), Assistant Professor of Accounting, B.S., Virginia Commonwealth University; M.B.A., University of Richmond; Ph.D., University of South Carolina. (C.P.A.)
- JUDITH C. SPAIN (1992, 1992), Instructor in English, B.A., Vanderbilt University; M.A., University of North Carolina, Chapel Hill.
- LISA D. SPILLER (1991, 1989), Assistant Professor of Marketing, B.S.B.A., M.B.A., Gannon University; Ph.D., University of Missouri (Kansas City).
- MARSHA M. SPRAGUE (1992, 1992), Assistant Professor of Education, B.A., Wellesley College; M.Ed., Pennsylvania State University; Ed.D., University of Miami.
- JOANNE S. SQUIRES (1967, 1973), Professor Emerita of Psychology, B.S., Ohio University; M.S., Ph.D., University of Pittsburgh.
- PAUL G. STANESKI (1992, 1992), Assistant Professor of Management, B.A., College of William and Mary, M.S., Ph.D., Old Dominion University.
- ARLENE A. STEPNIK (1989, 1987), Associate Professor of Nursing, B.S., Hampton University; M.S., Old Dominion University; Ph.D., University of Texas.
- SUSAN S. ST. ONGE (1970, 1983), Professor of French, B.A., Vanderbilt University; M.A., University of Wisconsin; Ph.D., Vanderbilt University.
- ALINE M. STOMFAY-STITZ (1991, 1991), Associate Professor of Education, A.B., Barnard College (Columbia University); M.A., Case Western Reserve University; Ed.D., Northern Illinois University.

- PATRICIA B. STRAIT (1992, 1989), Instructor in Management and Marketing, B.A., Old Dominion University, M.S., Newport University; Ph.D., Old Dominion University.
- YVONNE N. STRINGFIELD (1988, 1989), Assistant Professor of Nursing, B.S., M.S., Hampton University; Ed.D., The College of William and Mary.
- LAURIE A. TAYLOR (1992, 1992), Assistant Professor of Psychology, B.A., M.A., Miami University; Ph.D., Miami University.
- GEORGE A. TESCHNER (1976, 1992), Professor of Philosophy, B.A., Rutgers University; M.A., New York University; Ph.D., New School for Social Research.
- RAM K. TRIPATHI (1993, 1978), Associate Professor of Physics and Computer Science, B.Sc., M.Sc., Lucknow University; Ph.D., University of Kansas.
- PETER J. VERHOVEN (1992, 1977), Associate Professor of Leisure Studies, B.A., Morehead University; M.S. Indiana University, Re.D., Indiana University.
- DAVID L. WALL (1992, 1990), Assistant Professor of Government and Public Affairs, B.S., Kansas State University; M.A., Ph.D., University of Iowa.
- GEORGE R. WEBB (1973, 1976), Professor of Physics, Dean of the College of Science and Technology, A.A., Old Dominion University; B.S., Massachusetts Institute of Technology; Ph.D., Virginia Polytechnic Institute and State University.
- JANE C. WEBB (1973, 1982), Associate Professor of Physics, (part-time), B.A., Ph.D., Tulane University.
- GLENN M. WEBER (1977, 1981), Associate Professor of Mathematics, B.S., Polytechnic Institute of Brooklyn; M.S., Ph.D., Cornell University.
- JOSEPH E. WEBER (1993, 1993), Instructor in Library Science, B.S., M.A., Central Michigan University; M.S.L.S., University of Kentucky.
- T. EDWARD WEISS, JR. (1980, 1986), Associate Professor of Biology, B.A., The Johns Hopkins University; M.S., Tulane University; Ph.D., University of Georgia.
- C. HARVEY WILLIAMS, JR. (1967, 1971), Associate Professor of Government and Public Affairs, A.B., Duke University; M.Div., Crozer Theological Seminary; M.A., University of Virginia.
- ROBERT C. WINDER (1991, 1986), Associate Professor of Economics and Finance, A.B., Rutgers College; M.A., University of Connecticut; Ph.D., Rutgers University.
- JAMES C. WINDSOR (1962, 1979), Professor Emeritus of Psychology, B.A., The College of William and Mary; M.Div., University of Rochester; M.S., Virginia Commonwealth University; Ed.D., University of Virginia.
- WILLIAM C. WINTER (1970, 1984), Professor of Government and Public Affairs, B.S., SUNY College at Brockport; M.A., Ph.D., American University.
- RUTH E. WINTERS (1989, 1989), Instructor in Music, B.M., Winthrop College; M.M., Indiana University.
- E. SPENCER WISE (1964, 1975), Professor Emeritus of Biology, B.S., Virginia Polytechnic Institute and State University; M.S., Ph.D., University of Illinois.
- L. BARRON WOOD, JR. (1961, 1973), Associate Professor of English, A.B., Hampden-Sydney College; M.A., University of Pennsylvania.

Senior Lecturers

Robert J. Abdo, B.A., M.S., Ed.D.	Psychology
Wanda N. Allen, B.A., M.Ed., J.D.	Government
Robert R. Bless, Jr., B.S., M.S., Ph.D.	Physics
Roger A. Breckenridge, B.S., M.A., Ph.D.	Physics
Linda Burgess-Getts, B.A., M.A., Ed.D.	Spanish
Charles Allen Butler, B.A., M.A., Ph.D.	Engineering
Christopher Chidebe, B.A., M.A., Ph.D.	Government
Paul C. Clark, Jr., B.A., M.A., Ph.D.	History
Simhaprasal S. Dodbele, M.Sc., M.S., Ph.D.	Physics
Robert A. Gibson, B.S., M.S., Ph.D.	Management
Joseph C. Hafele, B.S., M.S., Ph.D.	Physics
Joyce P. Hafer, B.S., M.A., Ph.D.	Psychology
Jay C. Hardin, B.S., M.S., Ph.D.	Mathematics
Elizabeth B. Hollingsworth, B.A., M.S., Ph.D.	Chemistry
William S. Lassiter, B.S., M.S., M.B.A., Ph.D.	Management
Alfred W. Lebold, B.S., M.Ed., Ed.D.	Mathematics
Michael P. Lesniak, B.A., J.D.	Government
Robert G. Mahan, M.Ed., M.Ed.	Psychology
John J. McGowan, B.S., M.S., Ph.D.	Physics
Thomas Rieg, B.A., M.A., Ph.D.	Psychology
Jacqueline Waymack, B.A., J.D.	Government
Dale Walikainen, B.A., M.S., Ph.D.	Physics
Sylvia Valentine-Griffith, B.A., M.A., Ph.D.	Government

Lecturers

Robert C. Ascher, B.S., M.Ed.	Leisure Studies
Laurie D. Baefsky, B.M.	Applied Music
Bradley Berrane, J.D.	Government
Mary Best, B.A., M.A.	Speech
Donna Black, B.S., M.A.	Government
Donald L. Bordeaux, B.A., M.P.A.	Government
Kenneth R. Bowen, B.A.	Art
Jack G. Boyd, Jr., B.S., M.Div.	Management
John S. Boyles, B.M.	Applied Music
Martin A. Brown, B.A., M.A.	Management
William S. Brown, B.A., M.M.E.	Music
Patrick Canon, B.A., M.A.	Government
Joseph W. Chamber, B.A., M.A.	English
Mareta W. Chambers, B.A., M.S.	Computer Science
Sarah E. Chase, B.A., M.Ed.	College Studies

Robert E. Childers, B.A., M.P.A. M.B.A.	Real Estate
Judy H. Clark, B.A., M.Ed.	English
Mary M. Cohen, B.M.	Applied Music
T. Howard Curtis III, B.M.	Applied Music
Bruce E. Davidson, B.S., M.S.	Physics
Alison D. Davis, B.S., M.B.A.	Management
Karen Dorgan, B.A., M.A., C.A.S.	Mathematics
John Dunning, B.A., M.P.A.	Management
James D. Eagle, B.A., M.S.A.	Computer Science
Theodore J. Figura, Jr., B.A., M.L.S., M.U.S.	Economics
Novelie G. Fisk, B.A.	Government
Roger F. Forrest, B.S.	Chemistry
Thomas W. Forrest, B.S., M.A.	Applied Music
M. Suzanne Fountain, B.S., M.S.	Social Work
Al Francani, B.A., M.P.A.	Finance
Madeline Frank, B.M., M.M.	Applied Music
Kelly J. French, B.A.	History
Donald W. Garrett, B.A., M.B.A.	Management
Bill Georges, B.A., M.S.	Mathematics
Donald E. Golden, A.B., S.S.M.	Applied Music
Mark A. Golub, B.A., B.H.L. M.H.L.	Religious Studies
Margaret Gonzalez-Boltz, B.A., M.B.A.	Management
Shelia S. Harrison, B.A., M.A.	English
Anne M. Haynes, B.M., M.M.	Applied Music
Catherine Hoffmaster, B.A., M.A.	Computer Science
Benjamin A. Huggin, B.S.	Applied Music
Frances M. Jacobson, B.A., M.A.	History
Christine L. Jones, B.S., M.S.	Leisure Studies
Denise W. Koch, B.A., M.A., M.B.A.	Spanish
Edwin H. Krutsinger, B.S., M.S.	Computer Science
Thomas E. Leonard, M.B.A.	Economics
Louis Lerner, B.A., J.D.	Government
Michael P. Lesniak, B.A., J.D.	Government
Nicholas M. Lucchetti, B.A., M.A.	History
Eileen D. Maeso, B.F.A., M.A.	Computer Science
Margaret C. Mahler, B.A., M.A.	Education
Louis N. Manes, B.S., M.S.Ed., J.D.	English
Michael P. Marshall, B.A., M.M.	Applied Music
Ruby Mason, M.S.W., L.C.S.W.	Social Work
Caroline B. Mayes, B.A., M.S.W.	Social Work
Sheryl A. Maxwell, B.A., M.A.T.	Mathematics

Philip D. McCaskey, B.A., M.A.	History
Charles E. Mitchell, B.A.	English
William A. Molineux, B.A.	English
Deborah Moore, B.A., M.S.W.	Social Work
Raymond D. Muzia, M.S.	Economics
William F. Nimmo, B.A., M.A.	History
Roger Novak, B.M.E.	Applied Music
Nelson T. Overton, BA., L.L.B.	Government
Rhonda B. Parker, B.A., M.S.	Leisure Studies
Daniel J. Peters, B.S., M.S.	Biology
Vincent A. Pierro, B.S., M.S.	Physics
Frances Prince, B.A., M.A.	Education
Fay B. Putnam, B.M.	Applied Music
Claudia A. Rankins, B.A., M.S.	Mathematics
Richard W. Reaves, Sr., B.S., M.S.M.	Management
Kip H. Redick, B.A., M.A.	Philosophy
John Joseph Rehder, B.S., M.S., M.S.	Computer Science
Leonora R. Reilly, B.S., M.A.	English
Robert B. Reynolds, B.A., M.C.S., M.S.A.	Computer Science
Wendell R. Ricks B.S., M.S.	Computer Science
Gerald Ringi, B.A., M.A.	Leisure Studies
Patricia S. Robbins, B.S., M.Ed.	Education
David M. Robinson, B.S., M.S.	Computer Science
Richard W. Samms, B.A., M.S.	Computer Science
Marcia A. Shepherd, B.S., M.S.	English
Linda C. Smith, B.A., M.A.	Psychology
Linda M. Smith, B.A., M.P.A.	Government
Paul A. Soares, B.S., M.E.	Physics
June Soud, B.A., M.A.	English
Alicia A. Spencer, B.A., M.A.	Education
Elizabeth A. Stevens, B.A., M.A.	English
Beverly A. Straube, B.A., M.A.	History
Barbara H. Swissler, B.A., M.A.T.	English
Carolyn C. Thomas, B.A., M.S.	Computer Science
Alessandro Tomasi, B.A.	Philosophy
Robert W. Turner	Applied Music
Aida L. Vacaquzman, Licenciatura, M.A.	Spanish
Robert Vawter, B.S., M.B.A., (C.P.A.)	Accounting
Patricia Von Ohlen, B.S., M.S.	Leisure Studies
John L. Walker, B.M., M.M., Ph.D.	Applied Music
John M. Ware, B.M., M.M., Ph.D.	Applied Music

ADJUNCT FACULTY

Marvin L. Western, B.S., M.M.	Applied Music
Valerie V. Wheeler, D.E.U.G., License, Maitrise	French
Albert S. White, B.S., M.B.A. (C.P.A.)	Accounting
Darrell C. White, B.A., M.A.T.	Biology
Carol S. Wiatt, B.S., M.Ed.	Education
Lois R. Winter, B.S., M.A.	Education
Roland Wolleson, B.S., M.S.	Computer Science
George O. Young, B.S., M.S.	Computer Science

Academic Calendars	4
Academic Dismissal	43
Academic Management Service (AMS) Tuition Budgeting Plan	55
Academic Policies	37
Academic Probation	43
Academic Suspension	43
Academic Warning	43
Accounting Department	69
Accreditation of the University	7
Add/Drop	37
Adjunct Faculty	282
Admission to the University	25
Administrative Officers of the University	269
Advanced Placement	32
Anthropology Curriculum	266
Applied Music Curriculum	88
Applied Physics (Microelectronics) Program	234
Art Curriculum	79
Arts and Communication Department	74
Athletics	16
Auditing a Course	45
Biology, Chemistry, and Environmental Science Department	94
Board of Visitors	268
Buildings	8
Business Office	50
Career and Counseling Services	18
Challenging a Course	42
Chemistry Curriculum	103
Christopher Newport Scholars	172
Class Attendance	39
Classical Studies Curriculum	216
Classification of Students	42
Classified Status	25

College-Level Examination Program (CLEP)	20, 33
Computer Science Curriculum	239
Continuance in University	42
Continuing Education and Special Programs	13
Courses of Instruction	68
Criminal Justice Administration Specialty (BSGA)	150
Curricular Structure for Baccalaureate Degrees	48
Dean's Academic Honor List	41
Declaring a Major or Minor	44
Degrees Offered	36
Distribution and Other Degree Requirements	48
Double Major	44
Early Admission	27
Economics and Finance Department	107
Education and Leisure Studies Department	115
Engineering Curriculum	243
English Department	134
Examinations	39
Family Rights and Privacy Act	66
Fees and Financial Information	50
Finance Curriculum	112
Financial Aid	63
Forestry (CNU/Duke) Program	95
Forgiveness Policy	41
Fraternalities and Sororities	16
French Curriculum	205
General Academic Policies	37
General Information About the University	6
Geography Curriculum	158
Geology Curriculum	105
German Curriculum	209
Gerontology Program	146
Government and Public Affairs Department	148

Grading System	39
Graduation Requirements	46
Graduation with Honors	45
Handicapped Student Assistance	20
History Department	161
Honors Program	170
Horticulture Program	96
Independent Study Procedures	38
Information Science Program	238
Interdisciplinary Studies Program	174
International Culture and Commerce Program	175
International Studies	175
Japanese Curriculum	211
Japanese/Asian Studies Concentration	176
Latin American Studies Minor	177
Latin Curriculum	212
Legal Studies Program	151
Library Facilities	9, 11
Library Science Department	180
Management, Marketing, and MIS Department	181
Mathematics Department	190
Military Science Department	199
Military Services	31
Minority Student Services	22
Modern and Classical Languages and Literatures Department	203
Modern Languages Curriculum	215
Music Curriculum	85
Music Theatre Curriculum	89
Nursing Department	218
Overload Schedule	41
Pass/Fail Option	40
Philosophy and Religious Studies Department	222
Physical Education Curriculum	118

Physics and Computer Science Department	231
Physics Curriculum	245
Pre-Engineering Program	237
Pre-Law Program	163
Pre-Medical Studies	95
Professional Communication Certificate Program	76
Psychology Department	248
Public Management Specialty (BSGA)	150
Real Estate Concentration	184
Refund Policy	55
Registration Information	37
Religious Studies Curriculum	229
Repeated Course Policy	40
Residence Requirement for Degrees	46
ROTC Program	199
Second Baccalaureate Degree	44
Senior Citizens' Tuition Program	57
Servicemembers' Opportunity Colleges (SOC) Program	31
Social Work Curriculum	263
Sociology Curriculum	259
Sociology, Social Work and Anthropology Department	256
Spanish Curriculum	213
Speech Communication Curriculum	76
Student Employment	18
Student Life	15
Student Publications	15
Styron Scholars Program	171
Summer Session	45
Teacher Education Programs	125
Theatre Arts Curriculum	90
Transfer Admission	28
Transfer Credit	29
Transfer Guide	291

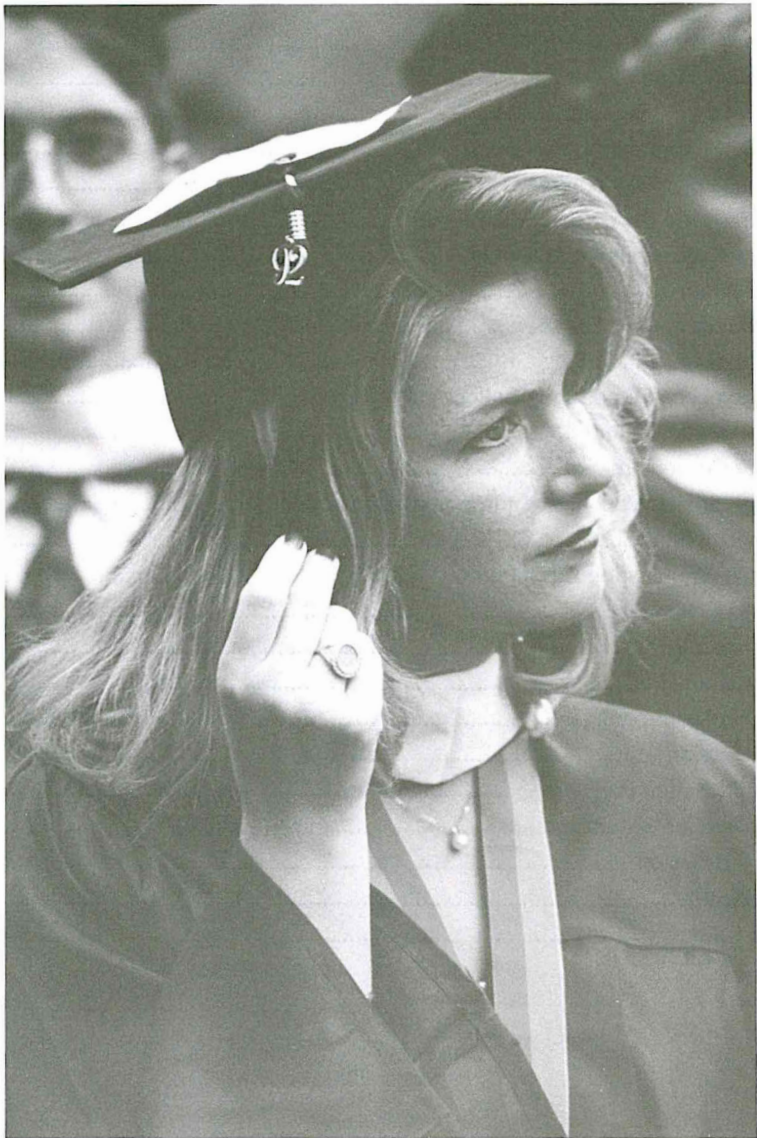
Unclassified Status30

Veterans’ Education Benefits57

Withdrawal from a Course37

Withdrawal from the University38

Work-Study (Federal) Program63



TRANSFER GUIDE FOR STUDENTS IN VIRGINIA'S COMMUNITY COLLEGES

HOW TO USE THIS GUIDE

Intended for current or former Virginia Community College System (VCCS) students, this guide lists transferable VCCS courses in alphabetical order by academic department and, within the departments, courses appear in ascending numeric order.

GENERAL POLICIES

1. Christopher Newport University is in full compliance with the Commonwealth of Virginia Policy on Transfer. Any holder of the A. A. or A.S. degree is guaranteed admission and will arrive at CNU with full junior standing.
2. A cumulative average of 2.0(C) is required for classified (degree-seeking) admission.
3. A maximum of 66 semester hours may transfer from two-year colleges.
4. A maximum of 92 semester hours may transfer from four-year colleges.
5. The University accepts courses in which a grade of "D" or higher has been earned.

ARTICULATION (TWO-PLUS-TWO) AGREEMENTS

Christopher Newport University has entered into more than 50 articulation agreements with several colleges in the Virginia Community College System. These agreements, also known as "two-plus-two" programs, allow the VCCS student to complete the equivalent of the first two years of a CNU undergraduate degree and satisfy many of the basic degree requirements for that degree. Such students transfer into the University with junior status, and may complete requirements for the appropriate bachelor's degree in two years, assuming they enroll full-time at the University.

If you are enrolled at Thomas Nelson Community College, Tidewater Community College, Paul D. Camp Community College, or Rappahannock Community College and would like to know which agreements are currently in effect with CNU, please contact the appropriate VCCS Counseling Center for details.

DO YOU HOLD AN A.A. OR A.S DEGREE?

If you hold either of these degrees from a regionally-accredited college or university, and if your degree requirements paralleled the CNU distribution requirements, we will consider that you have satisfied those requirements at Christopher Newport University. This does not apply to the A.A.S. or other applied associate's degrees.

ABBREVIATIONS USED IN THE "CHRISTOPHER NEWPORT EQUIVALENT" COLUMN

Abbreviation Meaning

(The four-character departmental abbreviations and their meanings appear in the Catalog.)

ENGLDR	Satisfies English Distribution Requirement
MATHDR	Satisfies Mathematics Distribution Requirement
FLANDR	Satisfies (AREA I) Foreign Language Distribution Requirement
HUMNDR	Satisfies Humanities Distribution Requirement
SSCIDR	Satisfies Social Science Distribution Requirement
NSCIDR	Satisfies Natural Science Distribution Requirement
LSPEDR	Satisfies Physical Education/Health Distribution Requirement

Any of the above abbreviations, followed by "1/2" signifies that one-half of a particular distribution requirement has been satisfied (for instance, HUMNDR1/2 = Satisfies half of the humanities distribution requirement.)

EL	Elective
LL	Lower-Level (100-200-level)
UL	Upper-Level (300-400-level)

A departmental abbreviation, followed by LL or UL, signifies that credit for that course has been brought in as a departmental elective, either at the lower or upper level (for instance, MATHLL = Lower-Level mathematics elective.)

TRANSFER MODULE

In addition to being able to transfer the courses listed in the major section of the Transfer Guide, Virginia community college students may transfer the following module of 35 semester credits of general education courses to Christopher Newport University (as well as other senior state colleges and universities.) Transfer Module courses appear in this publication in boldface type

ENGLISH (6 credit hours)

ENG 111-112 *satisfies the English distribution requirement.*

MATHEMATICS (3 credit hours in a college-level course) *Satisfies one-half of the mathematics distribution requirement.*

HUMANITIES (6 credit hours)

Any one of the following sequences will satisfy one-half of the humanities distribution requirement.

ART 101, 102; MUS 121, 122; ENG 241, 242; ENG 243, 244; ENG 251, 252; HUM 201, 202; PHI 101, 102; PHI 211, 212.

SOCIAL SCIENCE (6 credit hours)

Any one of the following sequences will satisfy one-half of the social science distribution requirement.

ECO 201, 202; GEO 221, 222; PLS 211, 212; PLS 241, 242; PSY 201, 202; PSY 231, 232; SOC 201, 202; SOC 211, 212.

HISTORY (6 credit hours)

Any one of the following sequences will satisfy one-half of the social science distribution requirement.

HIS 101-102; HIS 111-112; HIS 121-122.

SCIENCE (8 credit hours in one sequence, with labs)

Any one of the following sequences, with labs, will satisfy the natural science distribution requirement.

BIO 101-102; BIO 231-232; CHM 101-102; CHM 111-112; CHM 113-114; NAS 101-102; PHY 101-102; PHY 201-202; GOL 105-106; OR GOL 105 & NAS 130.

ACCOUNTING (ACC)

ACC 111-112	ACCT 201-202	8
ACC 115	ACCTLL	3
ACC 134	ACCTLL	2
ACC 151-152	ACCTLL	4
ACC 211-212	ACCT 201-202	6
ACC 213-214	ACCTLL	2
ACC 215	ACCTLL	3
ACC 217	ACCTLL	3
ACC 219	ACCTLL	3
ACC 221-222	ACCTLL	6
ACC 223-224	ACCTLL	8
ACC 225	ACCTLL	3
ACC 231-232	ACCTLL	6
ACC 241-242	ACCTLL	6
ACC 251-252	ACCTLL	6
ACC 261-262	ACCTLL	6

ADMINISTRATION OF JUSTICE (ADJ)

Maximum transferable ADJ credits: 30 semester credits for students pursuing the Bachelor of Science in Governmental Administration (BSGA) degree; 16 semester credits for all others.

ADJ 100	LLEL	3
ADJ 105	LLEL	3
ADJ 106	LLEL	3
ADJ 107	LLEL	3
ADJ 110	LLEL	3
ADJ 111-112	LLEL	6
ADJ 115	LLEL	3
ADJ 116	LLEL	3
ADJ 117	LLEL	3
ADJ 118	LLEL	3
ADJ 119	LLEL	2
ADJ 120	LLEL	3
ADJ 125	LLEL	3
ADJ 126	LLEL	2
ADJ 127	LLEL	3
ADJ 128	LLEL	3
ADJ 129	LLEL	3
ADJ 130	LLEL	3
ADJ 131-132	LLEL	6
ADJ 134	LLEL	3
ADJ 135	LLEL	2
ADJ 136	LLEL	2
ADJ 137	LLEL	2
ADJ 138	LLEL	2
ADJ 139	LLEL	3
ADJ 140	LLEL	3
ADJ 145	LLEL	3
ADJ 146	LLEL	3
ADJ 147	LLEL	3
ADJ 150	LLEL	3
ADJ 153	LLEL	2
ADJ 154	LLEL	3
ADJ 155	LLEL	3
ADJ 156	LLEL	3
ADJ 157	LLEL	3
ADJ 158	LLEL	3
ADJ 159	LLEL	3

TRANSFER GUIDE

ADJ 165	LLEL	1	ART 121-122	FNARLL	6
ADJ 166	LLEL	3	ART 125	FNARLL	3
ADJ 171-172	LLEL	8	ART 126	FNARLL	4
ADJ 173-174	LLEL	6	ART 131-132	FNAR 218-219	6
ADJ 175	LLEL	4	ART 135	FNARLL	4
ADJ 176	LLEL	3	ART 151-152	FNAR 241 & EL	6
ADJ 177	LLEL	3	ART 153-154	FNAR 241 & EL	8
ADJ 185	LLEL	4	ART 161-162	FNARLL	6
ADJ 186	LLEL	3	ART 175	FNARLL	4
ADJ 187	LLEL	3	ART 200	FNARLL	3
ADJ 188	LLEL	3	ART 201-202	FNARLL	6
ADJ 200	LLEL	3	ART 205	FNARLL	3
ADJ 201-202	SOCL 321 & EL	6	ART 206	FNARLL	3
ADJ 205	LLEL	3	ART 210	FNARLL	3
ADJ 211-212	LLEL	6	ART 211-212	FNARLL	6
ADJ 215	LLEL	3	ART 213-214	FNARLL	6
ADJ 216	LLEL	3	ART 215	FNARLL	3
ADJ 217	LLEL	3	ART 221-222	FNARLL	6
ADJ 224	LLEL	3	ART 223-224	FNARLL	8
ADJ 225	LLEL	3	ART 231-232	FNAR 251 & EL	6
ADJ 226	LLEL	3	ART 235	FNAR 241	4
ADJ 227	LLEL	3	ART 236	FNAR 351	4
ADJ 228	LLEL	3	ART 237	FNARLL	4
ADJ 229	LLEL	3	ART 240	FNARLL	3
ADJ 235	LLEL	3	ART 241-242	FNAR 323 & EL	6
ADJ 236	LLEL	3	ART 243-244	FNAR 323 & EL	8
ADJ 23	LLEL	3	ART 245	FNARLL	3
ADJ 238	LLEL	3	ART 246	FNARLL	3
ADJ 239	LLEL	3	ART 247	FNARLL	4
ADJ 241-242	LLEL	6	ART 250	FNARLL	3
ADJ 245	LLEL	3	ART 251-252	FNARLL	6
ADJ 246	LLEL	3	ART 253-254	FNAR 218-219	6
ADJ 247	LLEL	3	ART 255	LLEL	3
ADJ 248	LLEL	3	ART 256	LLEL	3
ADJ 254	LLEL	3	ART 257	LLEL	4
ADJ 255	LLEL	3	ART 258	FNARLL	4
ADJ 256	LLEL	3	ART 261-262	FNARLL	6
ADJ 257	LLEL	3	ART 271-272	FNARLL	6
ADJ 258	LLEL	3	ART 273-274	FNARLL	4
ADJ 259	LLEL	3	ART 275	FNARLL	4
ADJ 275	LLEL	3	ART 277	FNARLL	4
ADJ 276	LLEL	3	ART 281-282	FNARLL	6
ADJ 278	LLEL	3			
ADJ 285	LLEL	3			

BIOLOGY (BIO)

ARCHITECTURE (ARC)

ARC 100	LLEL	3
ARC 111-112	LLEL	6
ARC 214-215	LLEL	6

ARTS (ART)

ART 100	FNARLL	3
ART 101-102	FNAR 201G-202G	6
ART 103-104	FNARLL	6
ART 105	FNARLL	3
ART 106	FNARLL	3
ART 107	FNARLL	1
ART 108	FNARLL	3
ART 109	FNARLL	3
ART 111-112	FNARLL	6
ART 113-114	FNARLL	6
ART 120	FNARLL	2

BIO 101-102	BIOL 107-108 & LABS	8
BIO 110	BIOLLL	4
BIO 120	BIOLLL	4
BIO 130	BIOLLL	3
BIO 135	BIOL 308	3
BIO 140	BIOL 113 & EL	6
BIO 141-142	BIOL 113 & EL	8
BIO 145	BIOL 113 & EL	5
BIO 146	BIOLLL	3
BIO 150	BIOL 212	4
BIO 156	BIOLLL	3
BIO 160	BIOLLL	4
BIO 161-162	BIOLLL	8
BIO 163-164	BIOLLL	8
BIO 205	BIOL 212	4
BIO 206	BIOLLL	4
BIO 215	BIOLLL	3
BIO 225	BIOL 312	4
BIO 226	BIOLLL	4

BIO 227	BIOLLL	3	CHM 245-246	CHEMLL	4
BIO 231-232	NSCIDR	8	CHM 251-252	CHEMLL	8
BIO 245	BIOL 409	4	CHM 255	CHEMLL	3
BIO 246	BIOL 309/309L	4	CHM 260	CHEMLL	3
BIO 256	BIOL 313/313L	4	*CREDIT RECOMMENDED BY DEPT.		
BIO 265	BIOLLL	4	CHINESE (CHI)		
BIO 266	BIOLLL	4	CHI 101-102	FLANDR	8
BIO 267	BIOL 215	3	CHI 111-112	FLANDR	6
BIO 270	BIOL 407	4	CHI 201-202	MLANLL	8
BIO 275	BIOLLL	4	CHI 211-212	MLANLL	6
BIO 276	BIOLLL	4	COMPUTER INFORMATION SYSTEMS (CIS)		
BIO 277	BIOLLL	3	CIS 100	CPSC 210	3
BIO 278	BIOLLL	3	CIS 110	CPSC 210	3
BIO 285	BIOLLL	3	CIS 120	CPSC 210	2
BROADCASTING (BCS)			CIS 121	CPSC 210	4
BCS 101-102	LLEL	4	CIS 125	CPSC 210	3
BCS 201-202	LLEL	8	CIS 126	CPSCLL	3
BCS 245	ENGL 260	3	CIS 130	LLEL	3
BCS 246	ENGL 260	3	CIS 131	CPSC 240	4
BCS 255	LLEL	3	CIS 141	CPSC 230	4
BUSINESS MANAGEMENT AND ADMINISTRATION (BUS)			CIS 145	CPSCLL	1
BUS 100	BUSN 102	3	CIS 146	LLEL	2
BUS 105	BUSNLL	2	CIS 150	CPSC 210	3
BUS 115	BUSNLL	3	CIS 151	CPSC 220	4
BUS 117	LLEL	3	CIS 157	CPSCLL	3
BUS 121-122	BUSNLL	6	CIS 158	CPSCLL	3
BUS 145	BUSNLL	3	CIS 161	CPSCLL	4
BUS 146	BUSNLL	3	CIS 165	CPSCLL	3
BUS 147	LLEL	3	CIS 166	CPSCLL	3
BUS 150	BUSNLL	3	CIS 171	CPSCLL	4
BUS 155	BUSNLL	3	CIS 173	CPSCLL	4
BUS 156	BUSNLL	3	CIS 175	CPSCLL	4
BUS 157	BUSNLL	3	CIS 176	LLEL	4
BUS 165	BUSNLL	3	CIS 205	CPSCLL	3
BUS 205	BUSNLL	3	CIS 221	CPSCLL	4
BUS 206	BUSNLL	3	CIS 225	CPSC 350	3
BUS 207	LLEL	3	CIS 227	CPSCLL	3
BUS 215	BUSNLL	3	CIS 228	CPSCLL	3
BUS 221-222	MATH 125 & LLEL	6	CIS 229	CPSCLL	3
BUS 225	MATH 125	3	CIS 230	CPSCLL	3
BUS 227	LLEL	3	CIS 231	CPSCLL	4
BUS 236	ENGLLL	3	CIS 233-234	CPSCLL	6
BUS 241-242	ACCTLL	6	CIS 235	CPSCLL	3
BUS 265	BUSNLL	3	CIS 236	LLEL	4
BUS 266	LLEL	3	CIS 241	CPSCLL	4
BUS 275	BUSNLL	3	CIS 245	CPSCLL	3
BUS 280	BUSNLL	3	CIS 246	LLEL	4
CHEMISTRY (CHM)			CIS 251	CPSCLL	4
CHM 101-102	CHEM 103-104 & LABS	8	CIS 259	CPSCLL	4
CHM 111-112	CHEM 121-122 & LABS	8	CIS 261	CPSC 340	4
CHM 113-114	CHEM 121-122 & LABS	10	CIS 265	CPSCLL	4
CHM 121-122	CHEM 103-104 & LABS	8	CIS 270	CPSCLL	4
CHM 125	CHEMLL	3	CIS 275	CPSCLL	4
CHM 135	CHEMLL	3	CIS 276	LLEL	4
CHM 140	CHEMLL	3	CIS 278	LLEL	4
CHM 150	CHEMLL	3	CIS 285	CPSCLL	3
CHM 241-242	*	6	CIS 286	CPSCLL	4
CHM 243-244	CHEMLL	2			

COMPUTER SCIENCE (CSC)

CSC 100	CPSC 210	1
CSC 110	CPSC 210	3
CSC 130	CPSC 220	3
CSC 150	CPSC 210	3
CSC 160	CPSC 210	3
CSC 165	CPSC 210	3
CSC 201-202	CPSC 230-231	8
CSC 205	CPSC 330	3
CSC 206	CPSC 340	3

DIETETICS (DIT)

DIT 121-122	LLEL	6
-------------	------	---

DRAFTING (DRF)

DRF 151-152	LLEL	6
-------------	------	---

ENGINEERING (EGR)

EGR 120	ENGR 121	2
EGR 125	ENGRLL	3
EGR 126	CPSC 220	3
EGR 127	ENGRLL	2
EGR 135	ENGRLL	3
EGR 136	ENGRLL	3
EGR 140	ENGR 122	3
EGR 215	ENGRLL	3
EGR 230	ENGRLL	2
EGR 240	ENGR 122	3
EGR 245	ENGRLL	3
EGR 246	ENGRLL	3
EGR 247	ENGRLL	1
EGR 249	ENGRLL	4
EGR 250	ENGR 311	4

ECONOMICS (ECO)

ECO 110	ECONLL	3
ECO 120	ECONLL	3
ECO 201-202	ECON 201-202	6
ECO 205	ECONLL	3
ECO 230	ECONLL	3
ECO 231-232	ECON 301 & LLEL	6
ECO 245	ECONLL	3
ECO 255	ECONLL	3

EDUCATION (EDU)

(Education credits more than 10 years old do not transfer without approval of the Dept. of Education & Leisure Studies.)

EDU 108	EDUCLL	7
EDU 115	EDUCLL	3
EDU 116	EDUCLL	3
EDU 117	EDUCLL	3
EDU 118	EDUCLL	3
EDU 120	EDUCLL	3
EDU 121-122	PSYC 210 & 312	6
EDU 125	EDUCLL	3
EDU 126	EDUCLL	3
EDU 128	EDUCLL	3
EDU 129	EDUCLL	3
EDU 130	EDUCLL	4

EDU 135	EDUCLL	4
EDU 165	EDUCLL	3
EDU 168	EDUCLL	3
EDU 206	EDUCLL	3
EDU 210	EDUCLL	3
EDU 216	EDUCLL	3
EDU 218	EDUCLL	3
EDU 225	EDUCLL	3
EDU 245	EDUCLL	3
EDU 265	EDUCLL	3
EDU 268	EDUCLL	3
EDU 275	EDUCLL	3

ELECTRICAL TECHNOLOGY (ELE)

ELE 121-122	LLEL	6
-------------	------	---

EMERGENCY MEDICAL TECHNOLOGY (EMT)

EMT 106	LLEL	6
EMT 111-112	LLEL	6

ENGLISH (ENG)

ENG 111-112	ENGLDR*	6
ENG 115	ENGLLL	3
ENG 116	ENGLLL	3
ENG 121-12	ENGLLL	6
ENG 131-132	ENGLLL	5
ENG 141-142	ENGLLL	6
ENG 150	ENGLLL	3
ENG 210	ENGLLL	3
ENG 211-212	ENGLLL	6
ENG 215-216	ENGLLL	3
ENG 217-218	ENGLLL	3
ENG 219	ENGLLL	3
ENG 220	ENGLLL	3
ENG 221-222	ENGLLL	6
ENG 225	ENGLLL	3
ENG 231-232	ENGLLL	6
ENG 235	ENGLLL	3
ENG 236	ENGLLL	3
ENG 237	ENGLLL	3
ENG 238	ENGLLL	3
ENG 239	ENGLLL	3
ENG 241-242	HUMNDR 1/2	6
ENG 243-244	HUMNDR1/2	6
ENG 245	ENGLLL	3
ENG 246	ENGLLL	3
ENG 247	ENGLLL	3
ENG 251-252	HUMNDR1/2	6
ENG 253-254	ENGLLL	6
ENG 255	ENGLLL	3
ENG 256	ENGLLL	3
ENG 257	ENGLLL	3
ENG 261-262	ENGLLL	6
ENG 265	ENGLLL	3
ENG 266	ENGLLL	3
ENG 267	ENGLLL	3
ENG 268	ENGLLL	3
ENG 271-272	ENGLLL	6
ENG 273-274	ENGLLL	6
ENG 275	ENGLLL	3
ENG 276	ENGLLL	3

ENG 277	ENGLLL	3	FIN 267	FINCLL	3
ENG 278	ENGLLL	3	FIN 268	FINCLL	3
ENG 279	ENGLLL	3	FIN 275	FINCLL	3
ENG 281-282	ENGLLL	6	FIN 276	FINCLL	3
ENG 291-292	ENGLLL	6			

*Graduation from Christopher Newport requires a grade of "C" or better in ENGL 101 & 102 or their equivalents.

FINANCIAL SERVICES (FIN)

FIN 100	FINCLL	3
FIN 105	FINCLL	3
FIN 106	FINCLL	3
FIN 107	FINCLL	3
FIN 108	FINCLL	3
FIN 110	FINCLL	3
FIN 115	FINCLL	2
FIN 116	FINCLL	3
FIN 117	FINCLL	3
FIN 118	FINCLL	2
FIN 119	FINCLL	3
FIN 126	FINCLL	2
FIN 127	FINCLL	3
FIN 128	FINCLL	3
FIN 129	FINCLL	2
FIN 130	FINCLL	2
FIN 131-132	FINCLL	4
FIN 133	FINCLL	2
FIN 135	FINCLL	2
FIN 136	FINCLL	3
FIN 137	FINCLL	3
FIN 138	FINCLL	3
FIN 140	FINCLL	3
FIN 141-142	FINCLL	6
FIN 155	FINCLL	3
FIN 156	FINCLL	2
FIN 157	FINCLL	2
FIN 160	FINCLL	3
FIN 161-162	FINCLL	4
FIN 165	FINCLL	2
FIN 166	FINCLL	3
FIN 167	FINCLL	3
FIN 168	FINCLL	2
FIN 169	FINCLL	2
FIN 205	FINCLL	3
FIN 206	FINCLL	2
FIN 207	FINCLL	2
FIN 215	FINCLL	3
FIN 217	FINCLL	3
FIN 221-222	FINCLL	2
FIN 225	FINCLL	3
FIN 236	FINCLL	2
FIN 238	FINCLL	2
FIN 239	FINCLL	3
FIN 245	FINCLL	3
FIN 246	FINCLL	3
FIN 255	FINCLL	3
FIN 256	FINCLL	3
FIN 257	FINCLL	3
FIN 258	FINCLL	2
FIN 259	FINCLL	3
FIN 266	FINCLL	3

FIRE SCIENCE (FIR)

Maximum transferable FIR credits: 30 semester credits for students pursuing the Bachelor of Science in Governmental Administration (BSGA) degree; 16 semester credits for all others.

FIR 100	LLEL	3
FIR 105	LLEL	3
FIR 106	LLEL	3
FIR 107	LLEL	3
FIR 111-112	LLEL	6
FIR 115	LLEL	3
FIR 116	LLEL	3
FIR 117	LLEL	3
FIR 125	LLEL	3
FIR 135	LLEL	3
FIR 140	LLEL	4
FIR 205	LLEL	4
FIR 206	LLEL	3
FIR 211-212	LLEL	6
FIR 215	LLEL	3
FIR 220	LLEL	3
FIR 221	LLEL	4
FIR 222	LLEL	3
FIR 230	LLEL	3
FIR 235	LLEL	3
FIR 236	LLEL	3
FIR 237	LLEL	3
FIR 240	LLEL	3
FIR 245	LLEL	3
FIR 256	LLEL	3
FIR 257	LLEL	4
FIR 260	LLEL	3
FIR 275	LLEL	4
FIR 276	LLEL	4

FORESTRY (FOR)

FOR 135	BIOLLL	4
FOR 211-212	BIOLLL	6
FOR 237	BIOLLL	3

FRENCH (FRE)

FRE 101-102	FLANDR	8
FRE 103-104	FRENLL	6
FRE 111-112	FRENLL	6
FRE 201-202	FREN 201-202	8
FRE 203-204	FREN 201-202	6
FRE 211-212	FRENLL	6
FRE 221-222	FRENLL	6
FRE 233-234	FRENLL	6
FRE 241-242	FRENLL	6

FUNERAL SERVICES (FNS)

FNS 121-122	LLEL	7
FNS 125	LLEL	3
FNS 126	LLEL	3

GEOGRAPHY (GEO)

GEO 200	GEOG 311
GEO 205	GEOGLL
GEO 210	GEOG 351
GEO 220	GEOG 352
GEO 221-222	GEOGLL
GEO 230	GEOGLL

GEOLOGY (GOL)

GOL 105*	NSCIDR1/2
GOL 105-106	NSCIDR
GOL 106	NSCIDR1/2
GOL 111-112	GEOLLL
GOL 125	GEOLLL
GOL 135	GEOLLL
GOL 205	GEOLLL
GOL 206	GEOLLL
GOL 207	GEOLLL
GOL 225	GEOLLL

*GOL105 & NAS 130 = NSCIDR

GERMAN (GER)

GER 101-102	FLANDR
GER 103-104	GERMLL
GER 111-112	GERMLL
GER 201-202	GERM 201-202
GER 203-204	GERM 201-202
GER 211-212	GERMLL
GER 221-222	GERMLL
GER 231-232	GERMLL
GER 241-242	GERMLL
GER 251-252	GERMLL

GREEK (GRE)

GRE 101-102	FLANDR
GRE 201-202	FLANDR

HEALTH (HLT)

HLT 106	HLTH 325
HLT 110	HLTH 200
HLT 115	HLTH 200
HLT 116	LSPELL
HLT 121	LSPELL
HLT 145	LLEL
HLT 160	HLTHLL
HLT 161	HLTHLL
HLT 162	HLTHLL
HLT 166	HLTHLL
HLT 200	LSPELL
HLT 215	LSPELL
HLT 225	HLTHLL

HEBREW (HBR)

HBR 101-102	FLANDR
-------------	--------

HISTORY (HIS)

HIS 101-102	SSCIDR1/2
HIS 111-112	SSCIDR1/2
HIS 121-122	SSCIDR1/2
HIS 125	HISTLL
HIS 126	HISTLL

HIS 127	HISTLL	3
HIS 135	HISTLL	3
HIS 136	HISTLL	3
HIS 141-142	HISTLL	6
HIS 155	HISTLL	3
HIS 156	HISTLL	3
HIS 157	HISTLL	3
HIS 165	HISTLL	3
HIS 175	HISTLL	3
HIS 201-202	HISTLL	6
HIS 203-204	HISTLL	6
HIS 205	HISTLL	3
HIS 211-212	HISTLL	6
HIS 221-222	HISTLL	6
HIS 231-232	HISTLL	6
HIS 241-242	HISTLL	6
HIS 251-252	HISTLL	6
HIS 253-254	HISTLL	6
HIS 255	HISTLL	3
HIS 256	HISTLL	3
HIS 257	HISTLL	3
HIS 261-262	HISTLL	6
HIS 263-264	HISLLL	6
HIS 265	HISTLL	3
HIS 266	HISTLL	3
HIS 267	HISTLL	3
HIS 268	HISTLL	3
HIS 269	HISTLL	3
HIS 271-272	HISTLL	6
HIS 273-274	HISTLL	6
HIS 275	HISTLL	3
HIS 276	HISTLL	3
HIS 277	HISTLL	3
HIS 278	HISTLL	3
HIS 279	HISTLL	3
HIS 281-282	HISTLL	6
HIS 285	HISTLL	3

HORTICULTURE (HRT)

HRT 100	LLEL	3
HRT 105	LLEL	2
HRT 106	LLEL	1
HRT 107	LLEL	2
HRT 110	LLEL	3
HRT 111-112	LLEL	6
HRT 115	LLEL	3
HRT 116	LLEL	3
HRT 117	LLEL	2
HRT 118	LLEL	3
HRT 119	LLEL	3
HRT 120	LLEL	3
HRT 121-122	LLEL	6
HRT 125	LLEL	3
HRT 126	LLEL	3
HRT 127	LLEL	3
HRT 135	LLEL	3
HRT 136	LLEL	3
HRT 137	LLEL	3
HRT 140	LLEL	2
HRT 141-142	LLEL	4
HRT 150	LLEL	2
HRT 201-202	LLEL	6
HRT 205	LLEL	3

HRT 206	LLEL	2	HRI 265	LLEL	3
HRT 207	LLEL	3	HRI 266	LLEL	3
HRT 225	LLEL	3	HRI 269	LLEL	3
HRT 226	LLEL	3	HRI 275	LLEL	3
HRT 227	LLEL	3			
HRT 230	LLEL	2			
HRT 231-232	LLEL	6			
HRT 235	LLEL	3			
HRT 236	LLEL	2			
HRT 245	LLEL	2			
HRT 246	LLEL	2			
HRT 247	LLEL	2			
HRT 248	LLEL	3			
HRT 255	LLEL	3			
HRT 256	LLEL	3			
HRT 257	LLEL	3			
HRT 259	LLEL	3			

HOTEL, RESTAURANT, INSTITUTIONAL MANAGEMENT (HRI)

Maximum transferable HRI credits: 30 semester credits for students pursuing the Bachelor of Science in Business Administration (BSBA) degree; 16 semester credits for all others.

HRI 101-102	BUSNLL	6
HRI 111-112	LLEL	6
HRI 120	LLEL	4
HRI 121-122	LLEL	8
HRI 125	LLEL	3
HRI 135	LLEL	3
HRI 136	LLEL	3
HRI 137	LLEL	3
HRI 138	LLEL	3
HRI 139	LLEL	3
HRI 145	LLEL	3
HRI 146	LLEL	3
HRI 150	LLEL	3
HRI 155	LLEL	3
HRI 156	LLEL	3
HRI 157	LLEL	4
HRI 158	LLEL	3
HRI 159	LLEL	4
HRI 160	LLEL	3
HRI 165	LLEL	4
HRI 170	LLEL	3
HRI 175	LLEL	3
HRI 180	LLEL	3
HRI 215	LLEL	3
HRI 216	LLEL	3
HRI 221-222	LLEL	8
HRI 225	LLEL	3
HRI 235	LLEL	3
HRI 236	LLEL	3
HRI 245	LLEL	3
HRI 246	LLEL	3
HRI 248	LLEL	3
HRI 251-252	LLEL	6
HRI 255	LLEL	3
HRI 256	LLEL	3
HRI 257	LLEL	3

HUMANITIES (HUM)

HUM 100	HUMNLL	3
HUM 105	HUMNLL	3
HUM 111-112	HUMNLL	6
HUM 201-202	HUMNDR1/2	6
HUM 211-212	HUMNLL	6
HUM 231-232	HUMNLL	6
HUM 241-242	HUMNLL	6
HUM 245	HUMNLL	3
HUM 246	HUMNLL	3
HUM 247	HUMNLL	3
HUM 255	HUMNLL	3
HUM 256	HUMNLL	3
HUM 260	HUMNLL	3

HUMAN SERVICES (HMS)

HMS 100	LLEL	3
HMS 141-142	ULEL*	6
HMS 228	LLEL	3
HMS 231-232	LLEL	6
HMS 236	LLEL	3
HMS 251-252	LLEL	6

*Transferable to BA in Social Work only.

INDUSTRIAL ENGINEERING TECHNOLOGY (IND)

IND 150	LLEL	3
IND 225	LLEL	3
IND 230	LLEL	3

ITALIAN (ITA)

ITA 101-102	FLANDR	8
ITA 111-112	FLANDR	6
ITA 201-202	FLANLL	6
ITA 211-212	FLANLL	6

JAPANESE (JPN)

JPN 101-102	FLANDR	8
JPN 201-202	JAP 201-202	6

LATIN (LAT)

LAT 101-102	FLANDR	6
LAT 201-202	LATN 201-202	6

LEGAL ADMINISTRATION (LGL)

LGL 110	LLEL	3
LGL 115	LLEL	3
LGL 116	LLEL	3
LGL 125	GOVT 200	3
LGL 230	LLEL	3

MARINE SCIENCE (MAR)

MAR 101-102	BIOL 302/302L	8
MAR 121-122	BIOL 302/302L	8
MAR 125	BIOLLL	4

MARKETING (MKT)

MKT 100	BUSNLL	3
MKT 110	BUSNLL	3
MKT 115	BUSNLL	3
MKT 130	BUSNLL	3
MKT 131	BUSNLL	3
MKT 140	BUSNLL	3
MKT 200	BUSNLL	3
MKT 205	BUSNLL	3
MKT 210	BUSNLL	3
MKT 220	BUSNLL	3
MKT 225	BUSNLL	3
MKT 227	BUSNLL	3
MKT 228	BUSNLL	3
MKT 229	BUSNLL	3
MKT 236	BUSNLL	3
MKT 240	BUSNLL	3
MKT 245	BUSNLL	3
MKT 246	BUSNLL	3
MKT 247	BUSNLL	3
MKT 248	BUSNLL	3
MKT 249	BUSNLL	3
MKT 265	BUSNLL	3
MKT 271	BUSNLL	3
MKT 275	BUSNLL	3

MATHEMATICS (MTH)

MTH 113-114	MATH 110 & 130	10
MTH 115	MATH 110	3
MTH 120	MATHDR1/2	3
MTH 121-122	MATHDR	6
MTH 125	MATHDR1/2	3
MTH 131-132	MATHDR	6
MTH 141-142	BUSNLL	6
MTH 146	MATH 125	3
MTH 150	MATHDR1/2	3
MTH 151-152	MATH 109 & 105	6
MTH 160	MATHDR1/2	3
MTH 161-162	MATH 110 & 130	6
MTH 165	MATH 110	3
MTH 166	MATH 110	4
MTH 171-172	MATH 110 & 130	6
MTH 173-174	MATH 140 & 240	10
MTH 175-176	MATH 140 & 240	6
MTH 181-182	MATHDR	6
MTH 185	MATH 145	3
MTH 213-214	MATHDR	6
MTH 215	MATHDR1/2	3
MTH 241-242	MATH 125 & EL	6
MTH 243-244	MATH 125 & EL	6
MTH 250	MATH 205	3
MTH 265	MATHDR1/2	3
MTH 271-272	MATHDR	6
MTH 273-274	MATH 140 & 240	8
MTH 275-276	MATH 240, 250, & 320	8
MTH 277-279	MATH 250 & 320	8
MTH 279	MATH 320	4
MTH 285	MATH 260	3
MTH 286	MATH 145	4
MTH 291	MATH 320	3
MTH 292	MATHDR1/2	3

MEDICAL LABORATORY (MDL)

MDL 101	LLEL	3
MDL 125	LLEL	3
MDL 210	LLEL	3
MDL 216	LLEL	4
MDL 225	LLEL	4
MDL 236	LLEL	2
MDL 261-262	LLEL	6

MENTAL HEALTH (MEN)

MEN 101-102	LLEL	6
MEN 245	LLEL	3

MILITARY SCIENCE (MSC)

MSC 111-112	MLSC 101-102	6
MSC 121-122	MLSC 201-202	6
MSC 211-212	MLSCLL	6

MUSIC (MUS)

MUS 111-112	MUSC 211-212	8
MUS 120	MUSCLL	3
MUS 121-122	HUMNDR1/2	6
MUS 123-124	MUSCLL	4
MUS 125	MUSCLL	3
MUS 126	MUSCLL	3
MUS 127	MUSCLL	3
MUS 128	MUSCLL	3
MUS 131-132	APP MUSC 130*	4
MUS 136	APP MUSC 130*	1
MUS 137	MUSC 100	1
MUS 138	APP MUSC 130*	1
MUS 141-142	APP MUSC 130*	4
MUS 145	APP MUSC 130*	1
MUS 148	MUSCLL	1
MUS 149	MUSCLL	1
MUS 151-152	APP MUSC 130*	4
MUS 155	APP MUSC 130*	1
MUS 156	APP MUSC 130*	1
MUS 159	MUSCLL	3
MUS 161-162	APP MUSC 130*	4
MUS 163-164	APP MUSC 130*	6
MUS 165	APP MUSC 130*	2
MUS 166	APP MUSC 130*	1
MUS 171-172	APP MUSC 130*	4
MUS 175	APP MUSC 130*	1
MUS 176	APP MUSC 130*	1
MUS 181-182	APP MUSC 130*	4
MUS 185	APP MUSC 130*	1
MUS 186	APP MUSC 130*	1
MUS 200	MUSCLL	3
MUS 201-202	MUSCLL	6
MUS 205	MUSCLL	3
MUS 211-212	MUSCLL	8
MUS 213-214	MUSCLL	6
MUS 221-222	MUSC 201-202	6
MUS 223-224	MUSCLL	6
MUS 225	MUSCLL	3
MUS 226	MUSCLL	3
MUS 231-232	APP MUSC 130*	4
MUS 236	APP MUSC 130*	1
MUS 237	MUSC 100	1
MUS 238	APP MUSC 130*	1

MUS 241-242	APP MUSC 130*	4	PHI 275	PHILLL	3
MUS 243-244	MUSCLL	6	PHI 285	PHILLL	3
MUS 245	APP MUSC 130*	1			
MUS 248	APP MUSC 130*	1			
MUS 249	APP MUSC 130*	1			
MUS 255	APP MUSC 130*	1			
MUS 256	APP MUSC 130*	1			
MUSC 259	MUSCLL	3			
MUS 265	APP MUSC 130*	1			
MUS 266	APP MUSC 130*	1			
MUS 275	APP MUSC 130*	1			
MUS 276	APP MUSC 130*	1			
MUS 285	APP MUSC 130*	1			
MUS 286	APP MUSC 130*	1			

*Maximum of 8 semester credits transfer toward a baccalaureate degree in music.

NATURAL SCIENCE (NAS)

NAS 101-102	NSCIDR	8			
NAS 106	NSCILL	3			
NAS 111-112	NSCIDR	8			
NAS 113-114	NSCILL	8			
NAS 120	NSCILL	3			
NAS 125	NSCILL	4			
NAS 130*	NSCIDR1/2	4			
NAS 131-132	NSCILL	8			
NAS 135	LLEL	4			
NAS 140	NSCILL	3			
NAS 145	NSCILL	3			
NAS 150	NSCILL	3			
NAS 155	NSCILL	2			
NAS 161-162	NSCILL	8			
NAS 171-172	NSCILL	8			
NAS 175	NSCILL	1			
NAS 215	NSCILL	6			
NAS 216	NSCILL	6			

*NAS130+GOL 105= NSCIDR

NURSING (NSG)

Maximum NSG credits transferable: 30 semester credits for BSN degree 16 semester credits for other degrees

PHILOSOPHY (PHI)

PHI 101-102	HUMNDR1/2	6			
PHI 111-112	PHILLL	6			
PHI 115	PHIL 101	3			
PHI 200	PHILLL	3			
PHI 211-212	HUMNDR1/2	6			
PHI 220	PHILLL	3			
PHI 225	PHILLL	3			
PHI 226	PHILLL	3			
PHI 227	PHILLL	3			
PHI 231-232	PHILLL	6			
PHI 240	PHILLL	3			
PHI 241-242	PHILLL	6			
PHI 250	PHILLL	3			
PHI 255	PHILLL	3			
PHI 256	PHILLL	3			
PHI 265	PHILLL	3			
PHI 266	PHILLL	3			
PHI 267	PHILLL	3			
PHI 270	PHILLL	3			

PHOTOGRAPHY (PHT)

PHT 100	LLEL	2			
PHT 101-102	PHOT 270 & EL	6			
PHT 105	LLEL	2			
PHT 106	LLEL	2			
PHT 107	LLEL	2			
PHT 110	LLEL	2			
PHT 111	LLEL	2			
PHT 112	LLEL	3			
PHT 126	LLEL	3			
PHT 201-202	LLEL	6			
PHT 205-206	LLEL	6			
PHT 211-212	LLEL	6			
PHT 216	LLEL	3			
PHT 221-222	LLEL	6			
PHT 226	LLEL	3			
PHT 227	LLEL	3			
PHT 231-232	LLEL	6			
PHT 236	LLEL	3			
PHT 246	LLEL	3			
PHT 247	LLEL	3			
PHT 256	LLEL	3			

PHYSICAL EDUCATION AND RECREATION (PED)

Successful completion of any one-semester PED activity course will transfer to CNU as satisfying the physical education and health distribution requirement. You may also satisfy this requirement through successful completion of either HLT 110 or HLT 115. Military veterans who served for 186 consecutive days of active duty may earn up to two semester credits for basic military training. The following PED courses transfer as non-activity physical education electives.

PED 110	NON-ACT EL	3			
PED 115	NON-ACT EL	1			
PED 179	NON-ACT EL	1			
PED 180	NON-ACT EL	1			
PED 183-184	NON-ACT EL	2			
PED 200	NON-ACT EL	2			
PED 205	NON-ACT EL	1			
PED 215	NON-ACT EL	1			

PHYSICS (PHY)

(Physics credits more than 10 years old do not transfer without the approval of the Department of Physics and Computer Science.)

PHY 101-102*	NSCIDR	8			
PHY 121-122	PHYS 103-104 & LABS	8			
PHY 201-202	NSCIDR	8			
PHY 211-212	PHYS 103-104 & LABS	10			
PHY 221-222	PHYS 201-202 & LABS	6			
PHY 231-232	PHYS 201-202 & LABS	10			
PHY 241-242	PHYS 201-202 & LABS	8			

TRANSFER GUIDE

PHY 243	PHYSLL	4	REA 215	BUSNLL	3
*Transfers only within the context of the 35-credit Transfer Module. See "Transfer Module" at the beginning of this Guide.			REA 216	BUSNLL	3
			REA 217	BUSNLL	3
			REA 225	BUSNLL	3
			REA 230	BUSNLL	3
			REA 235	BUSNLL	3
			REA 245	BUSNLL	3
			REA 246	BUSNLL	3
			REA 247	BUSNLL	3
			REA 255	BUSNLL	3
			REA 256	BUSNLL	3
			REA 265	BUSNLL	3
POLITICAL SCIENCE (PLS)					
PLS 135	GOVT 201	3			
PLS 136	GOVT 202	3			
PLS 211-212	SSCIDR1/2	6			
PLS 241-242	SSCIDR1/2	6			
PSYCHOLOGY (PSY)					
PSY 100	PSYCLL	3	RELIGION (REL)		
PSY 105	PSYCLL	3	REL 100	RSTDLL	3
PSY 108	PSYCLL	3	REL 200	RSTDLL	3
PSY 120	PSYCLL	3	REL 205	RSTDLL	3
PSY 125	PSYCLL	3	REL 206	RSTDLL	3
PSY 165	PSYCLL	3	REL 207	RSTDLL	3
PSY 166	PSYCLL	3	REL 208	RSTDLL	3
PSY 201-202	PSYC 201-202	6	REL 210	RSTDLL	3
PSY 215	PSYCLL	3	REL 215	RSTDLL	3
PSY 216	PSYCLL	3	REL 216	RSTDLL	3
PSY 220	PSYCLL	3	REL 217	RSTDLL	3
PSY 225	PSYCLL	3	REL 225	RSTDLL	3
PSY 226	PSYCLL	3	REL 230	RSTDLL	3
PSY 231-232	PSYC 210-211	6	REL 231-232	HUMNDR1/2	6
PSY 235	PSYC 210	3	REL 235	RSTDLL	3
PSY 236	PSYC 211	3	REL 236	RSTDLL	3
PSY 237	PSYCLL	3	REL 237	RSTDLL	3
PSY 238	PSYC 210	3	REL 240	RSTDLL	3
PSY 245	PSYCLL	3	REL 245	RSTDLL	3
PSY 246	PSYCLL	3	REL 246	RSTDLL	3
PSY 250	PSYCLL	3	REL 247	RSTDLL	3
PSY 255	PSYCLL	3	REL 248	RSTDLL	3
PSY 256	PSYCLL	3	REL 249	RSTDLL	3
PSY 257	PSYCLL	3	REL 250	RSTDLL	3
PSY 265	PSYCLL	3	REL 255	RSTDLL	3
PSY 266	PSYCLL	3	REL 260	RSTDLL	3
PSY 267	PSYCLL	3			
PSY 271-272	PSYCLL	6	RUSSIAN (RUS)		
PSY 273-274	PSYCLL	6	RUS 101-102	FLANDR	8
			RUS 201-202	FLANLL	8
PUBLIC SERVICE (PBS)					
PBS 100	LLEL	3	SOCIAL SCIENCE (SSC)		
PBS 105	LLEL	1	SSC 100	LLEL	3
PBS 106	LLEL	3	SSC 101-102	LLEL	6
PBS 115	LLEL	3	SSC 107	LLEL	3
PBS 116	LLEL	3	SSC 120	LLEL	3
PBS 120	LLEL	3	SSC 201-202	LLEL	6
PBS 135	LLEL	3	SSC 205	LLEL	3
PBS 136	LLEL	3	SSC 211-212	LLEL	6
PBS 240	LLEL	3			
PBS 255	LLEL	3	SOCIOLOGY (SOC)		
PBS 265	LLEL	3	SOC 115	SOCLLL	3
PBS 266	LLEL	3	SOC 200	SOCL 201	3
			SOC 201-202	SSCIDR1/2	6
			SOC 205	SOCLLL	3
			SOC 206	SOCLLL	3
			SOC 207	SOCLLL	3
			SOC 208	SOCLLL	3
			SOC 209	SOCLLL	3
REAL ESTATE (REA)					
REA 100	BUSNLL	3			
REA 110	BUSNLL	3			
REA 115	BUSNLL	2			
REA 205	BUSNLL	3			

SOC 210	SOCLLL	3	SPD 115	SPCHLL	3
SOC 211-212	SSCIDR1/2	6	SPD 116	SPCHLL	1
SOC 215	SOCL 303	3	SPD 117	SPCHLL	3
SOC 216	SOCLLL	3	SPD 125	SPCHLL	3
SOC 217	SOCLLL	3	SPD 130	SPCHLL	3
SOC 218	SOCLLL	3	SPD 131-132	SPCHLL	6
SOC 219	SOCLLL	3	SPD 135	SPCHLL	3
SOC 220	SOCLLL	3	SPD 136	SPCHLL	1
SOC 225	SOCLLL	3	SPD 137	SPCHLL	3
SOC 226	SOCLLL	3	SPD 141-142	SPCHLL	6
SOC 235	SOCLLL	3	SPD 145	SPCHLL	3
SOC 226	SOCLLL	3	SPD 151-152	SPCHLL	6
SOC 245	SOCLLL	3	SPD 165	SPCHLL	1
SOC 246	SOCLLL	3	SPD 200	SPCHLL	3
SOC 247	SOCLLL	3	SPD 205	SPCHLL	3
SOC 255	SOCLLL	3	SPD 225	SPCHLL	3
SOC 256	SOCLLL	3	SPD 226	SPCHLL	3
SOC 265	SOCLLL	3	SPD 227	SPCHLL	3
SOC 266	SOCL 316	3	SPD 228	SPCHLL	3
SOC 268	SOCL 318	3	SPD 229	SPCHLL	3
SPANISH (SPA)			SPD 231-232	SPCHLL	6
			SPD 233-234	SPCHLL	2
SPA 101-102	FLANDR	8	SPD 240	SPCHLL	3
SPA 103-104	SPANLL	6	SPD 241-242	SPCHLL	6
SPA 111-112	SPANLL	6	SPD 245	SPCHLL	3
SPA 201-202	SPAN 201-202	8	SPD 246	SPCHLL	3
SPA 203-204	SPAN 201-202	6	SPD 247	SPCHLL	3
SPA 211-212	SPANLL	6	SPD 248	SPCHLL	3
SPA 221-222	SPANLL	6	SPD 249	SPCHLL	1
SPA 233-234	SPANLL	6	SPD 250	SPCHLL	3
SPA 241-242	SPANLL	6	SPD 265	SPCHLL	3
SPA 271-272	SPANLL	6	SPD 266	SPCHLL	1
SPEECH AND DRAMA (SPD)			SPD 267	SPCHLL	3
			SPD 268	SPCHLL	3
SPD 100	SPCH 201	3	SPD 271-272	SPCHLL	6
SPD 105	SPCHLL	3	SPD 273-274	SPCHLL	6
SPD 106	SPCHLL	3	SPD 275	SPCHLL	3
SPD 110	SPCHLL	3	SPD 276	SPCHLL	3
SPD 111-112	SPCH 214 & EL	6	SPD 281-282	SPCHLL	6
			SPD 285	SPCHLL	1

Christopher Newport University
Newport News, VA 23606-2998

NON-PROFIT
ORGANIZATION
U.S. POSTAGE
PAID
NEWPORT NEWS, VA
PERMIT NO. 2008